



BOOKLET

**BEST PRACTICES FOR
PROMOTING VIRTUAL
EDUCATION AMONG
ADULT PEOPLE
THROUGH ELECTRONIC
PLATFORMS**



Co-funded by the
Erasmus+ Programme
of the European Union

Elaboration

This publication has been prepared by the Chamber of Commerce of Peru in Spain, Biderbost, Boscan & Rochin, University of Salamanca, Rosto Solidário, Associazione Joint. Regionalne Centrum Wolontariatu, NC Future Now, More Mosaic and SAFE Projects, in the framework of "Exchange of good practices for promoting virtual education among adult people through electronic platforms" (2020-1-ES01-KA204-082163), between 01-12-2020 and 31-05-2022.

Published

2022 © BB&R Editions.

Visual Design: Alonso Escamilla.

Table of Contents

| | |
|------------------------|----|
| eAdults | 4 |
| Research | 6 |
| Best Practices | 10 |
| Transnational Workshop | 37 |
| Final recommendations | 44 |
| Contact | 46 |

eAdults

The Covid-19 crisis has evidenced, among other issues, that the field of education is not 100% prepared to face a virtual, online and/or distance teaching model. This is especially notable in adult education, because this group of the population has a deficit in digital skills and in the use of electronic educational platforms.

This was the starting point of this “Exchange of good practices for promoting virtual education among adult people through electronic platforms” (eAdults), which arised from the need to seek, identify and evaluate which were the most effective educational platforms and methods in a context of virtual teaching for adults.

In this regard, the main objective of eAdults was to provide evidence on the most effective electronic methods and platforms to successfully promote virtual, online and distance education in adult people. The objective was achieved through an exchange of best practices between Bulgaria, Italy, Poland, Portugal, Spain and Sweden. Due to this, the entities that are part of this project were able to increase their knowledge in the field of virtual education and electronic platforms in the field of education (specially among adult people). The following activities were carried out:

Context Analysis. A questionnaire was designed to identify which platforms were the ones that students and educators had used the most during the confinements, as well as how their experience had been using these platforms and if they considered face-to-face or virtual education to be better.

Mapping Best Practices. A template was designed to identify good practices in virtual adult education that have happened during lockdowns and the pandemic.

Transnational Workshop. Based on the context analysis and the mapping of good practices, a virtual workshop was designed where the different functionalities of the platforms in non-formal education activities were put into practice. At the end of the workshop, the participating students and educators evaluated each of the platforms and gave their final verdict.

The results obtained have been systematized in this document. In this sense, eAdults have generated evidence for other educational entities (or dedicated to the field of education), so they can develop new, alternative and effective virtual teaching activities tailored to the needs of educators and adult students. At the same time, this project serves as an initial step for the partner organizations to continue researching on online, virtual and distance education.

We hope that the contents are useful and interesting for everyone.

Sincerely,
eAdults Team.

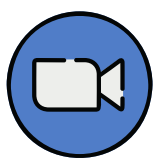


Research

A sample of 229 participants was collected, of which 114 were educators/professors (49.8%) and 115 students (50.2%). Of the educators, 14.9% were from Bulgaria, 10.5% from Italy, 13.2% from Poland, 22.8% from Portugal, 12.3% from Spain, 16.7% from Sweden, and 9.6% from the Netherlands. Of the students, 7.8% were from Bulgaria, 8.7% from Italy, 5.2% from Poland, 36.5% from Portugal, 20.9% from Spain, 13% from Sweden and 7.8% from the Netherlands.

Educators/Professors

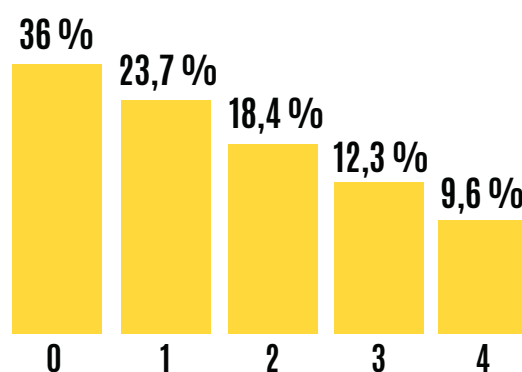
Zoom is the digital platform most used by adult educators/professors in educational environments, followed by Teams and Google Classroom.



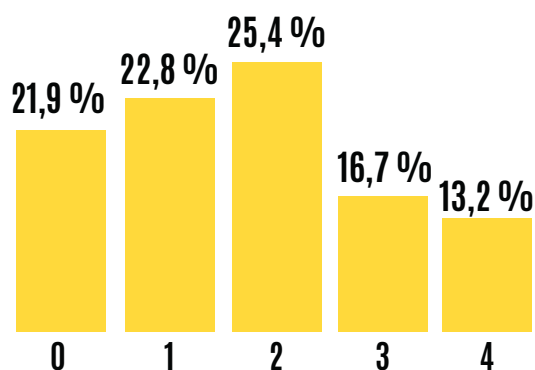
Kahoot! is the complementary platform for video conferencing most used by educators and professors in educational environments, followed by Mentimeter and Padlet.



36% of educators and professors had never used these electronic platforms for their educational activities before the pandemic (category 0). On the other hand, only 21.9% of educators and professors did use them before the confinements (categories 3 and 4).

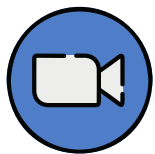


In relation to whether they considered virtual education to be more efficient and convenient than traditional teaching, there was a higher frequency of neutral or negative opinions with respect to this variable (categories 0, 1, 2).



Students

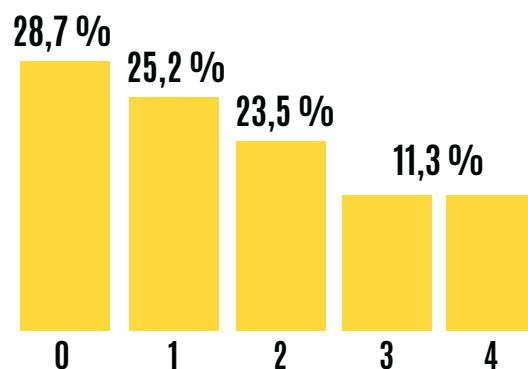
Zoom is the digital platform most used by adult students in educational environments, followed by Teams and Blackboard Collaborate.



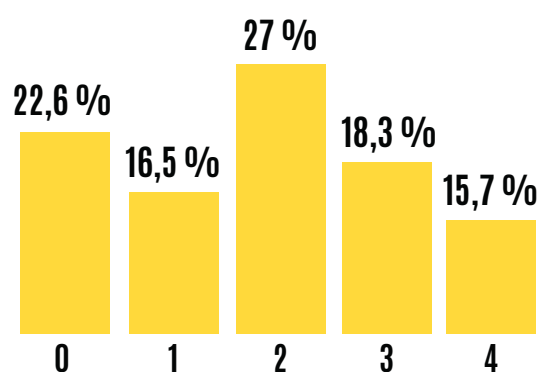
Kahoot! is the complementary platform for video conferencing most used by adult students in educational environments, followed by Mentimeter and Socrative.



28,7% of students had never used these electronic platforms for their educational activities before the pandemic (category 0). On the other hand, only 22,6% of students did used them assiduously before the confinements (categories 3 and 4).



In relation to whether they considered virtual education to be more efficient and convenient than traditional teaching, there was a higher frequency of neutral or negative opinions with respect to this variable (categories 0, 1, 2).



Best Practices

The partners carried out a mapping of good practices to identify experiences of adult education that have been conducted virtually, especially during the confinements caused by the Covid-19 pandemic.

The criteria used to identify good practices were that: (a) the educational activity had to have taken place during 2020 and 2021; (b) use of at least one electronic platform as the primary means of delivering the educational activity; and (c) the beneficiaries of the educational activity were adults and/or adult education educators. Moreover, this activity was a great opportunity for project partners to review their own actions during 2020 and 2021. As well as providing a space for other organisations (outside eAdults) to share and disseminate their experiences.

Based on this information, a template for the collection of good practices was designed with the following information:

- Name of the good practice.
- Entity behind the good practice.
- Country of the entity.
- Objective of the good practice.
- Summary of the good practice.
- Profile of the participants.
- Platforms Used.
 - Name.
 - Platforms used.
 - Level of satisfaction.
- What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform.
- What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform.

