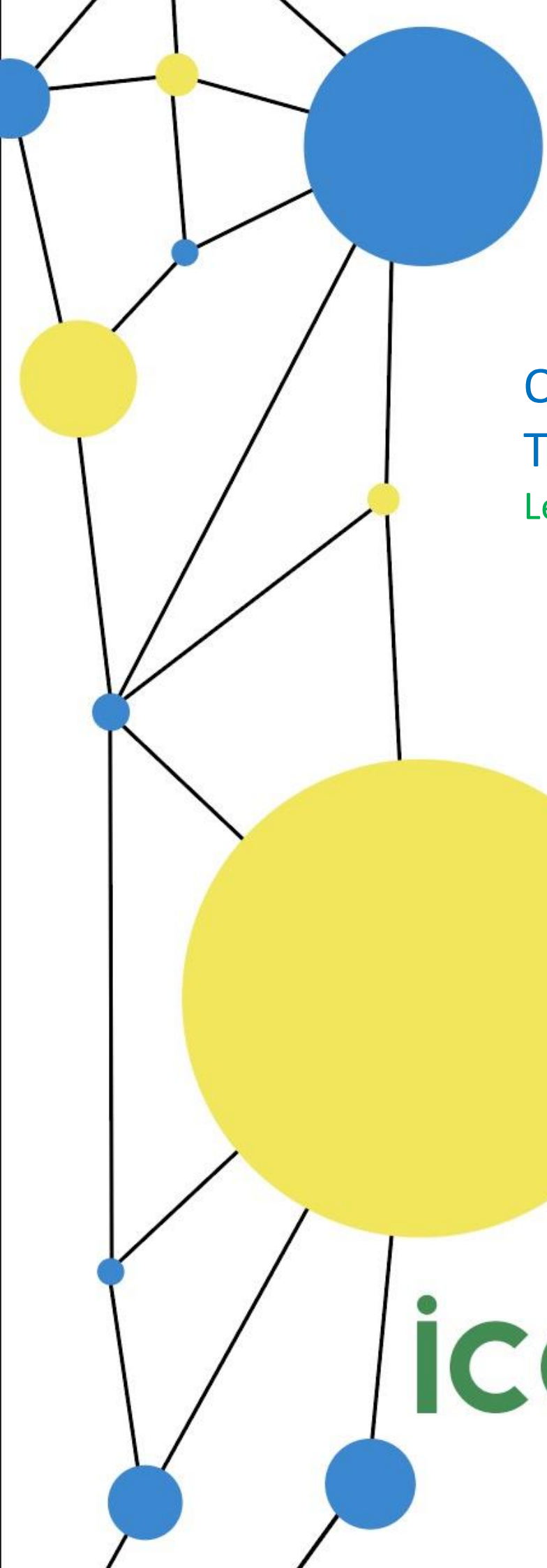
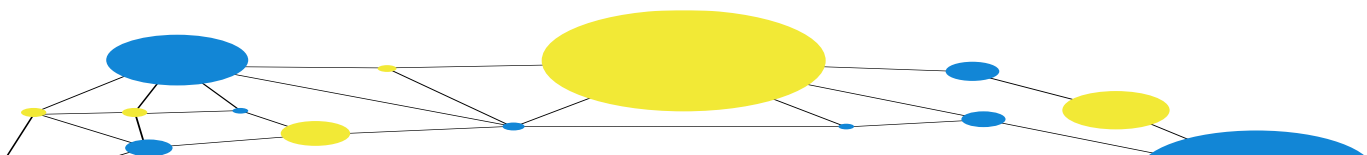


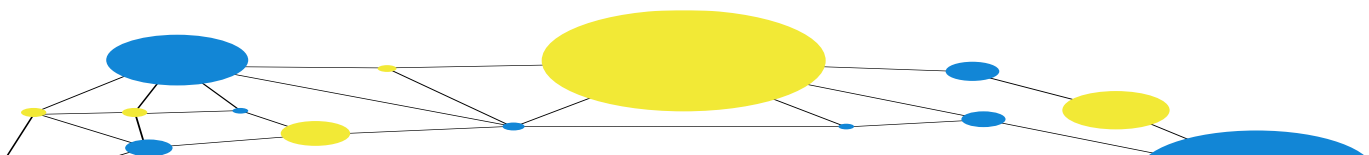
O5 ICE-CAP In-service Training Programme

Learner manual

ice–cap

CONTENTS





INTRODUCTION

Purpose

The Learner manual is part of the intellectual output 5 “ICE-CAP In-service Training Programme” and seeks to ensure that adult and community educators are fully equipped to harness the potential of the ICE-CAP educational resources. It is a practical guide to promote circular economy and family learning through online environments. The manual provides these educators with a collection of resources that can be directly implemented. The hope is that the examples and resources provided in this manual will spark the ideas of adult and community educators to develop further resources and share them with peers and with other adult education providers.

The Learner Manual is developed to support the implementation of a bespoke in-service training programme all participating countries – Croatia, Finland, Ireland, Portugal, Spain and the United Kingdom. The in-service training places a significant emphasis on the use of new challenge-based educational resources developed by the ICE-CAP project. The focus of the in-service training is to ensure that the adult and community educators who participate build the necessary competences to develop their own resources using widely available open-source software, but also develop an understanding of how challenge-based learning works best for today's digital natives.

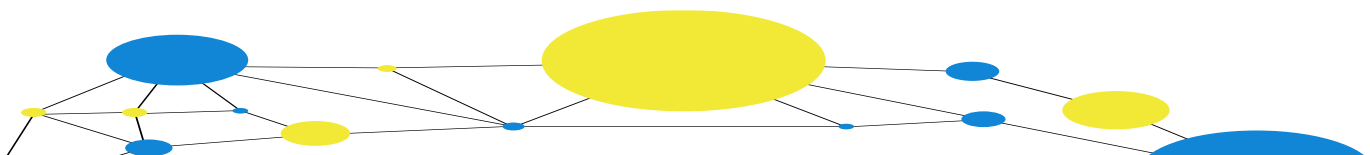
Context

As the EU economy continue to evolve at a rapid pace, educators are increasingly expected to provide new training to meet emerging market needs. However, in many cases appropriate in-service training is not provided.

ICE-CAP proposes a comprehensive educational intervention where the needs of adult and community educators, as key intermediaries, are considered to be just as important as the needs of the end users of the resources – the families.

The proposed in-service training supports these educators to maximise the potential of the new dynamic, media-rich challenge-based educational resources represents a significant innovation in the adult education field. Providing bespoke training addressing issues like the circular economy is a challenge for adult education providers, especially if there is insufficient demand or critical mass of potential learners in a local area.

