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XXIAdults

Adaptation of the adult educational system to the XXI Century

The Good Practices Template

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Name of the Good Practice
Techniques and Tools for E-Learning Trainers

Summary of the Practice Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?
"Techniques and Tools for E-Learning Trainers" is a continuing education course designed for adult trainers who wish to develop or enhance their ability to plan, implement, and evaluate e-learning activities. Aimed at equipping trainers with digital pedagogical skills, this practice enables them to use online platforms, design digital content, and create interactive learning environments. It supports the professionalisation of trainers working in adult education, especially in blended or distance learning contexts.

Description of the Practice – min. 2000 characters
1) Context / Background What was the initial need or problem? Who was the target group? Was it part of a larger programme or project?
The emergence and expansion of digital learning environments, accelerated by the COVID-19 pandemic, exposed a critical gap in the digital pedagogical skills of many adult educators and trainers. Traditional training methods no longer met the demands of online or blended learning contexts, leading to a need for targeted professional development. The target group of this practice includes trainers and adult educators working in professional training centres, vocational institutions, or freelance settings. Many of them had experience in classroom-based teaching but lacked the knowledge and confidence to deliver learning effectively through digital platforms. This practice typically arises within the scope of continuous professional development (CPD) and is often implemented by training organisations accredited by DGERT (Direção-Geral do Emprego e das Relações de Trabalho) in Portugal. It can also be part of funded national or European programmes, such as POISE, Portugal 2020, or Erasmus+ KA1 mobility projects.
2) **Objectives**

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What were the goals of the practice?
What did it aim to improve or change?

The main goals of the practice "Techniques and Tools for E-Learning Trainers" are:

- **To improve digital literacy and confidence among adult educators** in using online platforms and tools.
- **To develop pedagogical strategies** that are effective in virtual and blended learning environments.
- **To promote learner engagement** through interactive and multimedia content.
- **To ensure inclusive and accessible learning**, adapting materials to different learner profiles and digital access levels.
- **To foster a culture of innovation in training**, encouraging educators to experiment with new formats such as microlearning, gamification, or collaborative tools.
- **To support the transition of traditional training centres** to hybrid or fully online delivery models.

This practice aims to bridge the digital divide in adult education and ensure that trainers can deliver high-quality learning experiences in any format.

3) Implementation / Methodology

How was the practice carried out step by step?
What activities or methods were used?
How long did it take?

The course "Techniques and Tools for E-Learning Trainers" is usually delivered in a **blended or fully online format**, with a duration ranging from **15 to 35 hours**. The methodology follows a hands-on and reflective learning model, where trainers learn by applying tools and approaches to their own teaching context.

Step-by-step implementation:

1. **Needs Assessment**
   Participants complete a short diagnostic or self-assessment to identify their starting point in terms of digital skills and familiarity with e-learning tools.
2. **Introductory Module**
   Overview of digital education, benefits and challenges of e-learning, and key pedagogical differences between face-to-face and online formats.
3. **Toolbox Exploration**
   Trainers are introduced to tools such as:

- Moodle or Google Classroom for course organisation
- Canva, Genially or PowerPoint for content creation
- Padlet, Mentimeter or Jamboard for interaction
- Screencast-O-Matic or Loom for recording lessons
- Kahoot or Quizizz for gamified assessment

4. **Design Activities**
   Participants create their own e-learning activities, adapting tools to their training context and applying instructional design principles (e.g., ADDIE model or SAMR model).
5. **Peer Feedback and Reflection**
   Trainers share their work in forums or synchronous sessions, provide feedback to each other, and reflect on how to improve.
6. **Final Assignment / Simulation**
   Each participant delivers a short online training session or module segment using the tools learned.
7. **Follow-up and Support**
   Optional mentoring or community of practice may be offered to support implementation beyond the course.

4) Results / Outcomes

What were the concrete results?
How did the practice impact the participants?

The implementation of "Techniques and Tools for E-Learning Trainers" has led to several concrete and positive outcomes:

- **Increased digital confidence among trainers**
  Participants report feeling more autonomous and comfortable using online platforms, integrating multimedia, and managing virtual classrooms.
- **Improved training design**
  Trainers have developed more structured and engaging e-learning modules, with better alignment between objectives, content and assessment.
- **Enhanced learner engagement**
  Courses redesigned by trained educators show higher interaction rates and lower dropout levels, especially when using interactive and gamified tools.

