



Youth Online Learning Opportunities



NGO IUVENTA

**MANUAL
FOR ONLINE
LEARNING IN
NON-FORMAL
EDUCATION**

MANUAL FOR ONLINE LEARNING IN NON-FORMAL EDUCATION

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



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I N T R O D U C T I O N

Digital competence is essential for learning, work and active participation in society.

The process of globalization and the rise of new technologies have revolutionized our learning methods, and therefore, our teaching and youth work system must undergo a thorough revision.

Nowadays, educational systems cannot only focus on content, since it expires very quickly. In addition to that, we must educate students in digital skills, since they will be key to correctly develop career opportunities in the world that awaits them once they leave school.

Online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. However, online learning is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and not in a traditional classroom.

Manual for online learning in non-formal education is part of the “Youth Online Learning Opportunities – YOLO” project that is financed under Key Action 2, Capacity building in the field of youth under Western Balkans Window by European Commission, within Erasmus + Youth in Action Program.

Manual will consist of the three main sections with different topics that are interconnected:

- I.* main forms of non-formal education and target groups that will be elaborated in the first section,
- II.* information and communication technologies (hereinafter ICT) and specifically e-learning that will be part of second section of the manual and
- III.* digital competence and online tools in non-formal education that will be part of the last section of the manual.

Manual for online learning in non-formal education has a goal to gather all the new tools that can be used for online learning in NFE and youth work. Therefore, the manual is going to inform youth workers, educators and trainers in NFE about the various existing online tools and how they can use them in their daily work with young people for better process of learning and education.

We believe that the integration of information technology in education and in youth work as well will be further accelerated where online learning will become an integral component of any education in the future.

We hope that Manual will serve all youth workers, trainers and educators in NFE and that they will find useful information and tools that might support the personal and social development of young people involved in their programs and activities in the online environment.

Dijana Puskar, NGO Iuventa

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Youth Online Learning Opportunities

ABOUT THE PROJECT

This project has been funded with support from the European Commission, Erasmus+ programme and it will last for 24 months (15th of December 2018 – 14th of December 2020).

Twenty-first century and unstoppable evolution of technologies have brought a brand new order in all of the spheres of society, including the education.

The development of E-learning is one of the most rapidly expanding areas of education and training, also when it comes to non-formal education and training activities. In youth work, new tools are constantly needed in order to keep up with fast global changes, support youth's participation in society, active citizenship and to prevent new forms of social exclusion.

Historically, youth workers have been keen to absorb the new trends but with the new ICT and online tools, the know-how of how to use these innovative approaches is not easy to get and even when some youth workers have this know-how, it's not easily mainstreamed.

This is why we youth workers need to enhance the knowledge on creative use of ICT and online tools in our work. We need new ways to work with the youngsters.

Main aim of this project is to build capacity of partner organisation for using online tools in non-formal education, enhancing the quality of non-formal education and youth work. Project activities will step-by-step build capacity of youth workers, trainers, youth leaders from partner countries.

ABOUT THE PROJECT

YOLO

Youth Online Learning Opportunities

OBJECTIVES:

- ✓ To explore ways of improving existing tools and creating new ones in order to make them more interactive, experiential and suitable for developing knowledge, skills, attitudes and values important in youth work.
- ✓ To explore benefits and limitations of online learning in the context of NFE
- ✓ To bring innovation in NFE by creating new methods, techniques and concrete tools for online learning
- ✓ To build capacities of trainers, youth workers, active in the field of NFE of youth for using online learning tools in NFE
- ✓ To create and implement online courses on national or international level.
- ✓ Create an e-learning course linked to youth priorities of each partner;

PROJECT PARTNERS:

NGO Iuventa (Serbia)

Associazione TDM 2000 (Italy)

Beyond Barriers (Albania);

Blink Kosova (BETTER LIFE IN KOSOVA) (Kosovo);

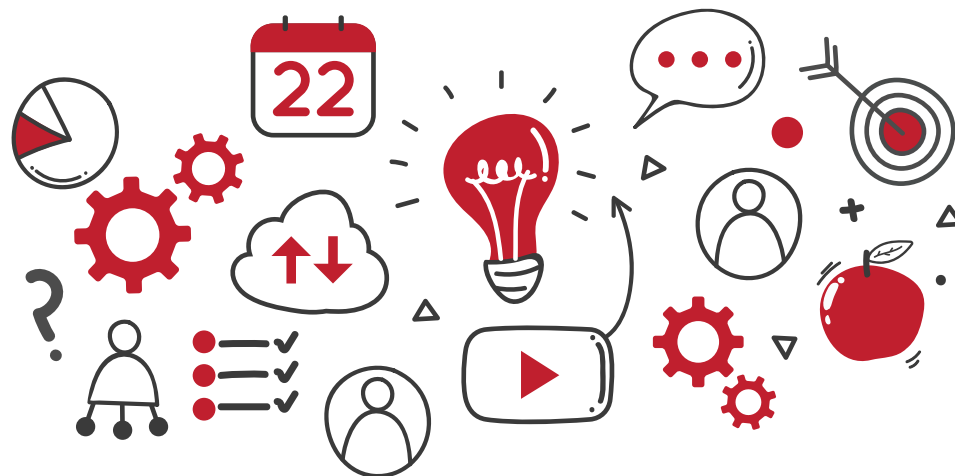
Sal Fuera Elche (SAL FUERA ELX) (Spain);

Youth and Civil Initiatives in the Rose Valley (Bulgaria);

Eesti People to People(Estonia)

SIEDAS SOCIAL INNOVATION AND ENTREPRENEURSHIP DEVELOPMENT

ASSOCIATION (Slovakia)



ACTIVITY PLAN

- Create visual identity of the project
- Creating project website
- Research
- Kick of meeting
- Seminar “NFE and ICT and web tools for non-formal education - where we are”
- Creating online learning platform
- Round table - in each partner country
- 2 nd Seminar - Improving existing and creating new online tools
- Training course for online learning - Development of the eLearning skills / Introduction to Moodle
- Local activity: Testing new tools and online courses
- Webinars - 4 national webinars on topic
- Manual for online learning in non-formal education
- Conference - online learning and online tools in NFE
- Evaluation meeting
- Promotion and dissemination



I NON-FORMAL EDUCATION

1. History and definition of non-formal education

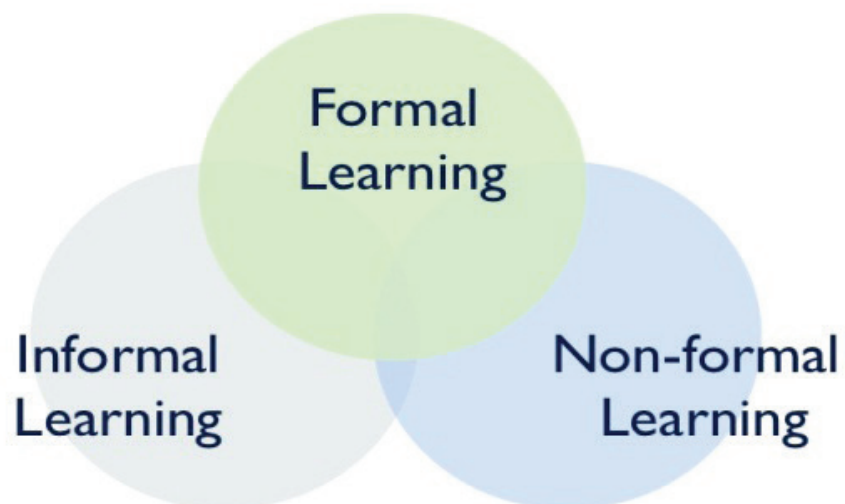
Non-formal education is a relatively new concept dating back to 1968 when Coombs first started talking about the non-formal education emerging from the gaps of the failing formal educational system.