DigiCulture (Improving the Digital Competences and Social Inclusion of Adults in Creative Industries)

Universit e Politehnica Timisoara / Romania

Objective of the good practice

The aim of the project is to create a sustainable and efficient education program dedicated to adult learners with low digital skills and low-qualified adults involved in the creative industries sector from Romania, Italy, Austria, Denmark, Lithuania, UK and Ireland. The main outcomes include the Digital Skills and Social Inclusion for Creative Industries MOOC Courses available online and through blended learning, the Integrated Virtual Learning Hub including an innovative mobile app aimed at low-skilled and at-risk adults, the Digital Skills e-assessment tool and Open Badges for Digital Skills.

Summary of the good practice

The project addresses the low emphasis in CI education on the use of digital technologies, with recent graduates and existing employees lacking important skills. The recent pandemic proved to be especially challenging for CI stakeholders but evaluation of the project suggests that it helped improve digital skills, employability, creativity and marketability.

Profile of the participants

The project targets young adults who are unemployed, staff and volunteers of European Capitals of Culture, creative industries adults with low digital skills, at levels of seniority, experience or level of craft, actors in traditional skills activities, museums, media, architecture, humanities. Many cultural actors are not attached to any formal institution, being freelancers, members of disadvantaged groups (unemployed, with mental health problems, disabilities or economically challenged) or from minority groups.

Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|------------------------------|-----------------------|------------------------------------|
| Digiculture | Informative | 7 |
| DigiCulture MOOC Platform | Online courses | 7 |
| Zoom | Online meetings | 8 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

DigiCulture MOOC platform - the user-friendly interface and the mobile interface engage in a variety of open learning activities, connect with other cultural actors and develop their own digital skills. It includes 13 modules in 7 languages, available online.

Zoom – be able to have meetings online with people from different parts of the world

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

DigiCulture MOOC platform – the platform is not yet adapted to the mobile environment and has a fairly low level of interaction

Zoom – the success of the meeting depends on the internet connection which may be slow or down temporarily

Global Recognition (GloRe)

Associazione Joint Milano / Italy

Objective of the good practice

The Global Recognition of Non-Formal Learning and Volunteering aims at providing certificates that the volunteers are involved in completing themselves and in which they receive feedback as well as recommendation letters from their Hosting Organisations, based on common quality standards and good practices shared within a network. There has always been a large demand for volunteering opportunities, and recently there are more and more demands for quality experiences which will provide the volunteers with skills and competences that can be useful for their future employability, as potential employers want to see documentation that certifies their experiences.

Summary of the good practice

The Global Recognition platform provides the above to volunteers, Hosting Organisations, Sending Organisations and employers on different levels. The soft skills that can be certified by GloRe are divided in four categories:

1. Work skills: organisation and time management, teamwork, autonomy, stress management
2. Social skills: socio-cultural awareness/multi-cultural awareness, flexibility, conflict management, open-mindedness and tolerance, networking and public relations
3. Communication skills: communication and active listening, assertiveness, public speaking, digital communication
4. Personal skills: empathy, self-awareness, critical-thinking, responsibility, leadership, creativity and innovation, learning to learn, confidence in oneself and others

Profile of the participants

Volunteers, organisations active in international (including ESC) and local volunteering.

Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|---------------|---|------------------------------------|
| GloRe website | Informative, registrations, tutorials | 7 |
| Zoom | Evaluation interviews, technical trainings | 8 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

GloRe: to support the implementation of blended training to help volunteers to recognize the soft-skills they acquired throughout their volunteering experience. The system, indeed, has several e-learning modules to be used complementary with in-person training and meetings and thus decrease the level of commitment needed by each organization to support this process, as the content-based parts of it are done autonomously by the volunteers within the platform.

Zoom – be able to have meetings online with people from different parts of the world

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

GloRe: the system does not provide metrics and technological systems to assess the level acquired by volunteers in the soft skills, thus this part is entirely to be done by the tutors through a dialogue with the volunteers. Moreover, the current certification platform is still in beta-version so its usability is not very “fluent”.

Zoom – the success of the meeting depends on the internet connection which may be slow or down temporarily.

Adult Education Through Sport KA2 Strategic Partnership Project Erasmus+ Adult Education

Regionalne Centrum Wolontariatu / Poland

Objective of the good practice

The "aETS" project was a Strategic Partnership organised by four organisations from Poland, UK, Italy and Bulgaria with the aim to provide new tools for distance learning using Virtual Reality and Video-Making, and also to build up competences of non formal adult education practitioners for using Education through sport (ETS) methodology

Summary of the good practice

In the framework of the project we developed 3 IOs:

- VR manual created (9 videos);
- ETS Toolbox – 12 new practical methods/exercises, using sport for educational purposes, out of the whole project
- OER on ETS - smartphone app and online platform, gathering the outputs

In this regard, we have created 9 VR video showing Education Through Sport practice – which makes people able to observe and learn how to run such exercises. What is more we have created a virtual space which makes it possible to access the videos in an interesting way using a video-game-like engine

Profile of the participants

Momentum World CIC (UK), Mundus Bulgaria (BG) and Mine Vaganti (IT) are non-governmental organization and social enterprises focused on developing quality education tools.

Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|---------------|---|------------------------------------|
| Zoom | Project meeting | 9 |
| Doodle | Project meeting time setting | 10 |
| Trello | Project management tool for the coordinator | 7 |
| aETS Platform | Access to created virtual space | 8 |
| Wonder | Meetings | 10 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

Wonder – it is a very innovative, easy to use and free tool to organize meeting up to 1000 people. Easy to organize split up groups and networking sessions online.

aETS Platform -based tool to browse videos.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

Trello – missing a proper gantt chart creator

Training Course on how to facilitate workshops about the EU by Eurodesk Poland, Szkolenie z prowadzenia Eurolekcji Eurodesk Polska

National Office Eurodesk Polska / Poland

Objective of the good practice

Conducting online lessons by Eurodesk Polska consultants

Summary of the good practice

The subject of the training were seven original Eurodesk Polska lessons – Eurovolunteering, Eurowork, Eurostudio, Europrojects, Euroactivation, Youth has a voice, Career papers and tools used to lead them - Zoom and Mentimeter. The training consisted of three parts - Zoom training, demonstration lessons and practical classes.

Profile of the participants

Employees of schools, youth non-governmental organizations and institutions working for young people.



Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|--|--|------------------------------------|
| Zoom | Contact with training participants | 8-9 |
| Mentimeter | Conducting interactive exercises: quizzes, brainstorming and voting. | 9 |
| Internal platform of the Eurodesk Polska network | Providing teaching materials, mainly texts used in the lessons | 7-8 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

Zoom – the ability interact with groups.

Mentimeter – the possibility of involving participants in the course of the classes.

Dedicated platform Eurodesk Poland – possibility of quick transfer of didactic materials and tasks performed during classes.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

Zoom – The time-consuming division into groups, difficulties with group control and control throughout training.

Mentimeter – maintaining discipline in performing exercises with the use of this tool.

Proprietary platform Eurodesk Poland – Technical imperfections and the lack of transparency of the content of this tool.

Course “Work and play with kids and youngsters”

NC Future now 2006 / Bulgaria

Objective of the good practice

Development of knowledge and skills for:

- game adaptation and game teaching;
- conducting an experiential learning process;
- choice of games and methods according to the age group;
- preparation and conducting of interactive training modules;
- use of game and interactive methods, such as teaching through movement and creation of didactic games;
- use of elements of reservopedia (desuggestopedia and suggestopedia), such as humanistic teaching methods.

Summary of the good practice

The programme uses thematic case studies, games, practical examples, experiences and methods of non-formal learning, physical activities and movement.

The most inspiring course for instructors for teaching through play, working with children and young people, interactive methods, experiential learning and learning in nature.

Profile of the participants

The program is aimed at teachers, educators, trainers, youth workers, social workers, mountain guides, sports instructors, animators in children's centers, youth leaders and workers in education and work with children and youth. The program is suitable for parents interested in the positive upbringing and educational effect of the game. It is also for everyone inspired by the acquisition of skills for playing and working with children and young people.

Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|--------------------------------------|--|------------------------------------|
| LearnPress – WordPress LMS Plugin | To upload the whole course on this platform | 5 |
| Facebook | Facebook group to communicate and exchange | 9 |
| Gmail | Preparation emails with information | 8 |
| Zoom | Final preparation meeting for the | 8 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

LearnPress - very easy integration with Wordpress websites.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

LearnPress - Bad interface, lack of quizzes and tests. Not so much possibility.

Online course “Fundamentals of conscious parenting”

PPTL / Bulgaria

Objective of the good practice

Practical course with online lectures, which are recorded as video lessons. You watch and exercise when and how much you want. No mandatory presence. Many examples from practice, exercises and challenges. You are part of a community where you help each other. Even if you apply 20% in your daily life, it is guaranteed that your relationship with the child will be significantly more valuable and you will be visibly more prepared, useful and adequate.

Summary of the good practice

Within 5 meetings we considered the topics:

- New in the role of parent. Types of parents. Styles of parent-child relationships
- Self-knowledge tests. Parental identity. Fears, traumas and superpowers.
- View of the family tree. What is upbringing, values and beliefs? How to make a change in yourself?
- Needs and needs of the child. Harmonization between parents.
- The big picture of parenthood from 0 to 21 years.

Profile of the participants

- Future parents so that they get acquainted with what is ahead of them and give themselves time for personal changes and preparation.
- Parents who are expecting a child in order to orient themselves in the priorities and to be focused in the next steps with a vision forward
- Parents with children up to 3 years of age - to procure tools, make up for gaps and make a plan for kindergarten and school
- Parents with children from 4 to 6 years of age - to correct and develop their presence in the life of the child in a valuable way and to make a plan for entering first grade

Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|-----------|--|------------------------------------|
| TALENTLMS | For the whole course Uploading the whole content - videos, text, pictures | 9 |
| Zoom | Group meetings with the participants | 9 |
| Facebook | Facebook group with participants | 10 |
| Gmail | Personal emails | 8 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

TALENTLMS - The whole course is inside, calendar, quizzes, chats - corresponds, profiles of the participants.

- Create courses easily and easy administration.
- Intuitive content-builder and All-inclusive assessments.
- Use online tests, quizzes, and surveys to understand how well your participants have absorbed their onboarding material.

ZOOM - Personal group meetings. Important that you can exchange ideas and opinions there.

FACEBOOK GROUP - Everybody shares information there and resources.

GMAIL - quality material and presentations send by email

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

TALENTLMS - Most of the time you are a self educator. Most of the time you are alone.

ZOOM - it's only online and you can not see the material after that.

A series of on-line lectures on the fundamentals of non-profit sector for Russian speaking migrant women in Sweden

Vuxenskolan, Stockholm / Sweden

Objective of the good practice

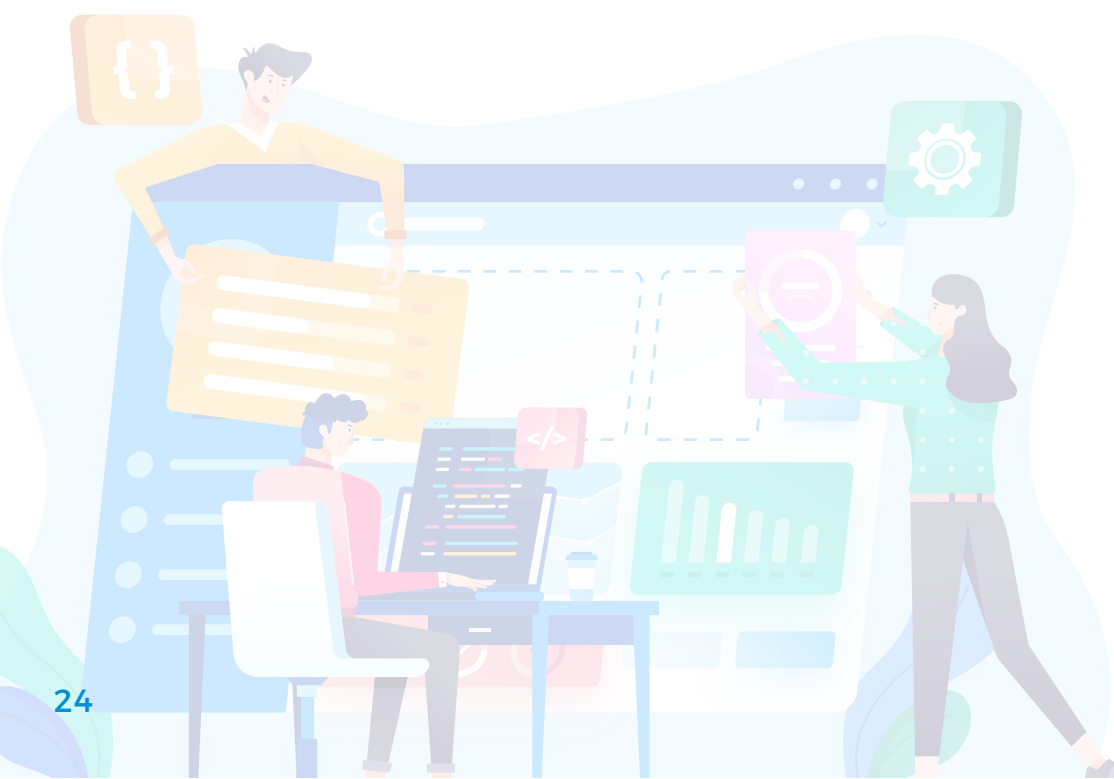
To inform, inspire and facilitate opening NGO or social responsible business.

Summary of the good practice

A series of on-line lectures on the fundamentals of non-profit sector in Sweden, rules and conditions for opening NGO or social responsible business. The course was organised by Vuxenskolan, Stockholm at the beginning of covid-19 restrictions.

Profile of the participants

Russian speaking migrant women in Sweden



Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|------------------|--|------------------------------------|
| Zoom | Zoom account was used for live sessions | 8 |
| Google Documents | Power Point presentation and Word documents were shared via Google documents | 10 |
| Google Drive | Google Drive was used to store the developed documents | 10 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

One of the advantages was that Zoom instantly emerged at the moment when it was needed most. It was relatively easy to use and after short training sessions about the usage it was not difficult to use. A possibility to record the session was also very useful.

The course participants were not familiar with shared Google documents and it was good to be able to work simultaneously in the same documents.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

It was disturbing that Zoom had one session duration only 40 min long, but a natural pause during the session was also needed and appreciated.

SIEP - Social Inclusion through Educational Pills and Theatre of the Oppressed

Rosto Solidário / Portugal

Objective of the good practice

The project promotes empathy, equity and solidarity as essential values to prevent bullying and cyberbullying among European and Ibero-American youth.

Summary of the good practice

It was developed a non-formal education methodology through educational pills and theatre of oppressed to address bullying and cyberbullying.

Due to the pandemic, virtual theatre and performing arts workshops were held to train adult educators on how to use the project's methodology with their adults groups, in order to address and prevent bullying and cyberbullying. In this sense, they were also trained to use four electronic platforms throughout this process.

Finally, one full day of in-site learning and 4 online sessions were celebrated to achieved the objectives referred above in September and October, 2020.

Profile of the participants

Adults and adult educators.

In the one full day of in-site learning and 4 online sessions attended 25 participants.

Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|------------|--|------------------------------------|
| Zoom | Online sessions | 10 |
| Powtoon | Prepare audiovisual content | 9 |
| Mentimeter | Ask questions to the participants and show the results | 9 |
| Jamboard | Visualising, sharing and brainstorming ideas | 9 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

Zoom. The possibility of sharing the screen, also the chat room and the creation of breakout rooms.

Powtoon The possibility of creating visually appealing presentations combining animation, sound, image and text.

Mentimeter The ability to immediately see the result of a task/question in a visually appealing format.

Jamboard Replaces the traditional flipchart, with post-its and pens.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

Zoom. To access by mobile phone you always need the application.

Powtoon. It requires some self-learning before using (not so easy to use for the first time on a session).