Harnessing the potential of online learning through the myriad of online platforms and social media environments, that are available, can have a major impact on the accessibility and viability of adult education provision. Ensuring that adult and community educators are confident working in these environments can have an ongoing impact into the future and positive implications for the provision of adult education at local level. As the reach of online platforms continues to grow the demand for suitably trained professionals who are happy and able to work in these environments will also grow.



The in-service training programme Learner manual is available on ICE-CAP online interactive portal - **https://ice-cap.eu** - as a handbook in pdf format for printing and as a flip-book for online use, in five languages – English, Croatian, Finish, Portuguese and Spanish.

Overview

The Learner manual is organised in two main sections.

The first section "In-Service Training Programme" presents the structure of the training, its units and related learning outcomes.

The second section "Learning Resources" focuses on activities at the training classroom (i.e., hands-on workshops) and self-directed learning level. The order of the subchapter follows these two components of the training programme good practice. A total of 12 resources are available.

Terms of reference

Digital Breakout	is the same escape room-type experience but uses Google Forms and digital clues instead of locks and physical clues
Circular economy	is based on the principles of designing out waste and pollution, keeping products and materials in use, and regenerating natural systems
Challenge-based learning	is a collaborative learning experience in which educators and learners work together to learn about compelling issues, propose solutions to real problems, and take action
Family learning	provides a range of tailored resources and opportunities for family members to learn together as and within a family
WebQuest	is an inquiry-based activity where learners are given a task and provided with access to on-line resources to help them complete the task

ICE-CAP IN-SERVICE TRAINING PROGRAMME

This section presents the structure of the ICE-CAP In-service Training Programme, its units and related learning outcomes.

The training comprises a total of 60 hours of instruction, made up of 25 hours of hands-on workshop learning and 35 hours of online self-directed learning.

The 25 hours of hands-on workshop learning are broken down into the following three learning units:

- 5-hours introductory workshop introducing the circular economy and the basic principles of good family learning practice
- 10-hours workshops that demonstrate best practice in constructing a Digital Breakout and a WebQuest
- 10-hours workshop where adult educators have to develop an outline of the different steps required to develop their own challenge-based resources

The 35 hours of online self-directed learning comprises this learning unit:

- 35-hours guidance for the adult and community educators to develop their own challenge based-resources as a skills demonstration

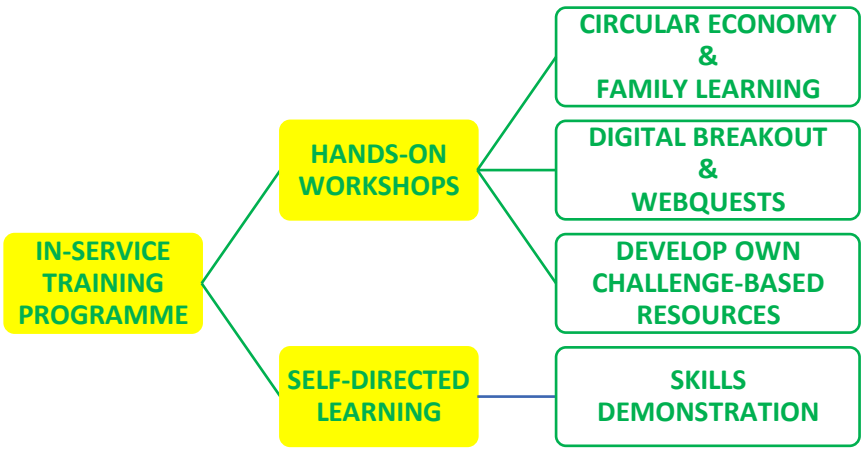


Figure 1: ICE-CAP In-Service Training Programme: scheme

For each one of the four learnings units, presented below in a format of a table, is described its aims and the set of learning outcomes planned to be achieved during the training, structured into:

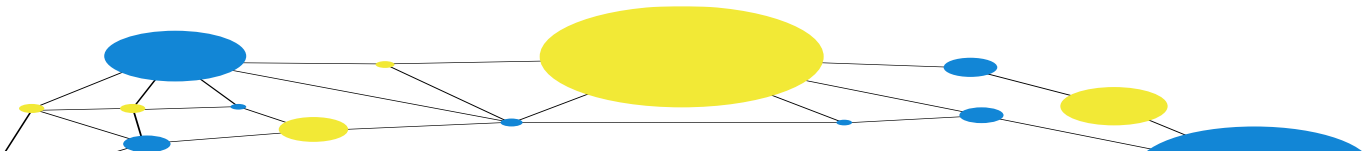
- Knowledge, i.e., the cognitive learning domain - things adult and community educators should know
- Skills, i.e., the practical learning domain - things adult and community educators should learn to do
- Responsibility and autonomy, i.e., the affective learning domain - desirable things adult and community educators tend to do

Unit 1| ICE-CAP's themes: introduction

AIM	**To introduce the circular economy and the basic principles of good family learning practice**		
UNIT 1.1	After completing this unit, the adult and community educators will be able to…		
INTRODUCING CIRCULAR ECONOMY	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Outline basic principles of circular economy	Identify the advantages of circular economy	Promote the circular economy in the family
UNIT 1.2	After completing this unit, the adult and community educators will be able to…		
LEARNING RESOURCES	**HANDS-ON WORKSHOP 1.1**		
INTRODUCING BASIC PRINCIPLES OF GOOD FAMILY LEARNING PRACTICE	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	List the main challenges of learning online environments in a family learning context	Identify practical tips to get a good use of internet in learning online environments	Contribute to a motivated attitude regarding learning online environments
LEARNING RESOURCES	**HANDS-ON WORKSHOP 1.2**		

Unit 2 | Digital Breakout and WebQuest: best practice

AIM	**To demonstrate best practice in constructing a Digital Breakout and a WebQuest**		
UNIT 2.1	After completing this unit, the adult educators and community will be able to…		
CONSTRUCTING A DIGITAL BREAKOUT	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Understand the constructs beyond a Digital Breakout	Analyse what a Digital Breakout is, could be and is not	Judge a Digital Breakout based on assessment criteria
LEARNING RESOURCES	**HANDS-ON WORKSHOP 2.1**		
UNIT 2.2	After completing this unit, the adult and community educators will be able to…		
CONSTRUCTING A WEBQUEST	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Understand the constructs beyond a WebQuest	Analyse what a WebQuest is, could be and is not	Judge a Webquest based on assessment criteria
LEARNING RESOURCES	**HANDS-ON WORKSHOP 2.2**		