- **Greater inclusivity**
  Trainers have learned to apply accessibility principles and to adapt materials for adult learners with different digital literacy levels.
- **Creation of a peer support network**
  Many editions of the course result in informal communities of practice where trainers share resources and challenges even after the formal training ends.

This practice contributes directly to the professionalisation of adult education and improves the overall quality and relevance of training offers in digital contexts.

5) Participants' Stories – optional

Short quotes, personal reflections or experiences shared by participant

"Before the course, I had never used an online platform. Now, I've created my first blended learning module and my students are much more engaged."
— *Ana S.*, Trainer in Vocational Education, Braga

"This course gave me the courage to try new things. I used Genially to build an interactive lesson on workplace safety, and my learners loved it!"
— *Carlos M.*, Adult Education Facilitator, Lisbon

"I finally feel I'm keeping up with the digital shift. I've started using Padlet and Kahoot in every session."
— *Joana R.*, Freelance Trainer, Setúbal

These stories reflect the empowering impact of the course and the enthusiasm it fosters among educators who were previously unsure of how to navigate digital training environments.

6) Success Factors

What made the practice effective or innovative?
Were there any unique or creative elements?

Several key elements contributed to the success and effectiveness of the "Techniques and Tools for E-Learning Trainers" course:

- **Practical and hands-on approach**
  The course focuses on real tools that participants can immediately apply in their own teaching contexts, increasing relevance and motivation.

- **Clear and intuitive LMS**
  A simple and user-friendly Learning Management System (such as Moodle or Google Classroom) is essential to avoid digital barriers.
- **Support mechanisms**
  Providing tutorial videos, a FAQ section, or mentoring options can enhance the experience, especially for trainers less familiar with technology.

This course model is particularly recommended for adult education centres transitioning to blended learning, for new trainers entering the field, or for continuing education initiatives aimed at digital transformation.

8) Tips / Implementation Advice – optional

Checklists, lessons, or advice for those wishing to implement the practice.

For organisations or facilitators planning to implement a similar practice, the following advice and checklists can support success:

Before the course

- Conduct a **needs assessment** to tailor content to participants' prior knowledge.
- Choose a **platform with low digital barriers** (e.g. Moodle, Google Classroom, or NAU).
- Prepare a **welcome module** with navigation tips and basic digital literacy support.
- Ensure **accessibility compliance** (e.g. font sizes, colour contrast, captions).

During the course

- Use **microlearning units**: short, focused modules work best for busy adults.
- Integrate **interactive elements** like quizzes, forums, or group tasks every few lessons.
- Create **clear instructions** and provide examples for each activity.
- Offer **regular check-ins or Q&A sessions**, even if short and informal.

After the course

- Encourage participants to **implement what they created** during the course.
- Offer **optional follow-up support** (mentoring, community of practice).
- Collect feedback and **revise future editions** based on participant input.

Tip: Always frame tools as **means to enhance learning**, not ends in themselves. Focus on pedagogy first.

9) Lessons Learned - optional

Biggest surprises, obstacles or key takeaways during implementation.

The implementation of the "Techniques and Tools for E-Learning Trainers" course led to several valuable insights:

- **Digital confidence takes time**
  Many trainers feel intimidated at the beginning, even when tools are simple. Reassurance, patience, and positive reinforcement are crucial.
- **Less is more**
  It's tempting to include many tools, but participants benefit more from in-depth practice with fewer platforms that are directly useful to their context.
- **Peer interaction is a key motivator**
  Trainers learn a great deal from seeing what others are doing. Creating space for exchange and feedback boosts engagement.
- **One size doesn't fit all**
  Trainers from different backgrounds (e.g. vocational, literacy, community) have different needs. Flexibility in examples and assignments makes the course more inclusive.
- **Technical glitches happen**
  Ensuring tech support and clear contingency plans (e.g. alternative formats, downloadable content) helps keep learning on track.
- **Sustainability matters**
  Many trainers want to continue learning. Facilitating access to open resources and alumni networks encourages lifelong development.

These lessons are essential for refining future editions and supporting adult educators in a changing digital landscape.