Jamboard. Requires a Google account. Mentimeter. In the free version there are very few mentimeters you can create and functions you can access.

Accredited Training Workshop "Experiencing Citizenship Paths from School" ("Experimentar Caminhos de Cidadania a partir da Escola")

Fundação Gonçalo da Silveira / Portugal

Objective of the good practice

To support pedagogical practices of Education for Development and Global Citizenship in formal and non-formal education contexts, both face-to-face and distance.

Summary of the good practice

A 50 hours training - 25 hours of e-learning and 25 hours of autonomous work. From November 2020 to April 2021.

Profile of the participants

Attended by 35 teachers from 16 schools in Covilhã, Ourém and Faro.

Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|------------------|---------------------------------------|------------------------------------|
| Google Classroom | Management | 9 |
| Google sites | Sharing documents and materials | 10 |
| Padlet | Sharing ideas, reflections, videos... | 9 |
| Mentimeter | Questions and results | 7 |

| | | |
|-----------------|-------------------------------------|----|
| Jamboard | Visualising and brainstorming ideas | 7 |
| Slideshow Canva | Presentation tool | 10 |
| Genial.ly | Interactive self-learning tool | 10 |
| Zoom | Videoconference room | 10 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

Google Classroom is very intuitive to use, promotes dialogue between participants through chat and each person can customize the notifications they want to receive.

Paddle. Visually attractive, with the possibility of access without the need for a Google account.

Mentimeter. The ability to immediately see the result in a visually appealing format of a question being asked of participants.

Canva, in this way, the class continues to be seen all the time.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

Google Classroom. A non-profits classroom account does not work with education email accounts, which is the case with teachers' accounts. Only with personal Gmail accounts.

Jamboard. Requires a Google account.

Padlet. In the free version we only have a very small number of padlets.

Mentimeter. In the free version there are very few mentimeters you can create and functions you can access.

Genial.ly. When used on some operating systems or in some browsers it deforms the font.

Zoom. To access by mobile phone you always need the application. There could be a way to access via browser more easily.

Interuniversity Programme of the Experience

University of Salamanca / Spain

Objective of the good practice

Carry out a set of very varied activities where people will be able to socialize with each other with these activities, being able to travel and thus creating an entrenched education and strong bonds between them.

Summary of the good practice

Online training channel for older people, or not so old. In it you will find the conferences that are given in the Interuniversity Program of Experience, of the University of Salamanca and the Pontifical University of Salamanca, within their Complementary Activities programs, which are carried out, in person, in their respective headquarters.

Profile of the participants

Retirees. Residents in Castilla Y Leon with 55 years or more, wanting to learn, socialize, travel and perform multiple activities



Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|---------|--|------------------------------------|
| YouTube | A series of videos of all kinds that serves for the training and enrichment of the students of this platform | 7 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

As the main advantage of this platform or activity proposed by the university for these people, we can say that it is the opportunity to continue complementing their learning.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

We can talk about a lack of knowledge about this activity or platform by the population.

Language education through the Central Language Service

University of Salamanca / Spain

Objective of the good practice

Courses with communicative objectives. Semester courses of 60 hours duration structured in different levels of learning.

Summary of the good practice

After the changes required by the health situation for the 2020-2021 academic year and given the current state of the pandemic, the SCI, in accordance with the recommendations of the USAL, will maintain this 2021-2022 academic year the blended format of its Senior courses, its four-monthly nature and the small number of people per group.

However, after the experience lived during the 2020-2021 academic year, it has been decided to balance the time dedicated to face-to-face and virtual class sessions, since the latter are the ones that allow you to fully enjoy the communicative method that is the axis of the SCI Senior Courses.

Profile of the participants

Administration and Services Staff, Teaching and Research Staff, and Postgraduate students over 50 years old. Also, members of ALUMNI-USAL (former students) over 50 years of age.

Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|------------------|---|------------------------------------|
| Zoom | One and a half hour virtual session via Zoom | 8 |
| Stadium (Moodle) | One hour of autonomous work guided by the teacher | 9 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

Passing the course implies obtaining a certificate of aptitude which will state the language, the level and the number of hours studied, as well as additional information about the course. Attention: this certificate must be presented at the Permanent Training Center when registering.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

As a disadvantage on many occasions, we could say that said platform deals with a single rate with no reduction or exemption provided.

Migrant women empowerment

S.A.F.E. Projects / The Netherlands

Objective of the good practice

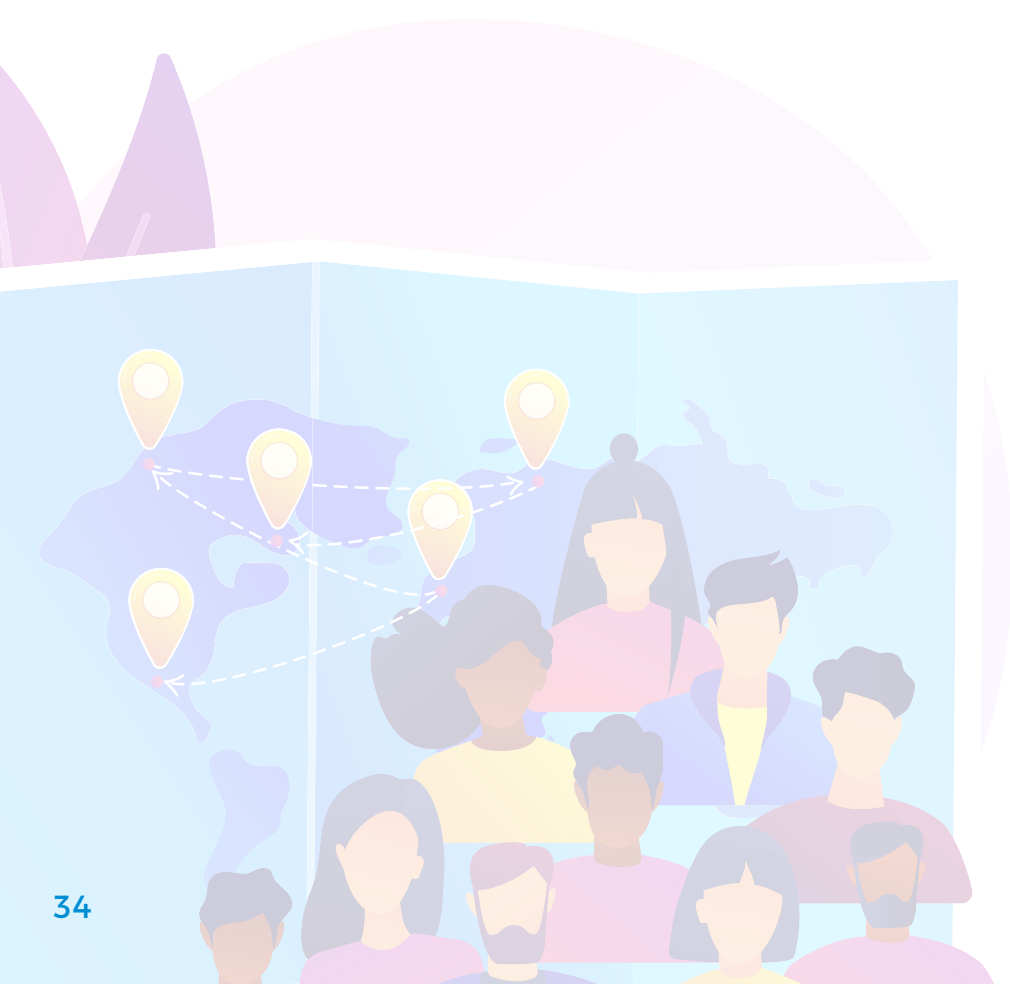
To motivate, inspire, share good examples

Summary of the good practice

We created facebook page, using zoom meetings share our future plans and were searching interesting topics for migrant women

Profile of the participants

Adults and adult educators



Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|-----------------|---------------------------------|------------------------------------|
| Zoom | Meetings, events, discussion | 8 |
| Facebook | Dissemination, information | 8 |
| Microsoft teams | Meetings | 9 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

We used technologies to minimize distance between migrant women isolation during pandemic. Advantage of platforms were possibility at the same time to be at home with children and have a meeting. You don't have to think to whom you have to leave your child if wish to participate in the meeting.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

Difficult to use technologies for less educated women. Limited understanding of benefits to communicate not matter of form. Online face meetings were frustrating because:
Fear to connect on time,
Fear to see yourself on screen
Fatigue of long meeting

Spoken word poetry events and a podcast

Word up Amsterdam / The Netherlands

Objective of the good practice

To connect international community of artists to connect, create, learn, and grow together.