Unit 3 | Challenge-based resources: step-by-step

AIM	**To draft an outline of the different steps required to develop own challenge based-resources**		
UNIT 3.1	After completing this unit, the adult and community educators will be able to…		
OUTLINING THE STEPS TO DEVELOP CHALLENGE-BASED RESOURCES	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	Reflect on challenge-based learning key ideas	Identify the three phases and its activities of the challenge-based learning	Showcase the best practises regarding challenge-based learning approach
LEARNING RESOURCES	**HANDS-ON WORKSHOP 3.1**		

Unit 4 | Challenge-based resources: put into practice

AIM	**To self-guide adult educators in developing their own challenge-based resources as a skills demonstration**		
UNIT 4.1	After completing this unit, the adult educators and community will be able to…		
CONSTRUCTING A DIGITAL BREAKOUT	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	List and review specific steps, tools, methods, and resources in creating and implementing a Digital Breakout	Create and structure a Digital Breakout as well as embed various customised media and interactive tools into a breakout	Promote and put into practice creative techniques and processes for developing teaching materials and activities
LEARNING RESOURCES	**SELF-DIRECTED LEARNING 4.1.1; 4.1.2; 4.1.3; 4.1.4**		
UNIT 4.2	After completing this unit, the adult and community educators will be able to…		
CONSTRUCTING A WEBQUEST	**KNOWLEDGE**	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
	List and review specific steps, tools, methods, and resources in creating and implementing a WebQuest	Formulate an engaging and motivating WebQuest using real-world problems and authentic situations	Encourage autonomy, metacognition and reflection in learners
LEARNING RESOURCES	**SELF-DIRECTED LEARNING 4.2.1; 4.2.2; 4.2.3**		

LEARNING RESOURCES

This second section presents a total of 12 resources, 5 for supporting the delivering of the hands-on workshops, in a face-to-face environment; and 7 activities for self-directed learning format, to be performed by adult and community educators. The Portuguese partner, AEVA, and the Croatian partner, DANTE, were responsible for both sets of resources, respectively.

Each one of the resources provide a set of instructions, including:

- Duration, in hours
- Purpose, explaining the aim and which competences can be developed
- Practicalities related with logistic aspects and materials needed
- Step-by-step instructions, offering various online references to support the activity
- Worksheets, whenever required
- Learning notes, a space for participants' records

The 5 hands-on workshops are planned to be delivered by trainers who participated in the transnational training event of the ICE-CAP project, are related with the first three learning units presented in the previous section, and cover the following topics:

1) Introducing circular economy
2) Introducing basic principles of good family learning practice
3) Constructing a Digital Breakout
4) Constructing a WebQuest
5) Outlining the steps to develop challenge-based resources

The 7 self-directed learning activities are designed to guide adult and community educators to go further and take the initiative to develop own challenge-based resources as a skills demonstration, and cover the following topics:

1) Creating a lock for a Digital Breakout
2) Creating a breakout room
3) Enriching your Digital Breakout with images and slides
4) Creating Digital Breakout graphics
5) Developing a WebQuest: introduction and task
6) The WebQuest process: steps and resources for learners
7) Finishing the WebQuest: evaluation and reflection

Hands-on workshops

Hands-on workshop 1.1	Introducing the circular economy
Participants	Adult and community educators
Duration	2.5 hours

PURPOSE

Why is this resource provided?

Families play an important role in transitioning to a circular economy.

The purpose of this workshop is to get participants aware of how families can contribute to the transition to a more circular economy by getting in contact withto know the main principles of a the circular economy and its advantages.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Outline the basic principles of a circular economy and identify its advantages
- Promote the circular economy within the family

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
Training room	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. Outline the basic principles of a circular economy and identify its advantages

A circular economy is an economic system of closed loops in which raw materials, components and products lose their value as little as possible, renewable energy sources are used and systems thinking is at the core. There are three aspects that must be considered:

- ✓ Reduce
- ✓ Reuse
- ✓ Recycle

Now, bearing this in mind, participants should find out on their own, what the main principles of a circular economy are. They may use the links below or others that they prefer and then, they should try to sum up the main advantages of it.

https://www.ellenmacarthurfoundation.org/circular-economy/what-is-the-circular-economy

https://youmatter.world/en/definition/definitions-circular-economy-meaning-definition-benefits-barriers/

https://kenniskaarten.hetgroenebrein.nl/en/knowledge-map-circular-economy/ce-economic-advantages/

2. Promote the circular economy within the family

After familiarising yourself with the circular economic principles and main advantages, participants should be invited to think about how can they can use it in their lives, at home and with their own families. They should use the internet to form some ideas of how to help them create their own plan with the circular economic principles they can apply on a daily basis.

Below are some examples links they may could use or they may use others. Afterwards, they should create a plan for their family, in a free style format, identifying what could represent the biggest challenge to their family.

https://www.livingcircular.veolia.com/en/eco-citizen/circular-economy-home

https://www.livingcircular.veolia.com/en/eco-citizen/sustainable-lifestyle-circular-economy

https://theconsciousclub.com/articles/sustainability-how-to-achieve-your-own-circular-economy-at-home

LEARNING NOTES

Hands-on workshop 1.2	Introducing basic principles of good family learning practice
Participants	Adult and community educators
Duration	2.5 hours

PURPOSE

Why is this resource provided?

In the context of family learning, online environments have an important role. The use of the internet may be faced differently by adult educators and their students, however that should not drive them away from each other.

The purpose of this workshop is to encourage participants to face online environments in a family learning context, getting good use of it and being aware of its main challenges.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- List the main challenges of learning online environments in a family learning context
- Identify practical tips to get good use of the internet in online learning environments
- Contribute to a motivated attitude regarding online learning environments

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
Training room	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. **The main challenges of online learning environments and tips to get a good use of the internet in a family learning context**

Nowadays children are technologically advanced and they are confident about their ability. Sometimes their ability regarding an online environment overcome their parents' ability. However, sometimes this ability is not accompanied by maturity. In addition, through the internet, children may have access to inappropriate content, be subject to cyberbullying, oversharing of private information and online game addiction. Hence the balance of supervision and autonomy is required. With this in mind, participants should do some research about the main challenges of online learning environments and how to get good use of the internet in a family learning context. They may use the links below or others that they prefer and then, they should try to sum up their conclusions.

http://www.kathleenamorris.com/2019/05/16/internet-safety-parents/

https://www.childnet.com/resources/online-safety-activities-you-can-do-from-home

https://www.fosi.org/good-digital-parenting/6-tips-on-helping-your-kids-use-the-internet-optimally

2. A motivated attitude regarding learning online environments

Let's accept the fact that the gadgets which were used for recreational purposes like games, cartoons and movies, are now used for educational purposes. Hence educators need to encourage their children to have open-ended communication about their views on online learning and consider their feedback worthy enough to be discussed with them. Educators need to face the fact that for this young generation, these gadgets will be a part of their world.

