Boosting Classes 2.0 for high-quality teaching in adult education

Ref. 2020-1-IT02-KA204-079329

Report on digital skills and technologies in adult education

COUNTRY Italy

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Elaborated by	CPIA Formia EU-TRACK
Activity related	**O1/A1 -** Analyzing and comparing the teaching and learning approaches. **O1/A2** - Identification and mapping of the digital skills required for the integration of the technology into the classes for adult education at the national level. **O1/A3 -** Analyzing and comparing the assessment and evaluation systems in distance learning (formative and summative) through the specific tools and techniques at the national level.
Deliverable No. and title	**O1 - Framework to integrate new technologies in adult education through project-based learning**

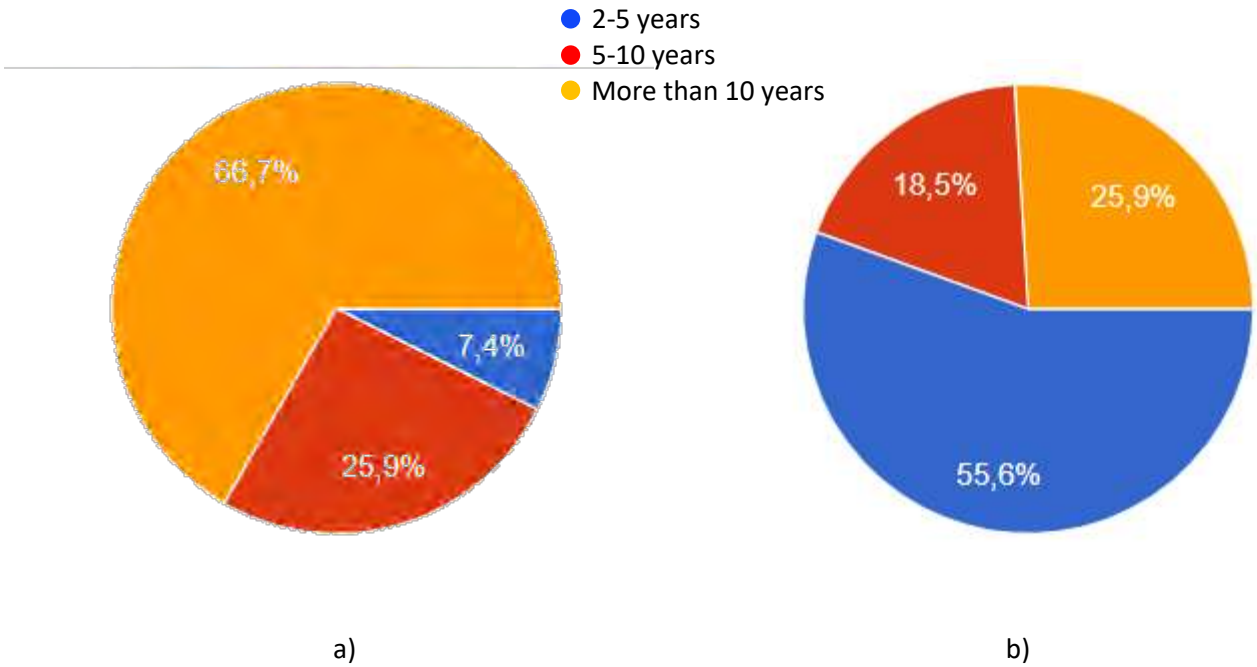
Contents

INTRODUCTION

The actual document represents the elaboration of the data revealed utilizing the questionnaire aimed at defining the framework to integrate new technologies in adult education through project-based learning. In total 29 answers were processed. The responses are grouped according to the corresponding activities related:

- Analyzing and comparing the teaching and learning approaches;
- Identification and mapping of the digital skills required for the integration of the technology into the classes for adult education at the national level;
- Analyzing and comparing the assessment and evaluation systems in distance learning (formative and summative) through the specific tools and techniques at the national level.

The sample analysed is characterized by a slight prevalence of females (63% of respondents). Serving principally within a school system (88,9 %), the professional experience of respondents both in education and in the adult field are summarized in Figure 1 below.



a) b)

Figure 1. Professional experience in teaching: a) general; b) in the adult field.

As can be seen, despite the major percentage of respondents possessing a significant experience in the teaching field (Figure 1a, 66.7 %), more than a half of them are newcomers in the adults' education with the experience accumulated not exceeding 5 years (Figure 1b,55.6 %). Among the subjects taught 11 persons have specified the majors related to STEM field among which 1 person serves as a supporting teacher as well, whereas the rest have indicated languages (Italian, French, English) and Music as their areas of expertise.