Summary of the good practice

We host spoken word poetry events in Amsterdam.

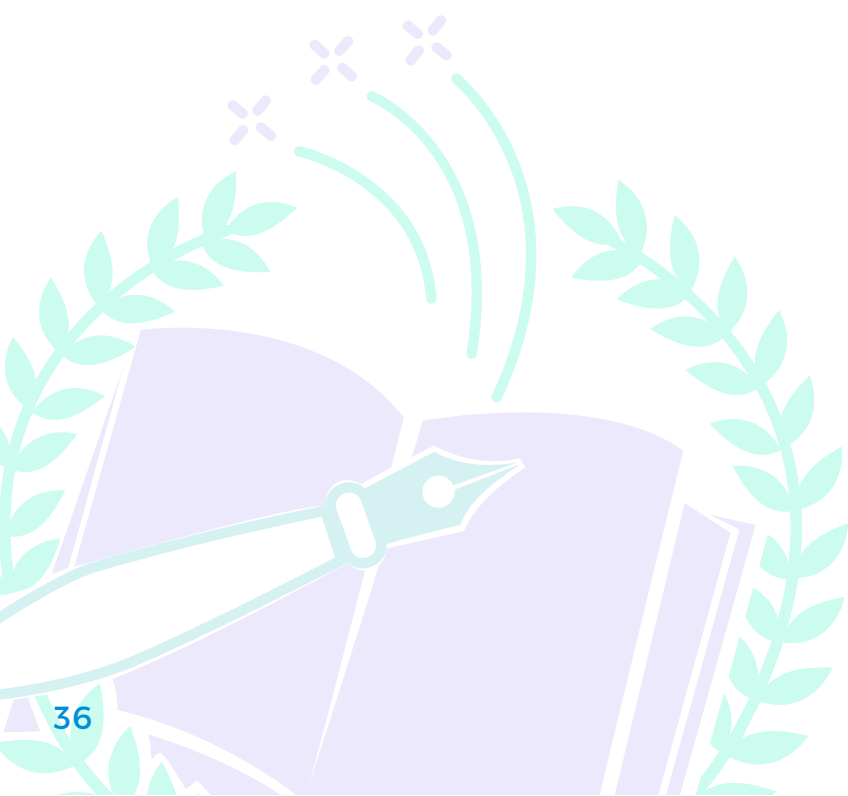
We present writing workshops, offering both ongoing and one-time classes.

Our Word Up Podcast features interviews with artists from around the world.

We participate in international partnerships (trainings, seminars, showcases, etc.) with likeminded organizations.

Profile of the participants

Adults and adult educators



Platforms Used

| Name | What was it used for? | Level of satisfaction (0 to 10) |
|--------------------------|---|------------------------------------|
| Zoom | Meetings, events, discussion | 8-9 |
| Podbean | Podcast | 8 |
| Social media (IG, FB) | Dissemination, information | 7 |
| Squarespace | Website hosting, podcast transcripts | 9 |

What were the advantages or positive aspects of using these platforms? If possible, describe one aspect per platform

Using zoom gave us opportunity to host events and workshops despite the physical limitations and the pandemic. It created a new kind of community despite the distances between people. It was a very empowering experience to create space where everyone could join from their homes.

What were the difficulties or limitations of using these platforms (instead of in-site education)? If possible, describe one limitation per platform

First of all, we faced some difficulties with zoom due to hackers and people not having the basic skills using the platform. We also have a lot of issues with people who have screen fatigue and refuse to join because of that. Sense of isolation, anxiety.

Transnational Workshop

eAdults partners held a transnational online workshop to test and evaluate the functionalities of various electronic platforms. Based on the project's initial research, the following four platforms were chosen: Kahoot!, Mentimeter, Padlet and Zoom. Based on the best practices identified, a hands-on activity was designed for each of the above platforms. Finally, the profile of the participants was the staff of the partners themselves, as well as students and educators external to the project.

Zoom. This platform had a dual use during the workshop. The first, and most obvious, was the application chosen to hold the video call of the meeting. As for the second functionality, its whiteboard was used so that, as an energiser, participants could draw -digitally- the face of another participant and had to guess who it was.

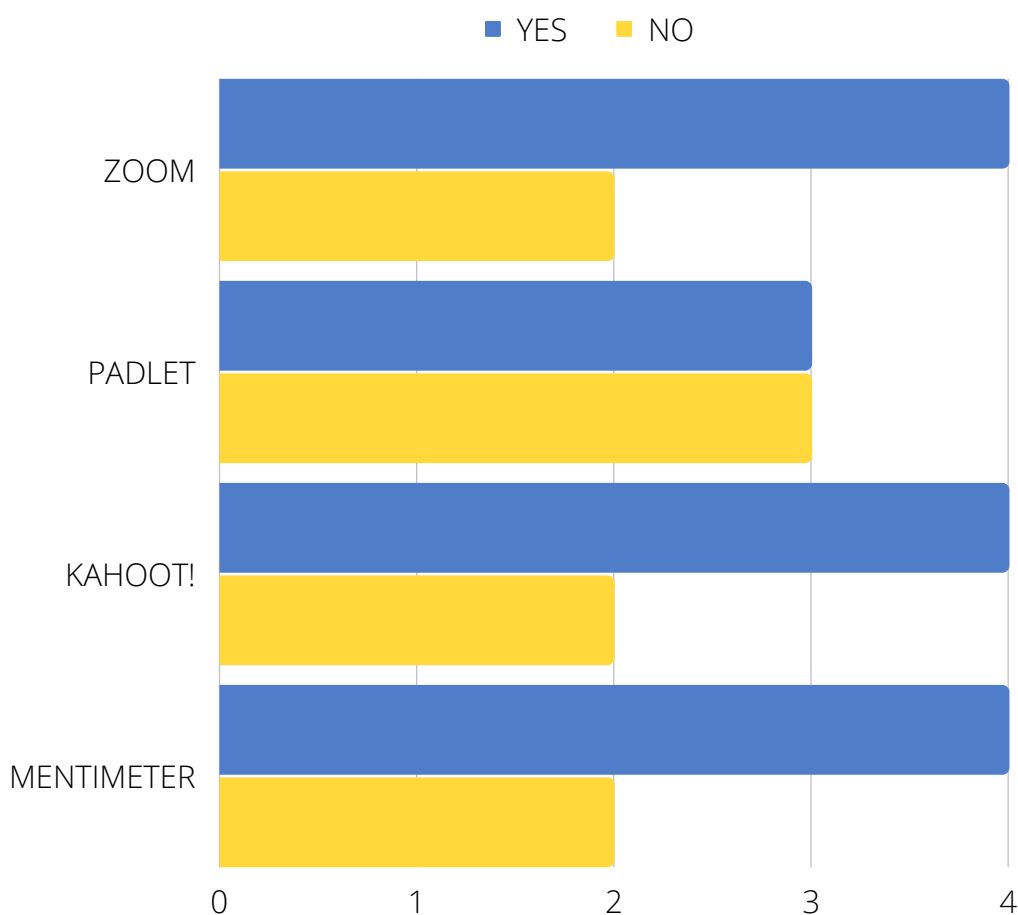
Padlet. This platform was used to generate team building and for all participants to get to know each other a little better. For this, a mural was created in Padlet, with five panels, where participants had to carry out the following: (a) add an image reflecting their profession; (b) insert a gif representing a hobby; (c) put their favorite song on spotify or YouTube; and (d) write their expectations about the workshop.

Kahoot! This platform was used to carry out the strong activity of the workshop, which was to acquire basic knowledge about a specific topic. In this case, a questionnaire was created in Kahoot! and a competition was held among all the participants to find out who was the person with the greatest knowledge in statistics. The choice of statistics was also to prove that this platform can make any subject attractive.