Below are some links which participants may use or they may use others. Afterwards, they should list the main attitudes they think they might need to change regarding online learning environment.

https://vega.edu.in/how-to-keep-children-motivated-when-they-are-learning-online/

https://onlinelearninginsights.wordpress.com/2012/08/31/how-to-motivate-students-in-the-online-learning-environment/

https://vega.edu.in/digital-detox/

LEARNING NOTES

Hands-on workshop 2.1	Constructing a Digital Breakout
Participants	Adult and community educators
Duration	5 hours

PURPOSE

Why is this resource provided?

It is important to understand the available online challenge based-resources that can be used in a learning context. Digital Breakouts is one of this kind of resources.

Therefore, this workshop aims to familiarize adult educators with Digital Breakout, its construction and provides them with some tools to evaluate it.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Understand the construction beyond a Digital Breakout
- Analyse what Digital Breakout is, could be and is not
- Judge Digital Breakout based on assessment criteria

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
Training room	Internet access Printed worksheet	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. The construction beyond a Digital Breakout

A Digital Breakout is a webpage that allows students to use the information to solve digital puzzles and problems. It contains questions with data validation and unless one provides the exact content, the question does not unlock. By the same reason, one will not be able to submit the form unless the correct content is entered.

Participants should use the internet to find out what defines a Digital Breakout and what are the basic principles beyond it. They may use the links below or others they prefer. Then, they should identify situations in which Digital Breakouts may be useful in an online learning environment.

https://blog.tcea.org/50-states-digital-breakout/

https://sites.google.com/gtrainerdemo.coffeyitrt.com/digitalbreakoutedu/home

2. What is, could be and is not a Digital Breakout

To create a Digital Breakout, one should be aware of its structure. So, analyzing what is, what could be and what is not a Digital Breakout is the challenge participants will be invited to do. Digital Breakout being an online challenge base-resource the internet must be used as the main source. Participants may use the links below or others and should work in small groups.

All groups should identify: 1) what is; 2) what could be and 3) what is not a Digital Breakout.

Then they should discuss their conclusions.

https://www.youtube.com/watch?v=4AH5uC6wRpw

https://www.youtube.com/watch?v=Cy4Q2LPSkis

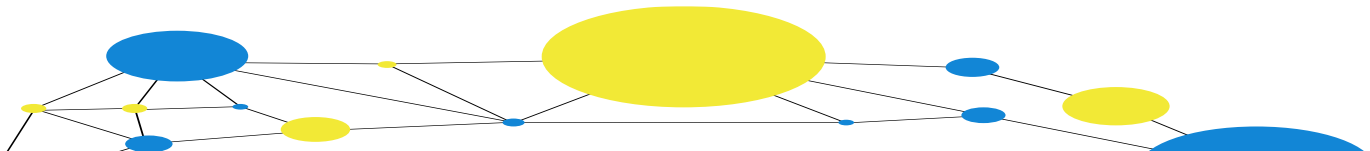
https://meredithakers.com/2019/11/17/digital-breakout-made-easy/

3. Judging Digital Breakout

Like any learning activity, a Digital Breakout should be able to be assessed. Creativity, a coherent storyline and challenges that help assess the competence or the learning outcomes are some of the criteria that should be taken into account in any evaluation.

Therefore, bearing in mind the scale included in the Worksheets, participants should assess different Digital Breakouts and then discuss their evaluation.

LEARNING NOTES



WORKSHEET

CRITERIA	Beginning 0 points	Developing 2 points	Accomplished 4 points	SCORE	COMMENTS
Storyline coherence	The storyline is not clear and the learning materials doesn't fit into it	The storyline is not clear or the learning materials doesn't fit into it	The storyline is clear and the learning materials fit into it		
Creativity	The images or videos doesn´t visually support the story. It doesn´t help the player to visualise the narrative	The images or videos doesn´t visually support the story or it doesn´t help the player to visualise the narrative	The images or videos visually support the story. It helps the player to visualise the narrative and keep him motivated		
Relevance of challenges to assess the competences	The challenges are not relevant and doesn't help to assess the competences/ learning outcomes	The challenges are not relevant or doesn't help to assess the competences/ learning outcomes	The challenges are relevant and help to assess the competences/the learning outcomes		
Challenges adjusted to the target	The challenges are not adjusted to the target	Some of the challenges are not adjusted to the target	The challenges are adjusted to the target		

Hands-on workshop 2.2	Constructing a WebQuest
Participants	Adult and community educators
Duration	5 hours

PURPOSE

Why is this resource provided?

It is important to understand the available online challenge based-resources that can be used in a learning context. A WebQuest is one of these resources.

Therefore, this workshop aims to familiarize adult educators with a WebQuest, explore its construction and provide them with some tools to evaluate it.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Understand the construction beyond a WebQuest
- Analyse what WebQuest is, could be and is not
- Judge WebQuest based on assessment criteria

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
Training room	Internet access Printed worksheet	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. The constructs beyond a WebQuest

According to Bernie Dodge, its founder, a WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing.

Bearing this in mind, participants should use the internet to find out what defines a WebQuest, what are the basic principles beyond it. They may use the links below or others they prefer. Then, they should identify situations in which a WebQuest may be useful in an online learning environment.

https://sites.google.com/site/bloomstaxonomyjae/home/webquest/the-7-components-of-webquests

https://www.edutopia.org/discussion/examples-webquests-science

2. What is, could be and is not a WebQuest

To create a WebQuest one should be aware of its structure. So, analyzing what is, what could be and what is not a WebQuest is the challenge participants will be invited to take part in. With WebQuest being an online challenge based-resource, the internet must be used as the main source.

Participants may use the links below or others and should work in small groups.

All groups should identify: 1) what is; 2) what could be and 3) what is not a WebQuest.

Then they should discuss their conclusions.

https://www.edtechteam.com/blog/2018/08/hyperdoc-not-webquest/

https://tommarch.com/writings/what-webquests-are/

https://www.thirteen.org/edonline/concept2class/webquests/index_sub3.html

http://web.archive.org/web/20050623151929/http://bestwebquests.com/tips/red_flags.asp

3. Judging WebQuest

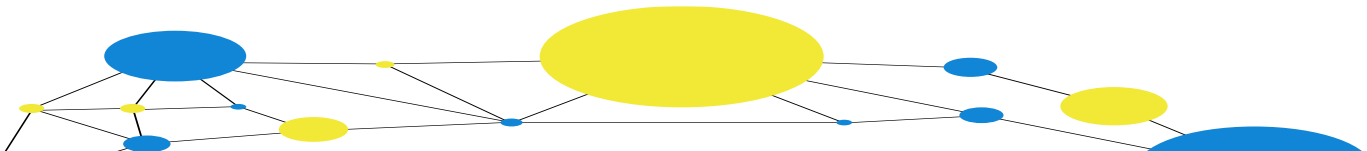
Like any learning activity, a WebQuest should be able to be assessed. Introduction, Task, Process and Resources and Conclusion are the issues that should be taken into account in any evaluation.