Later in 1974 the educationalists Coombs and Ahmed defined the difference between formal, non-formal and informal education stating that: **“Formal education as used here is, of course, the highly institutionalized, chronologically graded and hierarchically structured ‘education system’, spanning lower primary school and the upper reaches of the university”**

While **“Non-formal education ... is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Coombs and Ahmed 1974: 8)”**

The use of the words ‘of course’ in the quotation for formal education shows that it was assumed that everybody could recognise the formal system of education. While the non-formal education was interpreted differently by the different countries. For some, it meant every educational programme provided by the Ministry of Education apart from the schools and colleges (e.g. adult literacy classes). For others, it meant educational programmes like training courses, discussion forums, seminars provided by non-governmental organisations (NGOs).

The definition of the informal education was more of a description of the informal learning stating that: **“Informal education as used here is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment – at home, at work, at play; from the example and attitudes of family and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television. Generally, informal education is unorganized and often unsystematic; yet it accounts for the great bulk of any person’s total lifetime learning – including that of even a highly ‘schooled’ person (Coombs and Ahmed 1974:8).”**

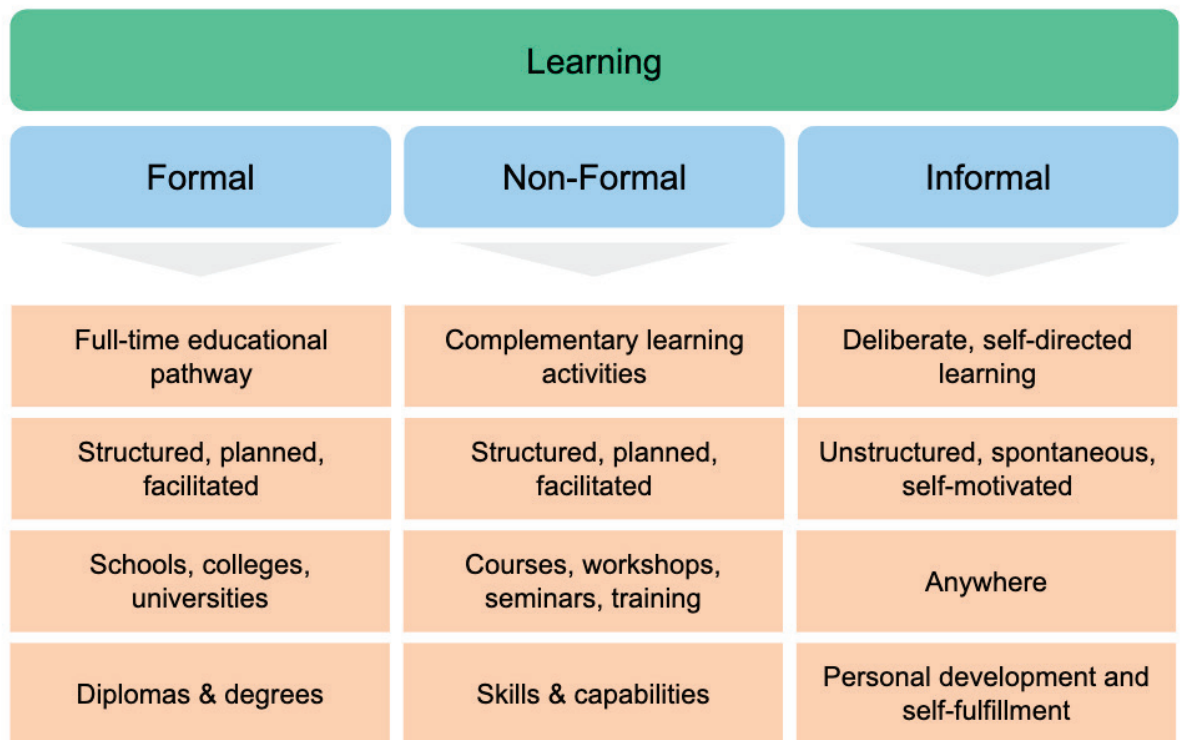




All three forms of education contribute to the lifelong learning process each having its importance, advantages and disadvantages. The following tables show a brief overview of the similarities and differences of the three forms of education:

| Formal | Non-formal | Informal |
|--|--|--------------------------------|
| Usually at school | At institution out of school | Everywhere |
| May be repressive | Usually supportive | Supportive |
| Structured | Structured | Unstructured |
| Usually prearranged | Usually prearranged | Spontaneous |
| Motivation is typically more extrinsic | Motivation may be extrinsic but it is typically more intrinsic | Motivation is mainly intrinsic |
| Compulsory | Usually voluntary | Voluntary |
| Teacher-led | May be guide or teacher-led | Usually learner-led |
| Learning is evaluated | Learning is usually not evaluated | Learning is not evaluated |
| Sequential | Typically non-sequential | Non-sequential |

From *Bridging In-school and Out-of-school Learning: Formal, Non-Formal, and Informal Education*. (p. 174), by Eshach, H. (2007). *Journal of Science Education and Technology*, 16(2), 171-190.



Nowadays NFE and NFL are most closely linked to the work of NGOs especially in the youth field. As non-formal learning is a key element in youth work we will take a closer look on it with its main advantages and disadvantages, target groups and developments.

Non-formal learning in youth activities is structured, planned and based on learning objectives, supported by a facilitator or trainer. It is intentional on behalf of the learner although voluntary that is why we can say that any form of a youth exchange, training course or seminar with a pre-defined agenda with learning objectives is a kind of non-formal education.

The principles of the non-formal learning in youth activities are manifold some being:

- the voluntary and often self-organised character of learning;
- designed to improve a range of skills and competences;
- the intrinsic motivation of the learner;
- the participatory and learner-centered approach]
- the close link to young people’s aspirations and interests;
- the open character, structure and flexibility of the curricula;
- the diverse evaluation process with elements of self-evaluation, collective/group evaluation without judgement on individual success or failure giving the learner the “right to make mistakes” and “learn by doing and trying”]
- the supportive environment of trainers/ facilitators and/or youth workers;
- the sharing and multiplication of results and potential follow-up for reaching more indirect beneficiaries;

The non-formal youth activities aim to involve both passive and active learning opportunities as defined by Edgar Dale’s Cone of Learning (1969) in order to guarantee a sustainable improvement of knowledge, skills and competences.

The Cone of Learning

After 2 weeks,

we tend to remember ...

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



Source: Edgar Dale (1969)

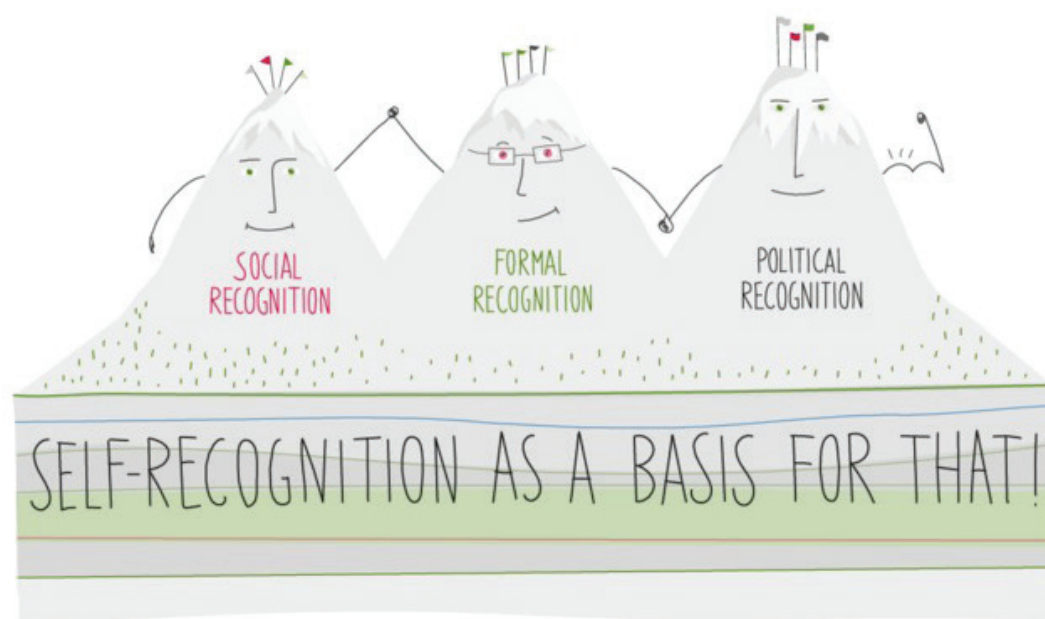
The non-formal training course, seminar and youth exchange agendas contain carefully planned, logically following and learning-objectives oriented sessions which are open-structured and flexible and could be adapted according to the needs of the participants. This contributes to developing or improving the following skills, knowledge and attitudes in participants, organisers and facilitators:

2. Main forms of non-formal education and target groups

Non-formal education activities can be provided by different actors for a variety of target groups. Providers of NFE can be both formal education structures and non-formal educational agents such as NGOs, cultural centres, HR training agencies and companies, etc. The non-formal education activities such as training courses, seminars, discussion forums or debates can take place both offline and online. Youth exchanges, however, are most beneficial if organized offline so that the exchange of culture and involvement of informal learning in the non-formal educational process can contribute to gaining new knowledge, skills and competences.

3. Recognition of non-formal learning

Although many participants in non-formal education activities say that ...”I have learned so much from this training course” or “I learned more about this topic here than throughout my whole formal education studies” there is still a lack of understanding of the benefits of non-formal education. That is why it is necessary to strengthen the awareness of key persons and institutions in society, business and politics and of young people themselves in order to promote non-formal education as an integral part of learning and to enhance its political, social and formal recognition.



Political Recognition:

Political Recognition of providers of NFE is the necessary first step. Political structures at all levels in society need to recognize the importance of those providing NFE. Governments and international organisations should actively support research of the impact that NFE plays in the development of both the individual and the society in general. The next step is the necessary financial support of youth organisations as a demonstration of their commitment. This would help ensure the sustainability and development of the youth NGO sector which is main provider of NFE.

Social Recognition:

It is important that institutions and individuals at all levels in society begin to change and adapt their perceptions of the value of NFE and of youth work in general. Society's attitude towards education needs to alter from one where formal education is valued over and above non-formal education to one where both forms of education are weighed equally for the different attributes they offer and for the varied skills and benefits they bring to young people.

Formal Recognition:

Main efforts towards formal recognition of non-formal learning were made with the introduction of the Youthpass Certificate in 2006 which aimed at recognizing the learning gained through the Youth programme of the European Commission at that time. Youthpass involves elements of self-evaluation on behalf of the participants of the key competences developed or improved during youth exchanges, training courses and European Voluntary Service with a general description of the non-formal activity with its aims and objectives, partnering organisations done by the organisers.

In November 2005 the European Commission adopted a proposal for recommendation on key competences for lifelong learning. This recommendation provided for the first time a European reference tool on key competences young people need for adult life, for further learning and active participation in society. The Reference Framework set the following eight key competences, which were later on incorporated in the Youthpass certificate as a self-evaluation element:

1. Communication in the mother tongue-the ability to express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts – education and training, work, home and leisure.

2. Communication in foreign languages -the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal contexts – work, home, leisure, education and training – according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.

3. Mathematical competence and basic competences in science and technology - A. *Mathematical competence* is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. It involves, to different degrees, the ability and willingness to use logical and spatial thinking and presentation (formulas, models, constructs, graphs, charts).

B. *Competence in science* refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

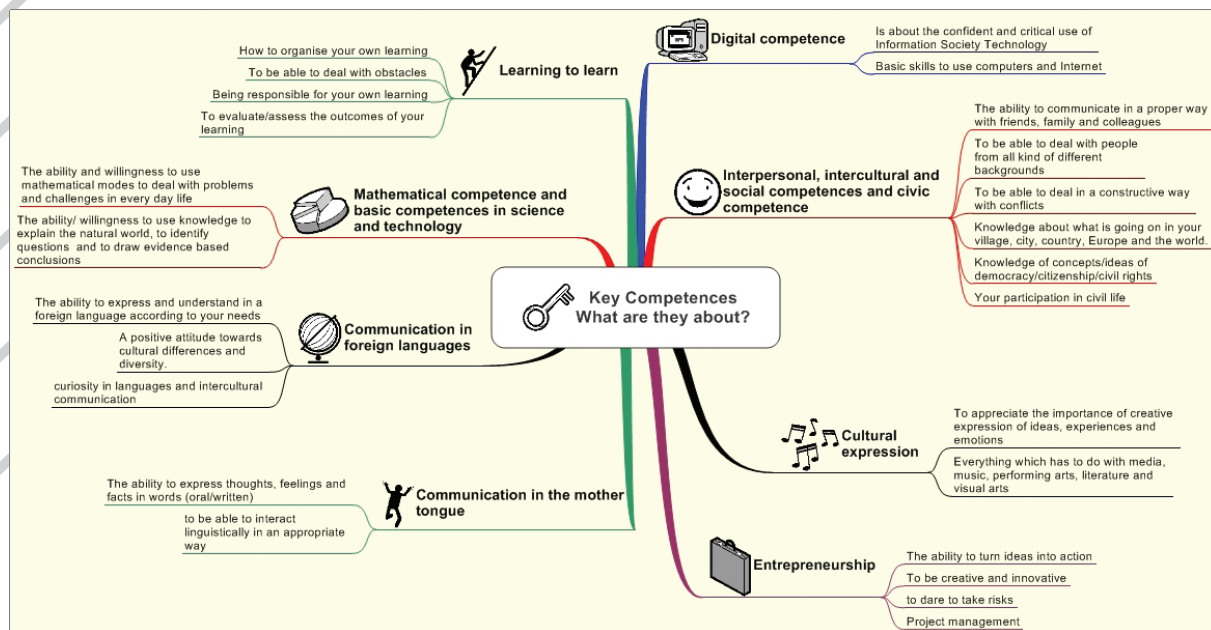
4. Digital competence -involving the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

5. Learning to learn- the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including through effective management of time and information, both individually and in groups. It includes awareness of one's learning process and needs, identifying available opportunities, and the ability to handle obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts – at home, at work, in education and training. Motivation and confidence are crucial to this competence.

6. Interpersonal, intercultural and social competences, civic competence-These competences cover all forms of behaviour that equip individuals with the necessary knowledge and skills needed to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

7. Sense of Initiative and Entrepreneurship-referring to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day to day life at home and in society, employees in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by entrepreneurs establishing social or commercial activity.

8. Cultural awareness and expression-Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.



The framework of the Key Competences for Lifelong Learning has been revised in May 2018. For the Erasmus+, the new framework appears on all the projects that have been entered into Youthpass database on August 20 or later. The change does not affect the Erasmus+ projects that have been entered into the Youthpass database before that date, even if the certificates are generated anew later on. The new Key Competences also appear on all Youthpass certificates of the European Solidarity Corps programme.

<https://www.youthpass.eu/sk/help/faqs/keycompetences/>

The revised Key Competences are:

1. Multilingual competence - Multilingual competence is the ability to use different languages for communication and to understand and express thoughts, feelings and facts orally or in writing. One would need to know the grammar and vocabulary of a certain language. The ability to learn a language in various ways is also important. Appreciation of cultural diversity and curiosity for intercultural communication are attitudes connected to this competence.

2. Personal, social and learning to learn competence - Personal, social and learning to learn competence is the ability to learn to learn, to manage one's own learning and to reflect on oneself. It is about time and information management. Social competences include working with others in a constructive way and managing conflicts in a supportive way. Personal competences include resilience, the ability to cope with uncertainty and complexity and to show empathy. Ability to support physical and emotional well-being is also relevant for this competence area.

3. Citizenship competence - Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts as well as global developments and sustainability.