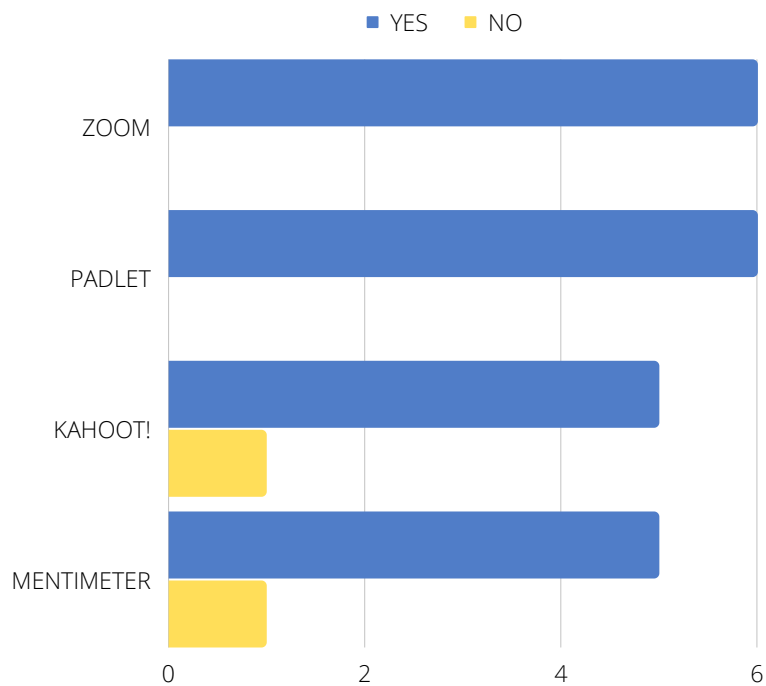
Mentimeter. This platform was used to evaluate the workshop and generate reflection among the participants. The questions that were launched were the following: (a) In one word, what did you think of this online workshop on the electron platform; (b) Which platform did you like the most?; and (c) Final comment.

The results obtained in the virtual workshop are presented below:

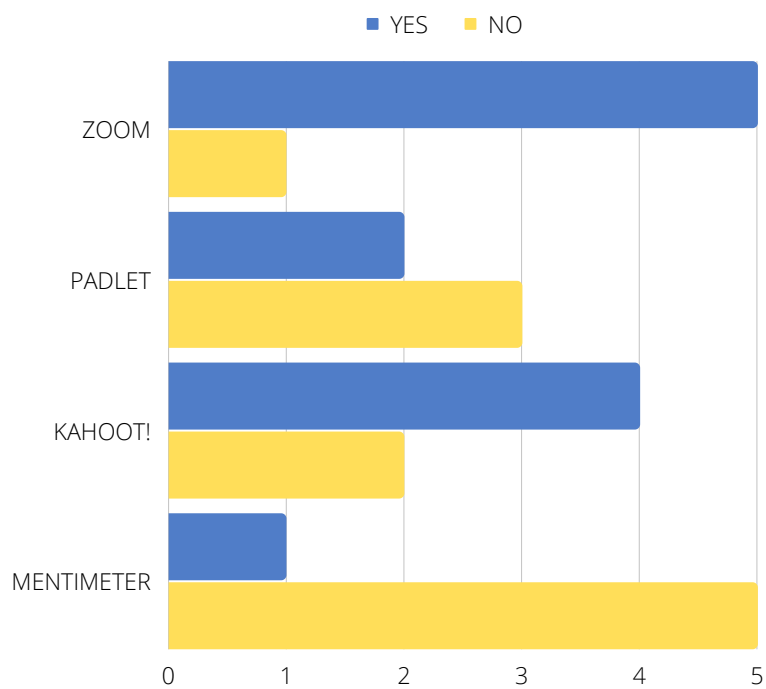
Is it necessary to have previous knowledge to use this platform?



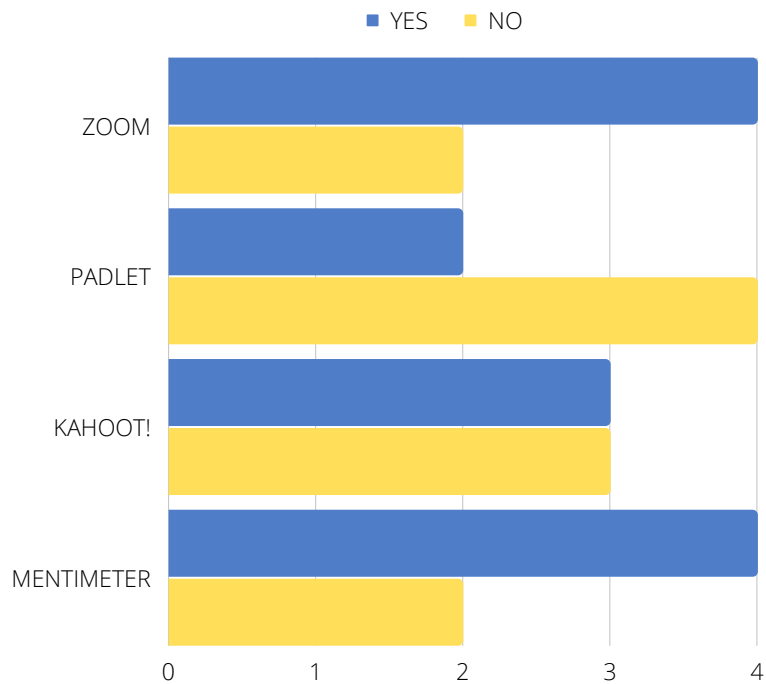
Does this digital platform allow real and active interaction between users?



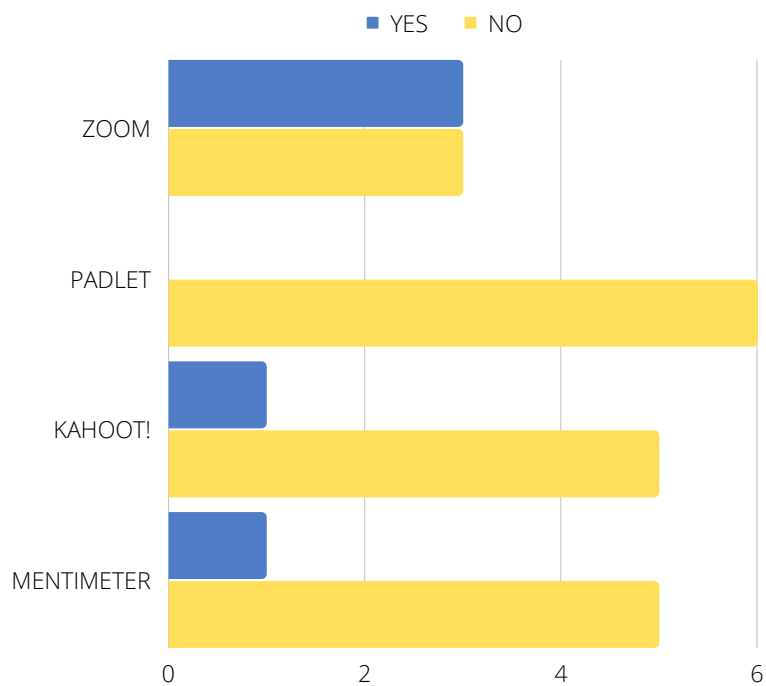
Is this platform often susceptible to internet failure, connection problems or saturations?