10) Photos illustrating the described practice

Please attach at least 3 photos related to the described good practice

PRACTICE PROFILE – CLASSIFICATION CHECKLIST

Please tick all categories that apply to your described practice. You may choose more than one.

	TYPE OF THE PRACTICE
☐	Learning by doing
☐	Intergenerational learning
☐	Community-based learning
☒	Digital / blended learning
☒	Peer learning
☒	Mentoring / coaching
☐	Cultural / creative approaches
☒	Collaborative / partner-based
☐	Other (specify):
	TARGET GROUP
☐	Adults with low qualifications
☐	NEETs (Not in Education, Employment, or Training)
☐	Migrants / Refugees
☐	Older adults
☐	Women
☐	People with disabilities
☐	Other vulnerable groups
☒	General adult population
	LEARNING ENVIRONMENT
☒	Formal
☒	Non-formal
☐	Informal
	SKILLS / COMPETENCES DEVELOPED
☐	Literacy (reading, writing, comprehension)
☐	Numeracy (maths, logical thinking)
☒	Digital skills

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☐	STEM (science, technology, engineering, mathematics)
☒	Personal, social and learning to learn
☒	Civic competences
☒	Entrepreneurship
☐	Cultural awareness and expression
☐	Language skills
☒	Job-related / vocational skills
☐	Green competences
☐	Other (specify):
POTENTIAL USERS	
☒	Teachers / Educators
☒	Administrative staff
☒	School / Centre management
☒	Policy makers / Public administration
☒	NGOs / Community organizations
☐	Other (specify):

Glossary of Categories (Explanation of Checklist Items)

Type of the Practice

- Learning by doing – learning through hands-on activities, practice-based methods such as workshops or real tasks.
- Intergenerational learning – activities involving participants from different age groups learning from each other.
- Community-based learning – learning that takes place within the local community, often through real-life engagement.
- Digital / blended learning – education using digital tools (online), or a mix of online and face-to-face methods.
- Peer learning – learning among participants of similar status or experience, supporting each other.
- Mentoring / coaching – one-to-one support from a more experienced person to help learning and personal growth.
- Cultural / creative approaches – use of arts, music, theatre, storytelling etc. as learning tools.
- Collaborative / partner-based – practices involving cooperation between organisations or groups.
- Other (specify) – any other method not listed above.

Target Group

- Adults with low qualifications – adults who have low levels of formal education or basic skills.
- NEETs – people Not in Education, Employment, or Training (often young adults).
- Migrants / Refugees – individuals who moved from another country, often facing integration challenges.
- Older adults – Adults aged 65+
- Women – practices specifically addressing women's needs.
- People with disabilities – individuals with physical, sensory, intellectual, or mental health disabilities.
- Other vulnerable groups – groups at risk of exclusion (e.g. long-term unemployed, homeless).
- General adult population – average adults not in specific categories.

Learning Environment

- Formal – learning within official education systems, certified courses (e.g. schools, universities).
- Non-formal – organised learning outside the formal system (e.g. workshops, community training).
- Informal – learning through everyday experiences, without a structured course (e.g. volunteering, family).

Skills / Competences Developed

- Literacy – reading, writing, and understanding texts (including functional texts like forms).
- Numeracy – using mathematics and logical reasoning.
- Digital skills – using digital tools e.g. CV creation, online tools, online platforms.
- STEM – science, technology, engineering, and mathematics.
- Personal, social and learning to learn – self-awareness, motivation, teamwork, lifelong learning skills.
- Civic competences – active citizenship, understanding of democracy and social responsibilities.
- Entrepreneurship – creativity, innovation, project management, risk-taking.
- Cultural awareness and expression – appreciation and creation of cultural content (e.g. arts, music).
- Language skills – ability to communicate in one or more foreign languages.
- Job-related / vocational skills – practical skills useful in specific jobs or professions.
- Green competences – knowledge and behaviours supporting sustainability and environmental care.
- Other – any other skills developed (please specify).

Potential users – groups who could benefit from applying, adapting, or being inspired by this practice in their work context.

Note: These categories follow EU frameworks such as the Key Competences for Lifelong Learning (2018), the Action Plan on Basic Skills (2025) and the Erasmus+ Programme Guide 2025 – Glossary

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