4. Entrepreneurship competence - Entrepreneurship competence refers to the capacity to act upon opportunities and to turn ideas into action that has value for others. It includes taking initiative, creativity, innovation, critical thinking and problem solving. It requires the ability to work collaboratively and to plan projects of cultural, social or financial value.

5. Competence in cultural awareness and expression - Competence in cultural awareness and expression is the understanding of how ideas are creatively expressed in different cultures, through different arts. It involves developing and expressing own ideas. It requires the knowledge of local, European and global cultures and the ability to express ideas and emotions in different artistic and cultural forms. Openness and curiosity are important attitudes.

6. Digital competence - Digital competence involves the responsible use of digital technologies; communication and collaboration, media literacy, digital content creation, safety, intellectual property related questions, problem solving and critical thinking. It includes the ability to use information via a range of digital technologies, to question available information; curiosity and open-minded attitude.

7. Mathematical competence and competence in science, technology, engineering (STEM) - Mathematical competence and competence in science, technology, engineering (STEM) is the ability to use mathematical thinking to solve problems in everyday situations. Competence in science refers to the ability to use knowledge; to identify questions and to base opinions on evidence. It includes the ability to use logical and critical thinking, to handle technological tools and to communicate conclusions and reasoning behind them.

8. Literacy Competence - Literacy competence is the ability to understand and express thoughts, feelings and facts orally, in writing or in other forms, and to interact with others. It is the basis for further learning. The openness to critical and constructive dialogue and the awareness on the impact of language on others are important elements of this competence.

What is Youthpass?

Youthpass is a tool to document and recognise learning outcomes from youth work and solidarity activities. It is available for projects funded by Erasmus+: Youth in Action and European Solidarity Corps Programmes. It is a part of the European Commission's strategy to foster the recognition of non-formal learning, putting policy into practice and practice into policy:

- While creating their Youthpass certificate together with a support person, project participants are given the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the **reflection upon the personal non-formal learning process and outcomes**.
- As a Europe-wide recognition instrument for non-formal learning in the youth field, Youthpass strengthens the **social recognition of youth work**.
- Youthpass supports **active European citizenship** of young people and of youth workers by describing the added value of their project.
- Youthpass also aims at supporting the **employability** of young people and of youth workers by raising their awareness of and helping to describe their competences, and by documenting their acquisition of key competences on a certificate.

Who can use Youthpass?

Youthpass certificates are available for all types of projects and activities within the Erasmus+: Youth in Action and European Solidarity Corps programmes.

The certificates can also be issued for projects that were granted under the previous Youth in Action programme (2007-2013).

All participants of the projects approved within these frameworks are entitled to receive a Youthpass certificate, and thus recognition for their non-formal learning outcomes.

The responsibility to issue the Youthpass certificates to the participants/volunteers, in case they wish to receive them, lies with the organisation that signs the contract for the Erasmus+ grant.

Why Youthpass?

Using Youthpass can add value to the youth projects where it is used, in several ways:

- Through the Youthpass process, reflection on learning becomes more structured and the educational value of the project is strengthened. It makes the learning of the participants more conscious. Being more aware of their competences, it gets easier for the participants to make use of them in the future. Thus, Youthpass supports the future pathways of the young people.
- By putting emphasis on the learning processes and outcomes in youth work, using Youthpass helps to increase the so-called Learning to Learn competence. It raises the participants' awareness of learning in a diversity of contexts and helps them to reflect on their learning wishes and needs.
- The description of competences developed by participating in the youth projects also helps to increase the visibility of the value of youth work – of *your* work!

Youthpass IS

a process of reflection that helps to define and describe learning outcomes in a youth project, leading to a certificate that documents these learning outcomes

a confirmation of participation by the organisers of a specific activity

a description of the activity where the person participated

an individualised description of the specific activities undertaken and of the learning outcomes

a certificate for people participating in the activities supported by the Erasmus+: Youth in Action programmes and the European Solidarity Corps

a tool which puts the Key competences for Lifelong Learning into practice

firmly based on principles of non-formal education and learning

a way of improving visibility of learning in youth and solidarity projects

Youthpass IS NOT

something which gives any rights to the holder

a formal accreditation of competences

a replacement for any formal qualifications

available to demonstrate learning outcomes from activities undertaken in the YOUTH programme (which came to an end in 2006)

Why should participants choose to use Youthpass?

- They can describe what they have done and learned in a project
- They learn to find appropriate words to describe their competences
- They become better aware of the competences they have
- They become better aware about the different contexts and ways how people learn
- They can show and explain their competences better to others, for example in a job interview, at school or for further projects
- They can make further plans about what they would still like to learn and how
- They will have an official confirmation about their participation in a project
- They can show it off to their friends and family!

4. Non-formal education(NFE) and Youth Online Learning Opportunities(YOLOs)

Youth online learning opportunities (YOLOs) can be both formal and non-formal depending on the institutions that are offering them and the formal or non-formal recognition of the online course or learning opportunity. When universities, colleges, schools and vocational education centres offer distance education which ends with some diploma or credits assigned to the learner that is a formal YOLO. Non-governmental organisations or schools which offer online learning opportunities under projects also contribute to building skills, knowledge and competences in the learner. These are non-formal YOLOs which often end with some non-formal recognition tool such as Youthpass, Europass or any other Certificate of Completion. There are many YOLO platforms offering online education opportunities and useful online tools for young learners described in the following chapters of this manual.



II INFORMATION AND COMMUNICATION TECHNOLOGIES (HEREINAFTER ICT) AND SPECIFICALLY E-LEARNING

Information and communication technologies (hereinafter ICT) and specifically, E-learning is essential nowadays in the relationship between the individual and society which correlate the four subsystems which one may recognize in society, and which are essential for its existence: the political/legal dimension, the social dimension, the cultural dimension and the economic dimension, and have marked a crossroad in the current learning and communication paradigms.

The Lisbon European Council, promote a learner-focused approach includes the use of new multimedia technologies and the Internet, to improve the quality of learning by facilitating access to resources and services, as well as remote exchanges and collaboration.

It is beyond doubt today that E-learning is an evolving concept, following the pace of technological innovation. Some experts have seen the development of E-learning as a shift in the learning paradigm.

This requires, for example, that providers of online learning, while encouraging active, critical and discerning use of these technologies, maintain the same quality levels as in other forms of learning particularly for what it concern the concept of education, e-democracy, the process of combating cyberbullying, Internet governance, protection of personal data online.

In this respect, ICT is seen as innovative ways of introducing new methods and tools for education and the relation with learner and teacher/facilitator to improve the quality of education to the delivery of contents.

In a bottom-up perspective, teachers and organizations can use these resources to reach a wider number of youngsters using youth friendly tools, especially those coming from a fewer opportunities background, promoting a new communications environment more sustainable for the need of development and empowerment.

We believe this approach is very important and urgent to catch the challenges of a more inclusive training strategy with regard to information and technologies and the

importance of developing competence in this field, in particular through training at all levels of the education system, formal and informal, and throughout life.

These developments testify a growing interest for ICT use for the development of a society of knowledge, on one hand, and on the other hand they promote also a change in the use of online tools for educational purposes. For example, notions such as “community of practice” and “peer-produced content” essential in the E-learning processes are significantly relevant also for nonformal education processes. Most of the E-learning infrastructures and softwares include today features based on the constructivist view on the educational process, which is also at the basis of non-formal learning theories and practices.

These similarities along with others allowed in recent years for E-learning to be used in the training practices of the main European youth stakeholders, such as the Council of Europe, SALTO, the European Commission and the Erasmus+ Programme.

E learning in Non formal Education Environments

The current status of education reflecting on how the formal education sector is becoming informalised, while non-formal learning is simultaneously becoming more formalised. It urges a ‘rethink’ of education to match the online era, where new media ‘democratise education’, empower young people and open pathways to tolerance for living and working in a multicultural Europe. The blurring of borders between formal, non-formal and informal will require new teaching skills and constant evolution of the profiles of youth workers or school teachers. A holistic approach to

education, individualised methods, professional coaching, and experience-based learning would also prompt individuals to take a step back from routine and promote change.