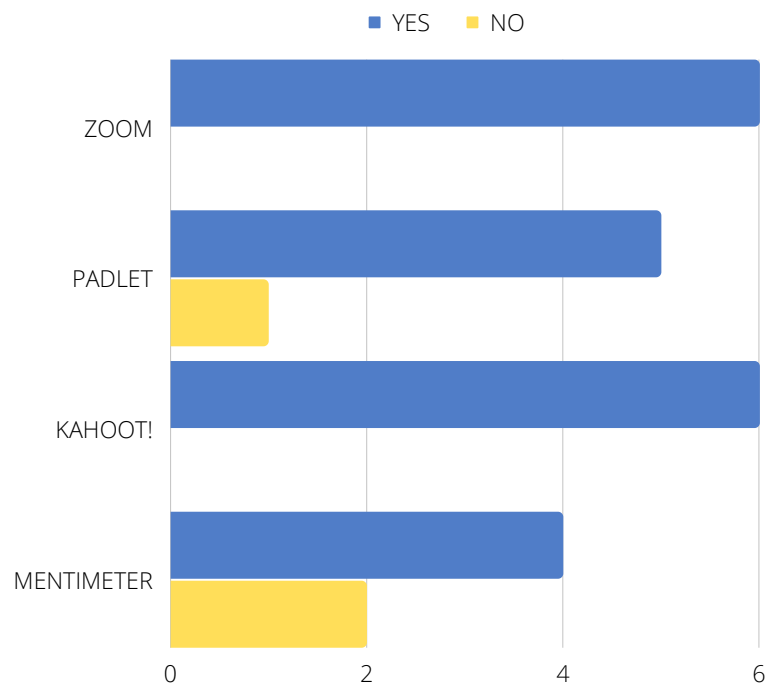
Is this platform often susceptible to disconnect users?



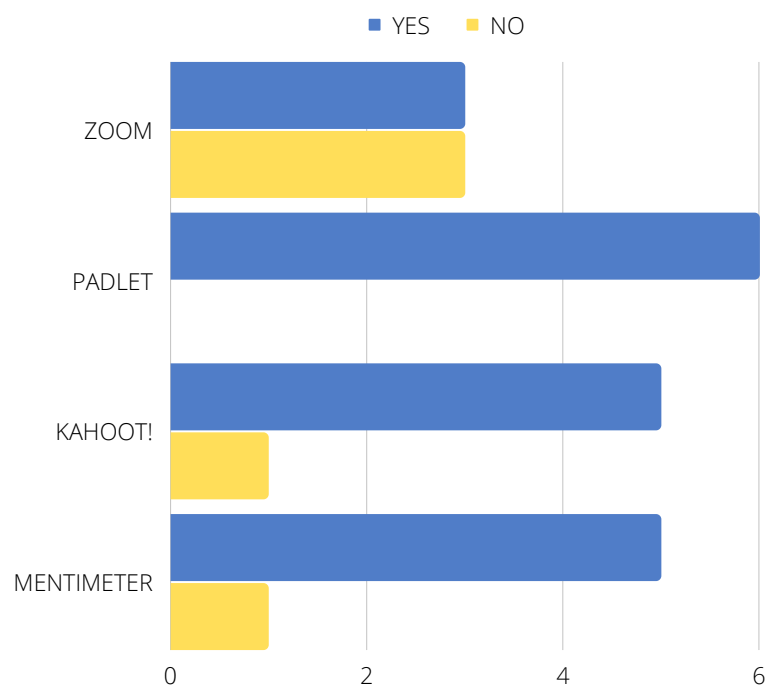
Is it difficult to control external noises or issues outside the platform?



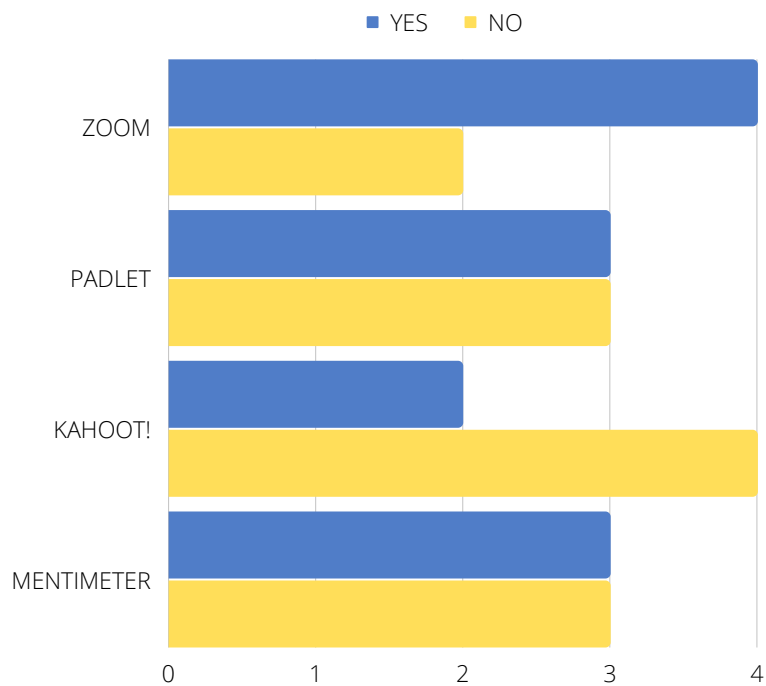
Is friendly and intuitive to use?



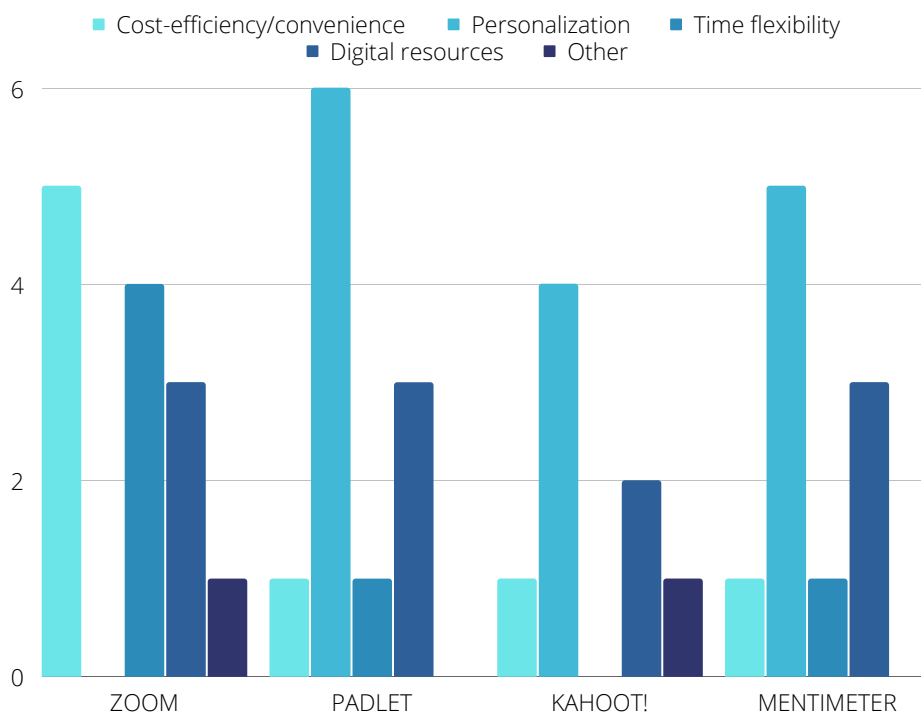
Count with different tools to make an engaging educational experience for the users?



Does the use of the platform become tired if it is used continuously?