Therefore, bearing in mind the scale included in the Worksheets, participants should assess different WebQuests and then discuss their evaluation.

LEARNING NOTES

WORKSHEET

CRITERIA	Beginning 0 points	Developing 2 points	Accomplished 4 points	SCORE	COMMENTS
Introduction motivational and cognitive effectiveness	The introduction doesn't motivate nor prepare the reader for what is to come	The introduction doesn't motivate or doesn’t prepare the reader for what is to come	The introduction motivates and prepares the reader for what is to come		
Task cognitive level	The task requires simply comprehending or retelling of information found on web pages and answering factual questions	The task is doable but is limited in its significance to learners' lives	The task is engaging and requires synthesis of multiple sources of information and/or taking a position, and/or going beyond the data given		
Process richness	The process has few steps, no separate roles assigned	The process has some separate tasks or roles assigned. More complex activities required	The process has different roles assigned to help learners understand different perspectives and/or share responsibility in accomplishing the task		
Resources relevance	The resources provided are not suitable for learners accomplish the task	There is some connection between the resources and the information needed for learners to accomplish the task	There is a clear and meaningful connection between all the resources and the information needed for learners to accomplish the task		
Conclusion meaningfulness	The conclusion is not related to standards	The conclusion is referenced to standards but is not clearly connected to the purpose of the WebQuest	The task is referenced to standards and is clearly connected to the experience of the learner and the purpose of the WebQuest		



Hands-on workshop 3.1	Outlining the steps to develop challenge-based resources
Participants	Adult and community educators
Duration	5 hours

PURPOSE

Why is this resource provided?

Challenge-based learning is an approach that aims to provide an efficient and effective framework for learning, while solving real-world challenges.

By doing this workshop, participants will be invited to get in contact with this collaborative and hands-on process, so that they can use its principles in the resources they may create in the future.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Reflect on challenge-based learning key ideas
- Identify the three phases and its activities of the challenge-based learning
- Showcase the best practises regarding challenge-based learning approach

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
Training room	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. Reflect on challenge-based learning key ideas

Challenge based learning builds on the foundation of experiential learning and its framework is informed by innovative ideas from education, media, technology, entertainment, recreation, the workplace and society.

With this in mind, participants should reflect on the key ideas of challenge-based learning using the link below or others they prefer. Then, they should sum up and discuss which key idea or ideas they think will be more relevant for their context.

https://www.challengebasedlearning.org/about/

2. The three phases and its activities of challenge-based learning

Engage, Investigate and Act represent its three phases of challenge-based learning. Each phase includes specific activities. Supporting all the phases is an ongoing process of documentation, reflection and sharing.

With this in mind, participants should reflect about the three phases of challenge-based learning using the links below or others they prefer. Then, they should sum up the characteristics of each phase and its activities.

https://www.challengebasedlearning.org/framework/

https://www.smore.com/zd280-challenge-based-learning

https://www.youtube.com/watch?v=MH0xbc-xMNI

3. Challenge-based learning best practises

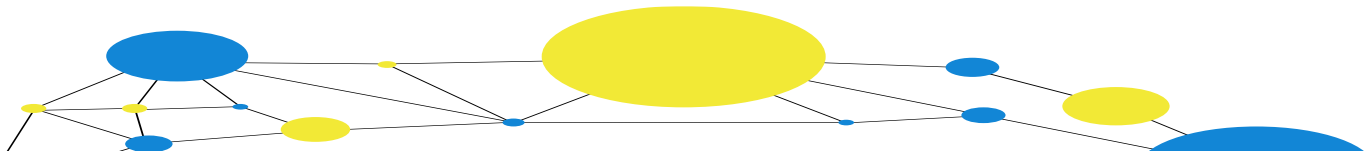
There are some tips that can be useful if one wants to adopt a challenge-based learning approach, in each phase, activity or in the entire process.

In this part, participants should showcase best practises of challenge base learning, using the link below or others they prefer. They should work in small groups and create a creative map of the best practises they think are more relevant and identifying them in the correspondent phase or activity.

https://www.challengebasedlearning.org/wp-content/uploads/2019/02/CBL_Guide2016.pdf

https://images.apple.com/education/docs/CBL_Classroom_Guide_Jan_2011.pdf

LEARNING NOTES



Self-directed learning

Self-directed learning 4.1.1	Creating a lock for a Digital Breakout
Participants	Adult and community educators
Duration	10 hours

PURPOSE

Why is this resource provided?

The first phase in the process of building a Digital Breakout is exploring free available resources, like Google Account and Forms, to create tailored online contents, like Digital Breakouts.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Review an example of a Digital Breakout
- Create and use a Google Account
- Create a quiz using Google Forms
- Use breakout-relevant options in Google Forms

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
None	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. Creating a Google Account

Google and its many services are a freely available option for educators who want to create and use digital breakouts in their teaching.

To get started, create and/or log in to your Google Account – this provides you with access to Gmail, YouTube, Google Drive, Google Classroom, Google Meet, and others.

In addition to a basic account, you can have access to more options for Google services (such as unlimited storage in your Google Drive) if your school signs up for G Suite for Education. G Suite for Education is free for schools.

Use the links below to sign up for or explore Google services and review examples of digital breakouts.

https://www.google.com/account/about/?hl=en-US

https://edu.google.com/products/gsuite-for-education/editions/

https://edu.google.com/training-support/setup-guides/gsuite/quickstart-guide/

https://sites.google.com/mobilemcps.org/explorebreakout/home

https://sites.google.com/view/digitalbreakouttemplate

https://sites.google.com/tcea.org/digitalbreakouts/new-york?authuser=0

2. General introduction to Google Forms

One of the necessary elements of a Digital Breakout is a quiz or a questionnaire into which participants have to enter correct answers in order to advance or unlock the puzzle. To create your lock(s), you can use Google Forms.

Use the links provided below as a general introduction to Google Forms – how to create a form, how to enter and/or grade questions, how to review responses.