Although the idea of learning throughout life is not new, it has gained more importance in the international discourse on education policy in the last two decades. Many programs have been developed to support lifelong learning. The main focus of these programs is to enable individuals to go in search of learning opportunities for personal or professional reasons throughout life. Personal improvement, employability, competitiveness and more active citizenship are some expected results of a lifelong learning program (LLP).

Due to the importance of information and communication technologies in our society nowadays, digital competence plays an important role in LLPs. Individuals should be able to use computers to “retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Nevertheless changes and innovation in learning paradigms raise new questions of quality and inclusion. Is the E-learning offer today reflecting the same quality standards in residential learning? Is E-learning today as inclusive as possible? Is E-learning effective? In what contexts? For what groups of learners? How do different learners respond? Does the socio-cultural environment make a difference? What problems have E-learning in intercultural non-formal education and training activities? These are questions that animate the debate around E-learning and to whom we have yet to find answers.

Particularly important is the question of how E-learning can be successful, especially in this phase of society that is urgently moving from an “early adopter” stage to a more general offering and, in this matter, critically important to gain an understanding of quality in E-learning in a European educational market.

Many different concepts and approaches have been developed so far for many different contexts and purposes. In relation to quality, the debate runs also in terms of practitioners’ learning, not only in formal education, where the field of E-learning has been quite extensively explored, but also in nonformal education processes, where up to the present the moment the debate has been carried mostly in terms of compatibility of standards, principles, theoretical ground, values, and methods.

E-learning is foreseen as a broad set of applications and processes which include web-based learning, computer-based learning, virtual classrooms, and digital.

The development of E-learning is one of the most rapidly expanding areas of education and training, also when it comes to intercultural non-formal education and training activities.

However, what is known about E-learning is very limited due to the shortage of consistent evaluation studies. This is a challenge particularly linked to the identification of quality criteria, pedagogical approaches in E-learning and to the intercultural impact in non-formal education in training activities.

The use of E-learning is becoming a common practice in Non-formal environments nowadays, people who still visit schools and universities are somehow used to multimedia technologies and the Internet as a means of improving and facilitating their learning.

The same is not true for people that have already left school or finished university. Some of them feel even uncomfortable in e-learning scenarios, especially if they have to choose between “classic/ traditional way of learning” and E-learning.

Although they recognize that online learning tools can facilitate and improve the pace of their learning process, they seem not to make use of these tools.

Digital divide, digital literacies and NFEducation

Although many people are able to use computers, digital competence is unequal among individuals. According to recent research, it is possible to identify “digital natives” (people who were born and raised surrounded by and using computers, e-mails, Internet, cell phones and all the other digital-age technologies) and “digital immigrants” (people who were not born in the digital world, but adopted and learnt how to use new technologies later in life). Further on in a more deep analysis we can make a distinction among individuals that are able to communicate, access and publish information using the digital age technologies or not that capable. Digital competence has as well different levels of literacy in a similar way as reading and writing. Taking into account the different perspectives in the nowadays society on digital divide, it is certain that a part of the population is aside from digital competence. Definitely age, computing devices availability and Internet access are important factors, but being digital competent is to understand and to be able to evaluate the possibilities and advantages of using ICT are.

As support for the development of digital competence, the educational environment – formal, non-formal or informal – plays a significant role.

The education and training that is not part of a regular system of schools, colleges, and universities but have structured objectives is considered as non-formal education. This type of education doesn't lead mainly to certification but mostly to the recognition and validation of the learning through experimentation and experience sharing among the learner.

Possible difficulties to adopt and implement e-learning tools

Non-formal educational environments face some problems such as:

- Budget: small non-formal education institutions usually work with a tight budget. They still must invest money to train the personnel and to arrange the technological equipment, but investments are expected to have positive results as fast as possible.
- Personnel: it is often limited and leads to a situation in which one person is responsible for different new tasks, like creating content, designing, and tutoring, in addition to the usual ones.
- Learners: if they perceive the e-learning environment as just a change of medium, chances are that they won't take part, at least not spontaneously.
- Other variables: commercial language schools differ in size, interest, and quality. Even when an e-learning project fits the budget, the school management may opt for not implementing it.

Advantages of using e-learning tools

- Some of the elements that participants of the project we run in digital education mention those elements as advantages of using E-Learning tools:
- It is Flexible and comfortable, you can access whenever you like and from any place that is connected on internet;
- It gives freedom of choice cause sources can be select by the learner, a system tailored for each person.
- It promotes wider space for self-assessment and feedback;
- It's interactive, and that gives the feeling to be more participative and more interesting and resources are unlimited and easy to share with other peers;
- It's evidently more eco-friendly.



III DIGITAL COMPETENCE AND ONLINE TOOLS IN NFE

The concept of digital competence has emerged concurrently with technological development and as society has recognised the need for new competences. Development of technologies enables and constantly creates new activities and goals, and the importance of digital competence is therefore constantly changing and must always be seen in relation to the current technology and its application.

Although the use of computers, mobiles and the internet is increasing among almost all groups of people, it does not necessarily mean that they develop skills and can benefit from it in the many different aspects of life. Research has shown that large amounts of computer, mobile and internet use only contribute to digital skills at the operational level. The higher cognitive ability for critical search and selection of information is not a consequence of greater consumption. Users can simply stay on the same level and only use some specific applications. Therefore, high consumption of technology as such should not be regarded as proof of digital competence (Van Deursen, 2010).

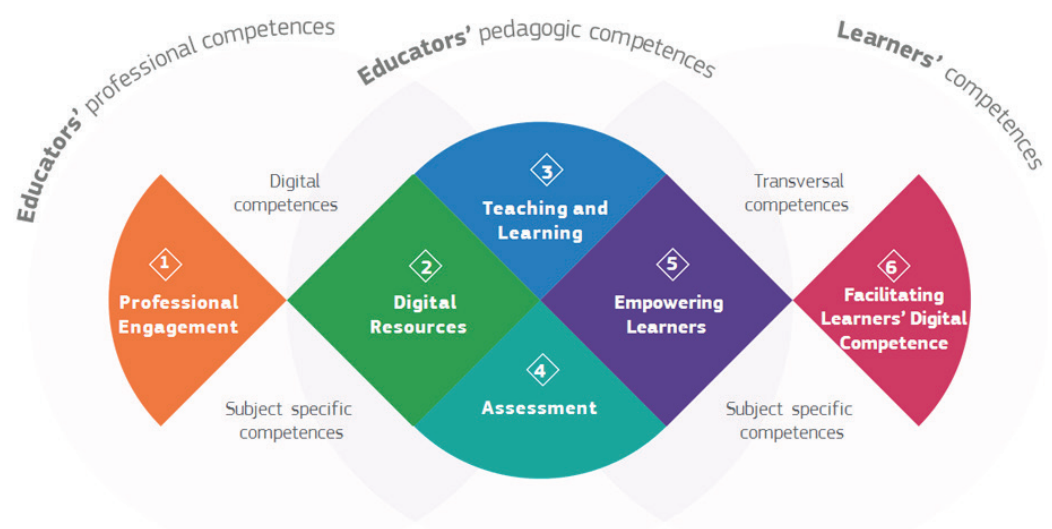
Definition of Digital Competence

Digital competence is a combination of knowledge, skills and attitudes with regards to the use of technology to perform tasks, solve problems, communicate, manage information, collaborate, as well as to create and share content effectively, appropriately, securely, critically, creatively, independently and ethically.

Digital Competence Framework for Educators (DigCompEdu)

The teaching professions face rapidly changing demands, which require a new, broader and more sophisticated set of competences than before. The ubiquity of digital devices and applications, in particular, requires educators to develop their digital competence.

The European Framework for the Digital Competence of Educators (DigCompEdu) is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competences in Europe. DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts.



DigCompEdu details 22 competences organised in six Areas. The focus is not on technical skills. Rather, the framework aims to detail how digital technologies can be used to enhance and innovate education and training.