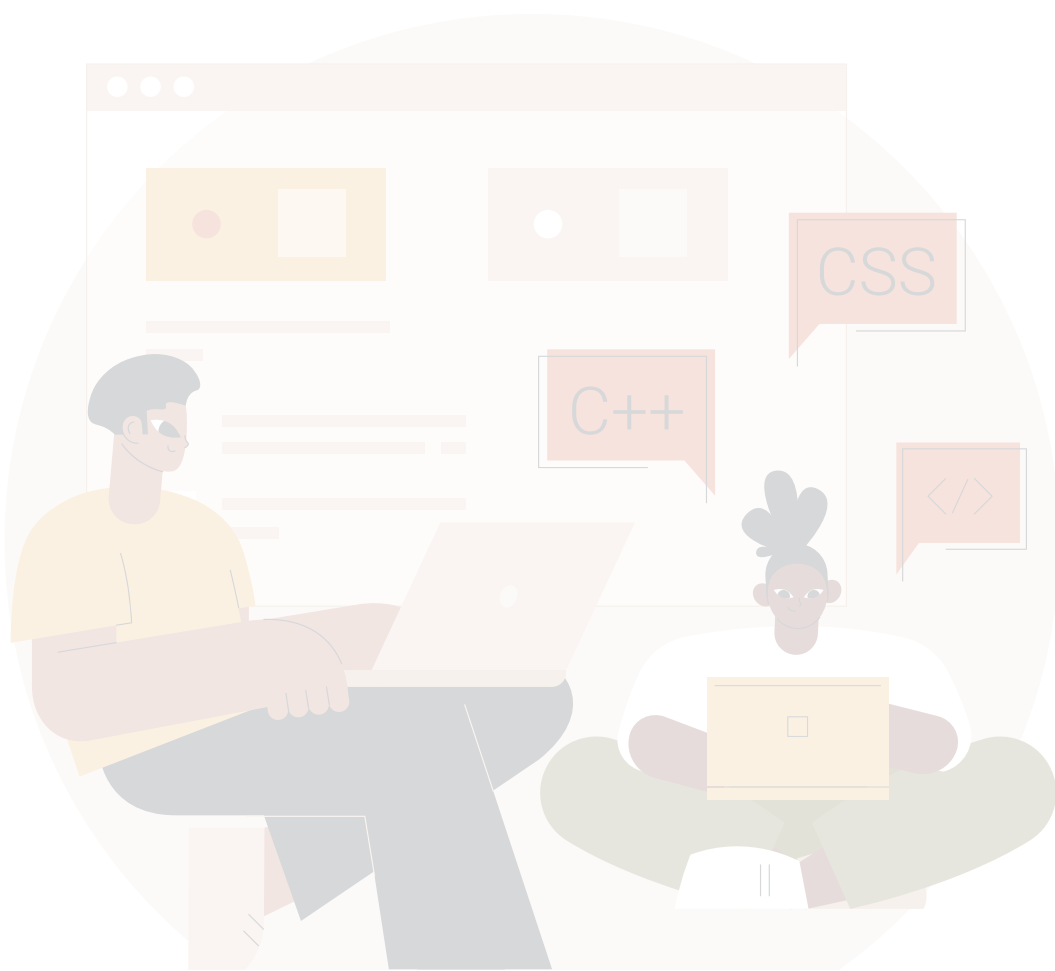
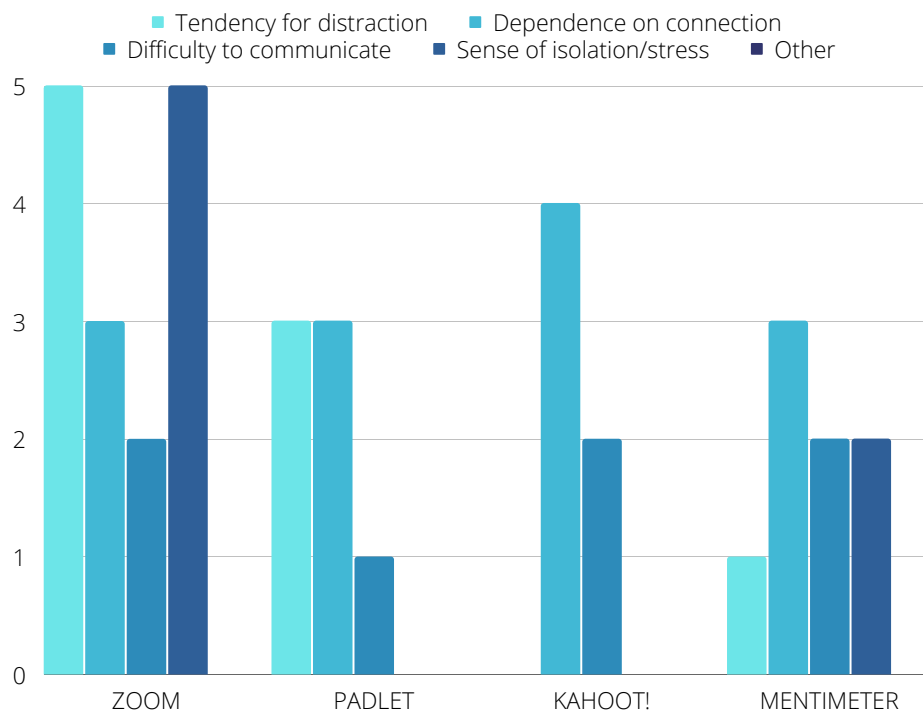


Which of these is the most important advantage of using this virtual platform compared to face-to-face education?



* Other: With Zoom you can reach a broader audience and Kahoot is so fun.

Which of these is the most important disadvantage of using this virtual platform compared to face-to-face education?



Final recommendations

As demonstrated by this experience, the pandemic and the resulting confinements have changed our lives in all areas, including education and the use of digital tools. One of the most significant data from our context analysis is that half of the educators and students surveyed had never used electronic platforms in their educational activities. This shows that we were not prepared for these tools, that we had to adapt as we went along, and that the platforms did not offer everything that an educational experience should.

However, not everything is negative. From the results obtained in this project, we have also discovered that both educators and students appreciate that virtual education has a lot of potential and that it is not something that has to go away once it is back to normal. On the contrary, that it offers many advantages that complement face-to-face education.

In other words, these types of platforms prove to be useful mechanisms for managing participation, collecting data on students to personalise activities, approaching any subject matter in an innovative way and engaging adults in educational activities (formal and non-formal). These electronic platforms have a number of undeniable advantages, thus having a positive impact on both educators and students.

Nevertheless, we can only emphasise that there is still much room for improvement both in the digital tools used and in the design of activities for virtual environments. To really benefit from these technologies, educators and students need to acquire the necessary digital skills, familiarise themselves with electronic platforms and, in partner with the educational institutions, critically assess the possibilities of the common traditional forms of work in comparison with modern ones based on the use of these electronic platforms.

In this regard, we would like to point out that, according to the experience of eAdults, the ideal electronic platform for virtual adult education should have, as a minimum, the following characteristics:

- Have a simple registration process.
- Promote interaction among users.
- Not to be saturated, not to disconnect users and to avoid external noise.
- Have a user-friendly and easy-to-use interface.
- Have tools that promote learning.
- Have the possibility to customise the platform to the users' liking.

The partners have also identified the need for instructions that take into account the requirements of adults to know how to not only register and use the platform in its essential functions, but also to take advantage of all its functionalities.

With all this, we hope that this experience will help technology companies, public administrations and educational institutions (formal and non-formal) to rethink which platforms to use, when to carry out virtual educational activities and, if possible, design a platform that meets all the requirements mentioned above. Because we are sure that we are going to do it.

Sincerely,
eAdults Team.



Contact

Chamber of Commerce of Peru in Spain

Vía Augusta, 13 – 15. Oficina 306.

08006 – Barcelona. Spain

ccpe@ccpe.es

www.ccpe.es

BB&R

Gran Vía, 59–61, Piso 1, Oficina 2

37001 Salamanca, Spain

bbyr@bbyr.com

<https://bbyr.com>

University of Salamanca

Plaza Patio de Escuelas Menores, 1

37008 Salamanca, Spain

informacion@usal.es

<https://usal.es>

Rosto Solidário

Rua Mestre António Joaquim, 8

4520-239 Santa Maria da Feira, Portugal

geral@rostosolidario.pt

<https://rostosolidario.pt>

Associazione Joint

Via Giovanola, 25 C

20142 Milano, Italy

info@associazionejoint.org

<https://associazionejoint.org>

Regionalne Centrum Wolontariatu

ul. Żeromskiego, 36
25-370 Kielce, Poland
kontakt@centrumwolontariatu.eu
<http://centrumwolontariatu.eu/en>

NC Future Now

Gudevica Village
4792 Smoylan, Bulgaria
home@gudevica.org
<https://gudevica.org>

More Mosaic

Sandstuguvägen, 55
147 60 Uttran, Sweden
actukreu@gmail.com
<https://www.moremosaic.eu>

S.A.F.E Projects

Prinses Margrietlaan, 41
7242 GB Lochem, The Netherlands
safeprojectsforyou@gmail.com
<https://www.projectsforyou.eu/en/home-2/>



Co-funded by the
Erasmus+ Programme
of the European Union



.....
EUROPEAN COMMISSION

This project has been funded with support from the Erasmus+ Programme of the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



 **CCPE**
CÁMARA DE COMERCIO
DE PERÚ EN ESPAÑA



Joint



Regionalne
Centrum Wolontariatu
w Kielcach

15
lat



Begewe ceza
Народно читалище