How to use Google Forms - Tutorial for Beginners (2019)

https://www.youtube.com/watch?v=BtoOHhA3aPQ

5 Google Forms Tips Every User Should Know!

https://www.youtube.com/watch?v=SvkPYFUWIZs

25 practical ways to use Google Forms in class, school

https://ditchthattextbook.com/20-practical-ways-to-use-google-forms-in-class-school/

3. Breakout-specific options in Google Forms

There are certain options and functions you will frequently use if you are creating Digital Breakouts with Google Forms. Use the links provided below for guides on Data Validation (creating a lock) and how to send a participant to a different question based on their answer in Google Forms.

Digital BreakoutEDU How To: "Locked" Form

https://www.youtube.com/watch?v=bAVT2xeVUQU

Digital Breakout How To: Go to page based on answer

https://www.youtube.com/watch?v=VpavStOFNSA

LEARNING NOTES

Self-directed learning 4.1.2	Creating a breakout room
Participants	Adult and community educators
Duration	6 hours

PURPOSE

Why is this resource provided?

The next phase in the process of building a digital breakout is creating a breakout room that will house all of your challenges – the content and accompanying puzzles and locks.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- List and review steps in creating a digital breakout room
- Create and structure a digital breakout room
- Embed various media and tools into a breakout room
- Share a breakout room with collaborators (other educators) and learners

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
None	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. The basics of creating a breakout room

You will need a virtual space to place your breakout room in. Google Sites is a free option popular among educators. Alternatively, you can use tools Microsoft offers – Microsoft Sway, Microsoft Forms, PowerPoint, and OneNote.

Open, watch, and read the resources listed below to get started with Google Sites and/or Microsoft Sway. Learn how to create and layout your first breakout room and what items (images, links, presentations, quizzes) can be embedded into it.

How to Use Google Sites 2020 - Tutorial for Beginners

https://www.youtube.com/watch?v=5BhCVvFWEtE

How to Use the New Google Sites

https://www.youtube.com/watch?v=tnr-_0UC50Y

20 Google Sites tips and tricks

https://ditchthattextbook.com/20-google-sites-tips-and-tricks/

Digital Escape Rooms with Microsoft

https://infinitelyteaching.com/2020/05/12/digital-escape-rooms-with-microsoft/

Getting started with Microsoft Sway

https://www.youtube.com/watch?v=6Hg4BERDap8

2. Creating your room, step-by-step

After learning the necessary basics of creating a breakout room space, it is time to look more closely at elements you will likely use more often than others, like the option of embedding Forms (your lock) in the room.

Among the links provided below, you will also find detailed tutorials on building a breakout, step-by-step.

Enhancing Google Sites with Google Forms & Tips and Tricks

https://www.youtube.com/watch?v=E0SZQFdgM_g

Using Google Sites to Share a Digital Slides Escape Room

https://www.youtube.com/watch?v=e0t7MmS3cUI

Everything You Need to Know to Make a DIGITAL ESCAPE THE ROOM! Step by Step Tutorial

https://www.youtube.com/watch?v=RT7sSLKvtxs

Building a Digital Breakout Game in Google Sites

https://www.youtube.com/watch?v=qduGTvaIqj4

40+ FREE digital escape rooms (plus a step-by-step guide for creating your own)

https://ditchthattextbook.com/30-digital-escape-rooms-plus-tips-and-tools-for-creating-your-own/

LEARNING NOTES

Self-directed learning 4.1.3	Enriching your Digital Breakout with images and slides
Participants	Adult and community educators
Duration	5 hours

PURPOSE

Why is this resource provided?

The next phase in the process of building a digital breakout is the creation of additional content for your breakout room.

This resource provides useful tips and tricks showcasing examples of interactive digital activities and content that encourage learners to explore and reinforce the development of higher-order thinking.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Create and embed customised slides into digital breakouts
- Create interactive digital activities
- Create customized images for teaching activities
- Add hyperlinks to images
- Use repositories of (royalty) free images and icons

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
None	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. Adding and using slides

Now that you have created your breakout room and your lock(s), you can also add content into the room to provide learners with relevant information and clues they will need to solve the challenge. Visit the links listed below for guides on how to create Google Slides as well as for teaching suggestions and ideas.

Creating moveable digital activities with Google Drawings + Slides

https://www.youtube.com/watch?v=K6aAU1rWuOw

30 interactive Google Slides activities for classroom excitement

https://ditchthattextbook.com/8-interactive-google-slides-activities-for-classroom-excitement/

Google Slides Bitmoji Escape Room Tutorial

https://www.youtube.com/watch?v=jjKkmRdQ8ac

2. Adding and using drawings

You will also want to decorate your breakout room with customized images relevant to your challenge. Google Drawings enables you to add an element of interactivity and puzzle-solving to your background images.

Follow the linked tutorials for instructions on how to hide links and activities in a background image by using Google Drawings.

Digital Escape Room: Google Drawing Hotspot

https://www.youtube.com/watch?v=buAWzKeFwMg

DigiBreakout - Make a Custom Jigsaw from a Google Drawing

https://www.youtube.com/watch?v=AHEC_KPs4a4

DigiBreakout - Hide Clues with Invisible Links in Google Drawing

https://www.youtube.com/watch?v=Bu-LaZk0eCo

3. Free images and icons

While creating your digital breakout, you will need various images to provide context clues or decorate the breakout room.

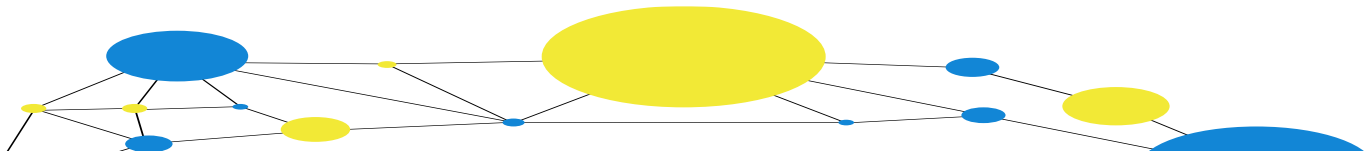
Since it might be difficult for educators to find images and icons they can freely use and modify when creating their teaching materials, use the repositories linked below to search for and access free images.

https://unsplash.com/

https://pixabay.com/

https://thenounproject.com/

LEARNING NOTES



Self-directed learning 4.1.4	Creating Digital Breakout graphics
Participants	Adult and community educators
Duration	5 hours

PURPOSE

Why is this resource provided?

There is a plethora of platforms educators can use in order to create visually engaging digital breakouts.

This resource provides step-by-step instructions for the three most popular design platforms that educators can use to create graphics, presentations, posters and other visual content such as infographics to add finishing touches to their digital breakouts.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Create graphics using Canva
- Create graphics using Venngage
- Create graphics using Piktochart
- Identify the right platforms for distributing posters / infographics
- Follow guidelines for developing a poster / infographic effectively
- Put into practice creative techniques and processes for developing graphics

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
None	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. Create graphics using Canva

Canva is a graphic design platform that allows users to create social media graphics, presentations, posters and other visual content such as infographics. It is available on web and mobile, and integrates millions of images, fonts, templates and illustrations.