The DigCompEdu study builds on previous work carried out to define citizens' [Digital Competence](#) in general, and [Digitally Competent Education Organisations \(DigCompOrg\)](#). It contributes to the Commission's recently endorsed Skills Agenda for Europe and to the Europe 2020 flagship initiative Agenda for New Skills for New Jobs.

What is the Digital Competence Framework for Citizens and why is it needed?

Europeans live in an increasingly complex digital world, one which is revolutionising how they work, do business, learn, and conduct themselves as active citizens in today's society. Whether it is filling out a job application online, using e-commerce to shop or banking through an app, people need the skills, knowledge and confidence to make the most of the digital revolution. A lack of digital skills can have a profound effect on people's general life chances and employability.

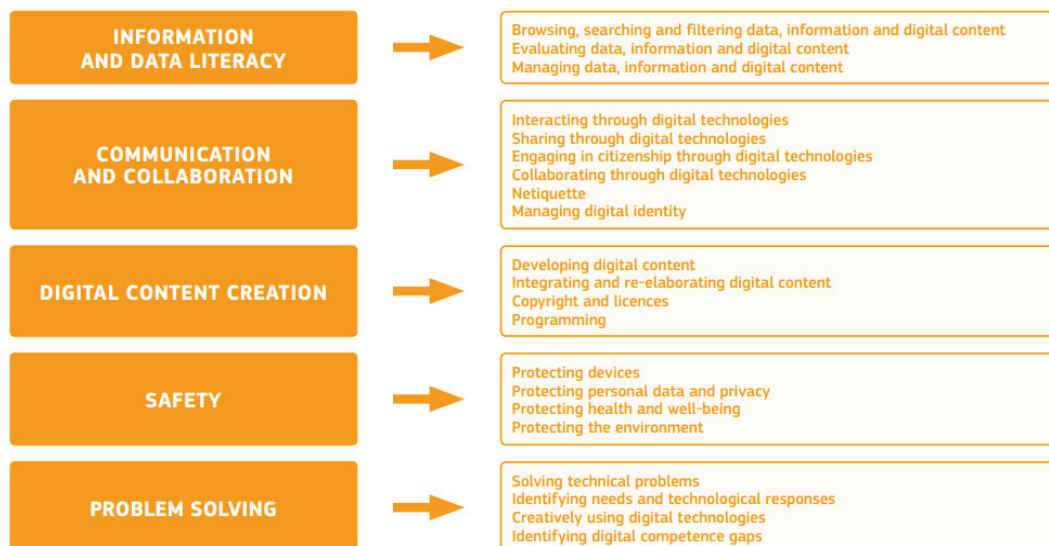
Around 40% of the European Union (EU) population have an insufficient level of digital skills – of which 22% have none at all. These are often older citizens, less educated young people, lower income families and migrants. What is more, 32% of the EU workforce have insufficient digital skills, with 13% assessed as having none at all (1). It should also be noted that across the EU, 42% of citizens with no computer skills are inactive in the labour market.

The EU is acutely aware that many citizens lack the ability to exploit the full potential of digital technologies in their everyday lives. In addition, there has been no common understanding of what digital skills are or how to assess them. This is why the European Commission has developed the European Digital Competence Framework for Citizens – known as DigComp – and a related self-assessment tool.

Essentially, the framework identifies 21 competences in five key areas, describing what it means to be digitally savvy. People need to have competences in each of these areas in order to achieve goals related to work, employability, learning, leisure and participation in society.

Being digitally competent is more than being able to use the latest smart phone or computer software – it is about being able to use such digital technologies in a critical, collaborative and creative way. This is why DigComp asks people to think about a range of issues such as storing information, protecting their digital identity, developing digital content and 'Netiquette'.

DigComp's five key areas and 21 competences



WHO CAN USE DIGCOMP?

The framework can be used by a range of individuals and organisations to assess digital competences. EU citizens with poor digital skills can use it to identify the knowledge they need to become more active in society. Someone who is unemployed and looking for work can use DigComp to identify the digital skills they already have and add that information to their CV and job applications. In addition, the framework can help them to identify the skills they lack, making it easier to search for the right development and learning opportunities.

Employers searching for new members of staff can use DigComp to define precisely the competences and qualifications that are required to draw up a job description or fill a vacancy. Employment services can use the framework to exchange relevant labour market information – such as CVs and vacancies – and to offer informed career guidance to jobseekers for all jobs that require digital skills but which are not ICT professions.

DigComp is a guide to learning requirements, which means it is also a valuable resource for the education and training sector. For example, teachers can use it to develop courses and to assess the progress of students as they work to improve their digital competences. Teachers also need to be digitally competent

HOW DOES DIGCOMP WORK?

Anyone can freely describe their digital competence in 27 languages through the EUROPASS self-assessment tool based on the DigComp framework (see: <https://europass.cedefop.europa.eu/en/about>).

EUROPASS is an EU service that allows jobseekers to showcase their skills and qualifications in formats that can be easily understood across Europe.

The Digital Competence Framework for Citizens was developed by the EU's Joint Research Centre on behalf of the Directorate-General for Employment, Social Affairs and Inclusion. For more information see: <http://ec.europa.eu/jrc/digcomp>

ONLINE TOOLS AND METHODS FOR DIGITAL YOUTH WORK AND ONLINE LEARNING IN NON-FORMAL EDUCATION

Open-source learning management system (LMS) = MOODLE

Moodle is a free and open-source learning management system (LMS) written in PHP and distributed under the GNU General Public License. Developed on pedagogical principles, Moodle is used for blended learning, distance education, flipped classroom and other e-learning projects in schools, universities, workplaces and other sectors.

Moodle was originally developed by Martin Dougiamas to help educators create online courses with a focus on interaction and collaborative construction of content, and it is in continual evolution. The first version of Moodle was released on 20 August 2002

The Moodle Project is led and coordinated by Moodle HQ, an Australian company of 50 developers which is financially supported by a network of eighty-four Moodle Partner service companies worldwide. Moodle's development has also been assisted by the work of open-source programmers.



Moodle is a learning platform used to augment and move existing learning environments online. As an E-learning tool, Moodle developed a number of features now considered standard for learning management systems, such as a calendar and a gradebook. Moodle is a virtual learning environment and can be used in many types of environments such as education, training, and development and in business settings.

More info on <https://moodle.org/>

ONLINE COMMUNICATION TOOLS

Effective communication is the key to successful teaching and learning, whether in a physical classroom or a virtual classroom. However, maintaining online communication with not one, but over twenty students is undoubtedly challenging.

Communication platforms help overcome it; they enable communication with larger groups, with video conferencing, instant messaging, audio calls, virtual rooms, and more, with any device and from anywhere.

Some of the tools in demand are:

- Zoom
- MS Teams
- Skype
- Google Meet

Zoom - With teams across the world working remotely during the COVID-19 pandemic, video conferencing tools like Zoom have become extremely popular.

Zoom helps businesses and organizations bring their teams together in a frictionless environment to get more done. Their easy, reliable cloud platform for video, voice, content sharing, and chat runs across mobile devices, desktops, telephones, and room systems. Zoom is publicly traded on Nasdaq (ZM) and headquartered in San Jose, California.

Zoom is a cloud-based video conferencing tool that lets you host virtual one-on-one or team meetings easily. With powerful audio, video and collaboration features, this remote communication tool connects remote team members with each other.

Zoom's key features include:

- HD video chat and conferencing
- Audio conferencing using VoIP (Voice over Internet Protocol)
- Instant messaging
- Virtual backgrounds for video calls
- Screen sharing and collaborative whiteboards
- Hosting video webinars

MS Teams

Microsoft Teams is a cloud-based team collaboration software, that is part of the Office 365 suite of applications. The core capabilities in Microsoft Teams include business messaging, calling, video meetings and file sharing. Businesses of all sizes can use Teams.

Teams is Microsoft's core cloud-based unified communications offering, and it competes with similar products such as Slack, Cisco Webex Teams and Google Hangouts. As a business

communications app, Teams enables local and remote workers to collaborate on content in real time and near-real time across different devices, including laptops and mobile devices. Microsoft Teams integrates with other Office 365 applications, including Exchange, PowerPoint and SharePoint.

Microsoft Teams launched in March 2017. In September 2017, Microsoft announced Teams would replace Skype for Business Online in Office 365. Microsoft has been rolling Skype for Business Online features into Teams over the past several months, including messaging, meetings and calling capabilities. New features are added to Teams frequently.

Skype

Skype is a telecommunications application that specializes in providing video chat and voice calls between computers, tablets, mobile devices, the Xbox One console, and smartwatches over the Internet. Skype also provides instant messaging services. Users may transmit text, video, audio and images. Skype allows video conference calls.

Although Skype is a commercial product, its free version is used with increasing frequency among teachers, schools, and charities interested in global education projects

Google Meet

Google Meet (formerly known as Hangouts Meet) is a video-communication service developed by Google. It is one of two apps that constitute the replacement for Google Hangouts, the other being Google Chat. Google planned to begin retiring Google Hangouts in October 2019.

Features of Google Meet include:

- Two-way and multi-way audio and video calls with a resolution up to 720p
- An accompanying chat
- Call encryption between all users[8]
- Noise cancelling audio filter
- Low-light mode for video
- Ability to join meetings through a web browser or through Android or iOS apps
- Integration with Google Calendar and Google Contacts for one-click meeting calls
- Screen-sharing to present documents, spreadsheets, presentations, or (if using a browser) other browser tabs
- Ability to call into meetings using a dial-in number in the US
- Hosts being able to deny entry and remove users during a call.

Google Meet (formerly known as Hangouts Meet) is a video-communication service developed by Google. It is one of two apps that constitute the replacement for Google Hangouts, the other being Google Chat.

Securely connect, collaborate, and celebrate from anywhere. With Google Meet, everyone can safely create and join high-quality video meetings for groups of up to 250 people.

Starting in early May 2020, anyone with an email address can sign up for Meet and enjoy many of the same features available to our business and education users, such as simple scheduling and screen sharing, real-time captions, and layouts that adapt to your preference, including an expanded tiled view.

More info on: <https://meet.google.com/>

ONLINE WHITEBOARDS

Online whiteboards or digital whiteboards help emulate the classroom whiteboard/ blackboard experience with the students. Most of these tools offer an infinite canvas with shape libraries for creating different types of diagrams, charts, graphs, and other visualization purposes (i.e. creating posters, graphic organizers, etc.).

Creately is widely used by educators for a variety of purposes. The Visual Workspace for Team Collaboration (Planning, brainstorming or designing visually, drawing flowcharts, diagrams, mindmaps and more) Creately is the one of the simplest way to work visually and collaborate with your team - From sketching out concepts, analyzing processes to brainstorming plans, use Creately Diagrams to think and collaborate visually.

More info on: <https://creately.com/>

Jamboard is G Suite's digital whiteboard that offers a rich collaborative experience for teams and classrooms. Watch your creativity unfold: you can create a Jam, edit it from your device, and share it with others. Everybody can collaborate on the Jam anytime, anywhere. For businesses and schools that use Jamboard hardware, you can use your phone or tablet to join or open a Jam on a nearby board.

<https://edu.google.com/products/jamboard/>

WORK PLANNING TOOLS

Maintaining a work schedule is even more important when you are working from home; especially during stressful times, a solid routine can help maximize the use of your time. You can use time management and scheduling apps like Google Calendar and Calendly to streamline.

Calendly helps you schedule meetings without the back-and-forth emails

Calendly can connect with up to six of your calendars to automatically check availability and help you connect with your best contacts, prospects and clients.

<https://calendly.com/>

Document Management Tools

From test papers to lesson plans, there's an array of documents teachers have to maintain regularly. A central location to store, organize, and manage all these documents is essential to properly keep track of them, especially when you are teaching remotely.

Tools such as GSuite, MS office, OneDrive, Dropbox, and Evernote simplify the process of maintaining the documents you own.

Store all documents, files, etc. in the cloud which allows you and your students to access them with any device from anywhere

Neatly organize documents in relevant folders and subfolders making it easy to retrieve them

Quickly share files and documents with anyone with a single link or as a file. You can also adjust permission settings, changing them to Edit, View, and Suggesting mode on GSuite apps.

Collaborate with students on editing and reviewing documents, add comments and suggestions and track changes with version history

More info on: <https://workspace.google.com/>

<https://www.microsoft.com/en/microsoft-365/onedrive/online-cloud-storage>

<https://evernote.com/>

<https://evernote.com/>

https://www.google.com/intl/en_in/drive/

Online Video Tools

YouTube and Loom are great online video tools for creating and sharing videos with your students. You can use these tools in a number of ways;

Record your online classes or lectures and share them with students

Students can re-watch the videos if they were absent or during exam revisions. You can also have the video recorded prior to the lesson and have it shared with the students when you are on leave

If you are teaching the same lesson to different classes, you can make use of a pre-recorded lesson to avoid repetitive teaching

Encourage students to learn independently with pre-recorded video lessons. The chance of students learning a concept better is higher when they understand it on their own

Share links to existing video resources online

<https://www.loom.com/>

Online Quiz Makers

Whether you are teaching online or in a physical classroom or in youth work context, quizzes are a great way to check a student's and participant's performance. Online quiz makers make it easy to

- Create, format, and share assessments online
- Create answer sheets which allows you to easily track and score answers of each student
- **Kahoot:** this is the most famous online tool for education. If you've started to use it in your class, you've probably also heard your students asking to play more than once.
- **Quizizz:** a quiz that can be compared to Kahoot, less known but technically great, with a lot of options for questions and a really engaging meme feature.

Online Homework Platform

One thing that is most challenging when teaching from home is keeping track of students' homework.

Homework can come in different forms; essays, speeches, tests, etc. You can use a combination of the platforms above to get students to submit their homework.

- Google Docs – for essays and other written assignments
- Zoom, Skype, and other video conferencing apps – for verbal assignments
- Loom, YouTube, [Prezi](#), [Google Slides](#) – for videos and presentations
- [Google Classroom](#) – Distribute assignments, grade and send feedback

THE CREATIVE TOOLS – Graphic Design Maker, presentation and photo editor



PIKTOART

Piktochart is a web-based infographic application which allows users without intensive experience as graphic designers to easily create professional-grade infographics using themed templates. An important feature of Piktochart is its HTML Publishing capability, which generates infographics that are viewable online with multiple clickable elements for users. Additionally, the program provides tools to add interactive maps, charts, videos and hyperlinks.

<https://piktochart.com/>



PICMONKEY

PicMonkey is one of the best Canva alternatives that's an online editor and graphic design maker. You can edit photos, create new designs using templates, and create a design from scratch. It offers you with 40+ photo filters, over 4K graphics and textures to choose from, and 300+ fonts.

<https://www.picmonkey.com/>



CANVA

Canva is a graphic design platform, used to create social media graphics, presentations, posters, documents and other visual content. The app already includes templates for users to use. The platform is free to use but offers paid subscriptions like Canva Pro and Canva for Enterprise for additional functionality.

Canva is a tool loaded with enough easy-to-use features and functionality that anyone can create a variety of engaging content that gets shared.

[https://www.canva.com /](https://www.canva.com/)



VISME

If you're tired of PowerPoint, Visme offers some beautiful presentation templates for you to use, each with its own collection of slide layouts. From images to infographics, eBooks and videos, these Web-based tools use pre-designed templates along with drag-and-drop functionality to enable you to create a whole host of engaging content to fuel your marketing efforts.

<https://www.visme.co/>



MENTIMETER

Mentimeter enables you to turn meetings, workshops, training, conferences or classes into interactive experiences that are fun for both you and your participants. Create Word Clouds based on your audience's impressions, ask a quick Multiple Choice question to let your audience vote, or energize the entire room with a Quiz competition! More than 25 million people all over the world already use Mentimeter for interactive presentations.