Use Canva to create any graphic you might need for your digital breakout – it offers a wide variety of readymade templates that you can adapt to your teaching needs. Canva for Education is also free for K12 educators. Visit the links below for guidelines on how to join Canva's education program and create graphics with Canva.

https://support.canva.com/account-basics/canva-for-education/apply-canva-for-education/

Why This Teacher Loves Canva

https://tommullaney.com/2017/02/01/why-this-teacher-loves-canva/

HOW TO USE CANVA FOR BEGINNERS // EASY CANVA TUTORIAL 2020

https://www.youtube.com/watch?v=kunvwC1AMkU

https://designschool.canva.com/tutorials/

https://www.canva.com/learn/a-step-by-step-guide-to-designing-from-scratch/

https://www.canva.com/learn/a-step-by-step-guide-to-creating-an-engaging-lesson-plan-with-canva/

Canva Review

https://www.youtube.com/watch?v=LpSA4k7DEys

2. Other tools: Venngage and Piktochart

Two additional platforms that you might find useful for creating your digital breakout are Venngage and Piktochart.

Venngage is an easy-to-use website where you can create stylish content for websites, presentations, ads, social media use and much more. There are templates for a wide range of projects including infographics, reports, posters, promotions and social media images.

Piktochart is a web-based infographic application that allows users without intensive experience as graphic designers to easily create infographics and visuals using themed templates.

Piktochart Tutorial: A Simple Guide to Piktochart for Beginners

https://www.youtube.com/watch?v=Eq-85gzw3GI

How to Create an Infographic with Venngage [Tutorial]

https://www.youtube.com/watch?v=jb1kY64ywBk

Free Infographic Maker review Venngage

https://www.youtube.com/watch?v=lemhkKXNONE

LEARNING NOTES

Self-directed learning 4.2.1	Developing a WebQuest: introduction and task
Participants	Adult and community educators
Duration	5 hours

PURPOSE

Why is this resource provided?

This resource provides an introduction to WebQuests, answering questions such as: Why were WebQuests developed? and Why should teachers use them?

It also presents the first two essential steps in WebQuest design and creation.

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Describe the structure of a WebQuest
- List and review steps in creating a WebQuest
- Analyse benefits of using the WebQuest model
- Formulate an engaging and motivating essential question / task
- Use real-world problems and authentic situations in teaching

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
None	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. What is a WebQuest?

Visit the resources listed below for an introduction to WebQuest creation – what 6 building blocks your WebQuest should contain, what is the purpose of a WebQuest, WebQuest examples and benefits.

Simply put: WebQuest is good teaching with the web. A good WebQuest encourages learner engagement, autonomy and higher-order thinking.

The WebQuest Model

https://sites.google.com/site/thewebquestmodel/designing-a-webquest

What is a WebQuest?

https://www.youtube.com/watch?v=v7UynehA_l0

https://www.youtube.com/watch?v=P6e46g_QcnY

https://www.youtube.com/watch?v=dV7mrOImUUc

https://www.teachersfirst.com/exclusives/webquest/packaging.cfm

https://www.educationworld.com/a_tech/tech/tech011.shtml

https://www.bookwidgets.com/blog/2016/09/the-ultimate-webquest-creator

https://files.eric.ed.gov/fulltext/EJ1092455.pdf

2. WebQuest introduction and task

The Introduction and the Task make up the first two building blocks of your WebQuest.

The Introduction should orient learners and capture their interest. The goal of the introduction is to make the activity desirable and fun for learners. When projects are related to learners' interests, ideas, past experiences, or future goals, they are inherently more interesting. The goal of the motivational component is to engage and excite learners at the beginning of each WebQuest.

The Task focuses learners on what they are going to do - specifically, the culminating performance or product that drives all of the learning activities. The aim of a WebQuest is to use authentic tasks and real-world data. Describe clearly what the end result of the learners' activities will be. Don't list the steps that students will go through to get to the end point. That belongs in the Process section.

WebQuest Pitfalls

https://www.youtube.com/watch?v=5Yfo8B3PdmI

WebQuest Introduction and Task

https://www.youtube.com/watch?v=Os65jp9x6as

https://sites.google.com/site/aguidetoproblembasedlearning/planning-your-pbl/1-the-driving-question

https://performingineducation.com/driving-questions/

All About WebQuest Task

https://www.youtube.com/watch?v=FDHoR-epqiw

http://webquest.org/sdsu/taskonomy.html

LEARNING NOTES

Self-directed learning 4.2.2	The WebQuest process: steps and resources for learners
Participants	Adult and community educators
Duration	5 hours

PURPOSE

Why is this resource provided?

The next section of a WebQuest to be developed is the process, i.e., clearly defined steps learners should follow and all of the relevant resources they can use to accomplish their task.

WebQuests are excellent tools that support students learning in multidisciplinary lessons, use resources on the Internet and have students use technology to create projects. These lessons can be at the transformation level of learning if they involve students in deep learning and decision-making, while they access experts through the Internet and share their projects using the Internet with the broader community outside of their classroom

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Effectively scaffold a teaching and learning activity
- Breakdown a complex teaching and learning activity into manageable steps
- Use relevant and reliable resources and links in WebQuest design
- Provide learners with all relevant WebQuest resources and links

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
None	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. WebQuest Steps

In the process section of your WebQuest, learners are guided through the task of the WebQuest - to accomplish the task, what steps should the learners go through?

Here you can include the roles students will assume and the steps they'll follow to complete the activity.

https://www.internet4classrooms.com/process.htm

http://questgarden.com/11/99/7/051206172945/process.htm

https://msu.edu/~murray/WebQuest/process.html

https://tommarch.com/webquests/help/design.html

2. WebQuest Process and Resources

This section of the WebQuest consists of a list of the resources that your learners will need to complete the task.

Learners will access the resources that you've identified as they go through the Process. It is important to note that the purpose of a WebQuest is not for learners to search the web for adequate resources but to instead use the data provided by their teacher to create and construct something new.

The resources can vary according to the topic of the WebQuest and can be websites, videos, pictures, stories, printed information, etc.