<https://www.mentimeter.com/>



SLIDO

Slido is an easy to use Q&A and polling platform. It helps people to get the most out of meetings and events by bridging the gap between speakers and their audiences.

From internal communications professionals to trainers, team leaders, conference organizers and individual presenters, Slido is used by anyone looking to enable open conversation at a live meeting, whether in-person or virtual.

<https://www.sli.do/>

BRAINSTORM APPS FOR A COLLABORATIVE TEAMS



TRELLO

Trello is a visual list tool that can be used for project management, collaboration, and much more! When Trello launched in 2011, the developers described it as "a web page where you make a bunch of lists. Each list contains cards. Each card is a thing that someone might want to work on". On the back of each card, there's room for including a description, conversations, file attachments, links, checklists, labels, and more. So why use this instead of just covering your whiteboard in post it notes? You can invite others to collaborate with you on your Trello board. So this tool ends up being useful for group projects, collaborations with your colleagues, etc



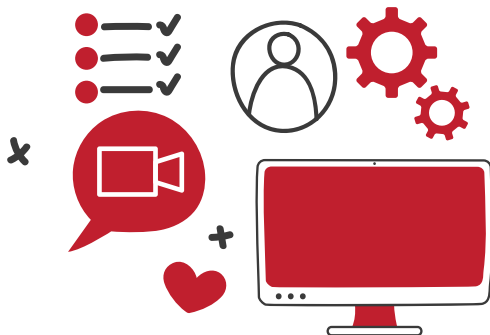
PADLET

Padlet is a similar tool to Trello, but simplified. It presents more like a Pinterest board, but without all the clutter and ads. Padlet's website describes the tool as, "Somewhere between a doc and a full-fledged website builder, Padlet empowers everyone to make the content they want, whether it's a quick bulletin board, a blog, or a portfolio".

The "free" version of Padlet is generously-featured enough to be used in a classroom or for group projects. You can collaborate with classmates or colleagues in Padlet simply by knowing their email address.

Compared to Trello, which is project-oriented, Padlet is set up more like social media- a user posts text, a link, or a file- and other users may comment on, favorite, rank, or even grade the posting (based on settings you select). A benefit of Padlet is that Padlet can be set up to be private. Padlet offers mobile apps, and the option to share or embed a full board into Canvas. There is currently no LTI integration for Canvas, but Padlet provides simple instructions on how to embed into Canvas. There are also mobile apps and browser plug-ins available to make adding to your Padlet wall easier!

<https://padlet.com/>



POPPLET

Popplet is perhaps the simplest tool to capture and organize ideas. With a few clicks on your screen you can make "Popplets" (little squares) and add text and images. It's easy to connect the Popplets, rearrange them, change their colour and even adjust their shape.

Popplet is great for learning in the classroom and at home. Students use Popplet to think and learn visually. Students learn to generate new ideas by capturing facts, thoughts, and images. They learn to make simple mind maps in just a few steps.

<https://www.popplet.com/>



MIRO

MIRO is the online collaborative whiteboard platform to bring teams together, anytime, anywhere.

Miro is an endless virtual whiteboard to brainstorm and write down visual projects. You can add videos from YouTube and Vimeo and Google Docs from your Google Drive to the Whiteboard.

Students can collaborate on teamwork on different devices. They can add little memos and comment on them with the mini-chat.

<https://miro.com/>



iBRAINSTORM

Capturing and sharing a student's creative mind has never been easier. iBrainstorm lets them brainstorm in the most easy way.

Students can write and add notes to the board. They can even invite up to three fellow students to participate in the brainstorm.

<http://www.ibrainstormapp.com/>



PIAZZA

Piazza is a free, easy to use Q&A discussion platform for educators and teachers to efficiently manage in-class/workshop/training questions and answers. Students and participants can post their questions and collaborate to edit responses to those questions. Instructors, trainers and teachers can also answer questions, endorse student answers, and edit or delete any posted content.

Save time and help students learn using the power of community

- Wiki style format enables collaboration in a single space
- Features LaTeX editor, highlighted syntax and code blocking
- Questions and posts needing immediate action are highlighted
- Instructors endorse answers to keep the class on track
- Anonymous posting encourages every student to participate
- Highly customizable online polls

<https://piazza.com/>



FLIPGRID

Flipgrid is a simple, free, and accessible video discussion experience for PreK to PhD educators, learners and families. Create a Topic and engage your community...together!

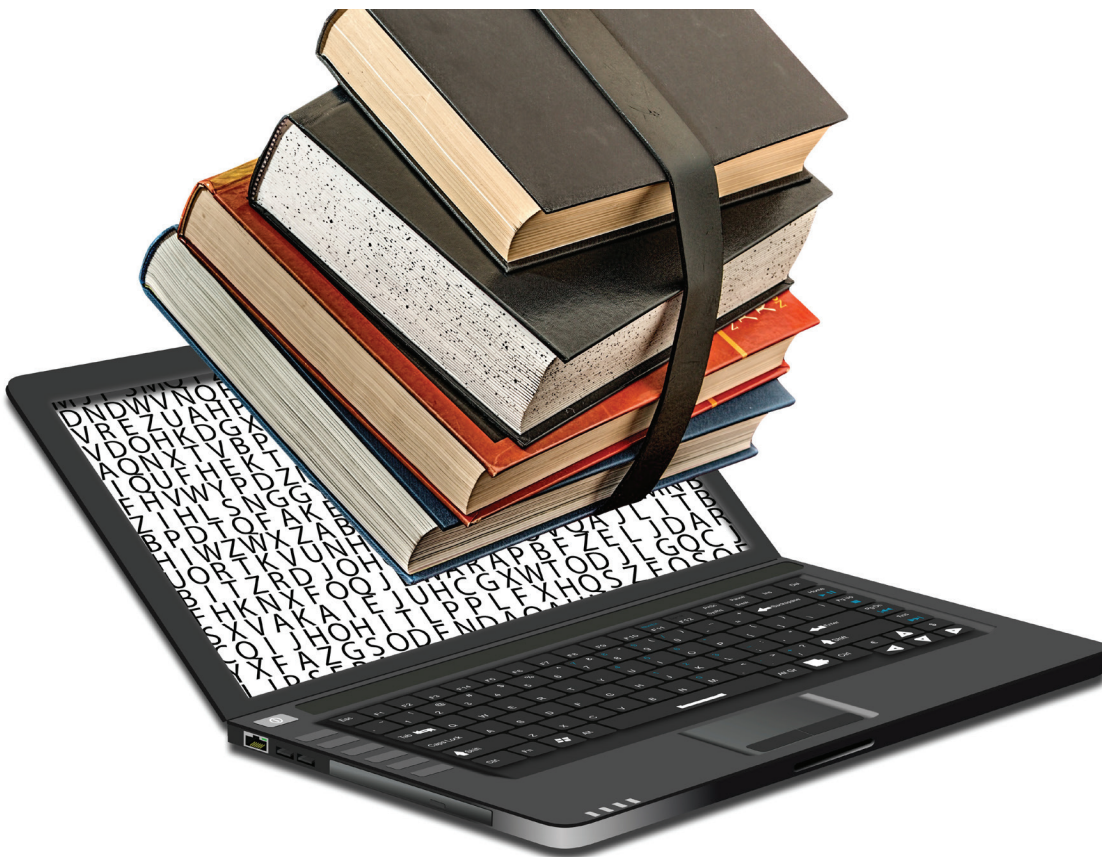
Flipgrid is an active, social learning platform that engages learners through video-based discussion. The app extends the web-based environment and creates new possibilities for reflection, discussion, demonstration and collaboration." Instructors create a "grid" with a topic, and create a short (2.5 min or less) video prompt to share with the class. Then the students respond with their own videos! Students may reply to other videos with their own videos (90 seconds or less).

<https://info.flipgrid.com/>



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