WebQuests Process and Resources

https://www.youtube.com/watch?v=Ykk1PFeomU0

https://www.teachersfirst.com/

https://eric.ed.gov/

https://www.createwebquest.com/about-create-webquest

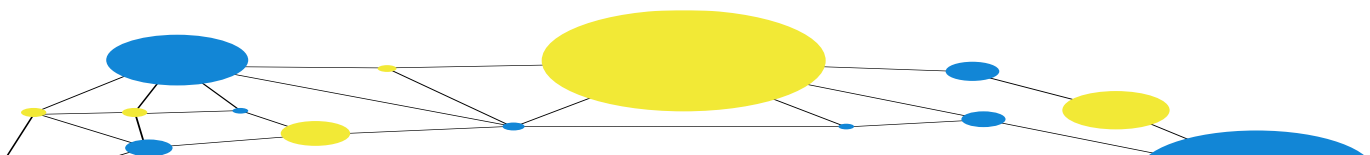
https://flexiblelearning.auckland.ac.nz/webquests/5/files/focus.doc

https://ijern.com/journal/2016/February-2016/34.pdf

The Parts (& Why) of a WebQuest - Quick & Dirty WebQuest PL

https://www.youtube.com/watch?v=5o1B84-itW0&list=PLRviOuCrg2rfaQ_TvIJQB5UCyGEED4UlV&index=3

LEARNING NOTES



Self-directed learning 4.2.3	Finishing the WebQuest: evaluation and reflection
Participants	Adult and community educators
Duration	5 hours

PURPOSE

Why is this resource provided?

The final phases in the process of creating a WebQuest include both the teacher and learner looking at and reflecting on the work that has been done.

Setting aside time for discussion of possible extensions and applications of the lesson honours the constructivist principle: "We learn by doing - but we learn even better by talking about what we did."

What is the intended legacy of this resource?

After completing this resource, participants should be able to:

- Reflect on their teaching practice
- Use rubrics to evaluate learners' work
- Set clear teaching aims and goals for a WebQuest
- Use clear and specific grading criteria
- Encourage reflection and self-assessment in learners
- Help learners develop metacognition

PRACTICALITIES

What space setup is required?	What needs to be prepared beforehand?	What materials are required?
None	Internet access	Computer/tablet

STEP-BY-STEP INSTRUCTION

1. WebQuest evaluation

Each WebQuest needs a rubric for evaluating learners' work. The standards should be fair, clear, consistent, and specific to the tasks set. You should set clear goals for the WebQuest, match assessments to specific tasks, and involve the learners in the process of evaluation. During the introductory stage of the WebQuest, it can be very helpful to present your grading criteria to your learners and describe exemplary, acceptable, and unacceptable work for that specific WebQuest. You can also use a set of criteria/ a rubric to evaluate the design and implementation of your WebQuest as a form of self-assessment and tracking your teaching performance.

https://www.cmu.edu/teaching/assessment/assesslearning/index.html

https://citejournal.org/volume-12/issue-2-12/general/choosing-or-designing-the-perfect-webquest-for-your-learners-using-a-reliable-rubric/

https://teaching.cornell.edu/teaching-resources/assessment-evaluation/measuring-student-learning

http://thetrainingworld.com/resources/Evaluating_Learners/

https://www.edutopia.org/comprehensive-assessment-introduction

https://www.thirteen.org/edonline/concept2class/standards/index.html

http://webquest.org/sdsu/webquestrubric.html

2. WebQuest reflection

This step allows for reflection by the students and summation by the teacher. Summarize what the learners will have accomplished or learned by completing this activity or lesson. During the concluding section of a WebQuest, you can encourage your students to suggest ways of doing things differently to improve the lesson.

You might also include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson.

The Art of Reflection

https://www.youtube.com/watch?v=W06b198FjfI

https://www.thirteen.org/edonline/concept2class/constructivism/index.html

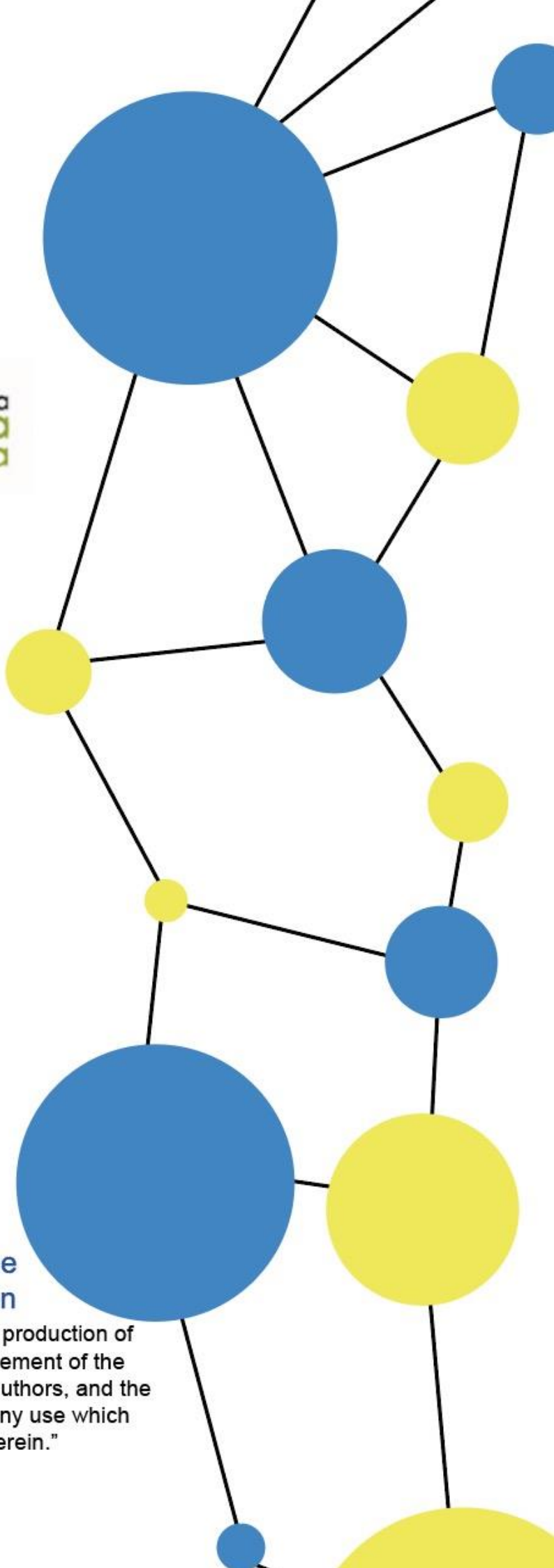
https://www.sites.google.com/site/missbrownhistory/webquest/reflection-on-webquests

https://wabisabilearning.com/blogs/critical-thinking/25-self-reflection-questions

https://www.cde.state.co.us/standardsandinstruction/es-student-reflections-mc

https://www.edutopia.org/sites/default/files/resources/edutopia-stw-replicatingpbl-21stcacad-reflection-questions.pdf

LEARNING NOTES



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