Even though majority worked in the adults' education for not more than 5 years, the awareness on the problems related to the field in terms of organization of the institution and the reached users is quite matured. The lists presenting both weaknesses and strengths confirm the above:

Weaknesses

- Poor collaboration and project design.
- Less recognized at the institutional level for the specificity of adult education.
- Discontinuity and non-constant attendance of students (due to work reason).
- Low digital skills of students effect on distance learning
- Low digital skills of elder teachers
- Insufficient equipment on the students' side (e.g. Wifi network)
- Poor visibility/communication
- Less free training offers
- Poor resources for practical activities
- No stable staff guaranteeing teaching continuity from one school year to another.
- Different cultures and languages, lack information on students' academic career, different learning approaches
- Too uneven users

Strengths

- Less number of students to organize better the school activity.
- The possibility to re-start to study in adult age
- The possibility to help foreign citizens integrate into society with language and culture aspects.
- Ability to modulate the courses
- Flexibility
- The institution is the only organisation at the local level to provide adults with technical assistance.
- The wide training offers.
- Training offers in line with the needs of the territory.

1. The teaching and learning approaches for the use of technologies in the classroom in adult education in Italy

Regarding the teaching tools used during the face-to-face lessons, the responses revealed may be subdivided into two major groups: traditional and multimedia. While the first group is composed basically of traditional materials such as books, printed materials, classic blackboard, written texts, structured cards, calculators; the second is composed of different digital tools such as PCs, interactive multimedia whiteboards, video projectors, smartphones, tablets and apps (Learning App). Besides, one respondent has specified flipped classroom as an instrument in this section.

Worth noting, that in response to the inquiry related to the kind of teaching tools used to stimulate and motivate students' learning, respondents have partially reproduced the content of the multimedia tools mentioned previously, in particular, there have been re-nominated: digital whiteboard, PC and smartphones, apps, ICT in general, online resources. In addition, the following approaches are summarized below:

- Dramatizations (role play);
- Summary diagrams, conceptual maps, examples and troubleshooting of everyday life;
- Instruments favouring active and participatory learning;
- Interactive, visual, iconic, capable of involving even the youngest;
- Laboratory experiences that find feedback with reality outside the school;
- Direct involvement;
- Practical examples;
- Lab instruments and activities.

As to the instruments used to encourage student's learning, again the variety of the answers received is quite similar to the ones received during the previous inquiries, but in addition, the following tools were noticed:

- Dialogues;
- Graphics tablet and pen;
- Participatory structuring of activities;
- Authentic tests to share important information about primary needs;
- Readings and exercises that arouse curiosity and metacognition;
- Jamboard;
- Relations with reality;
- Authentic sources of dialogues in British English compared with typically Italian situations;
- Pieces and tests approved by the British Council;
- Video of real communicative situations, close to students' interests.

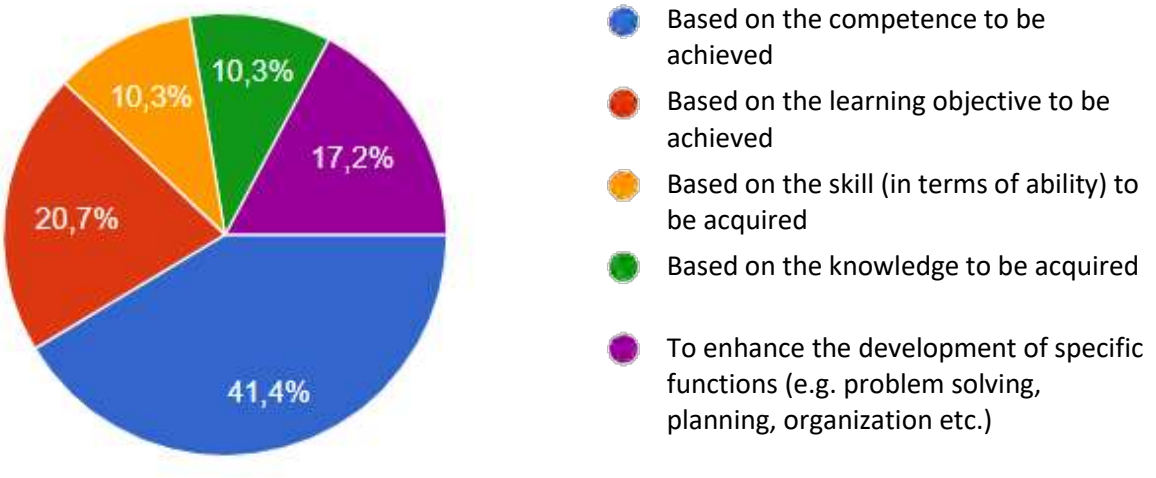


Figure 2 - How do you select a teaching resource for your students?

While selecting the teaching resource for the students, as the corresponding inquiry has revealed (See Figure 2), the majority of respondents are basing on the competences to transfer, learning objectives to be achieved, and the specific functions' development enhancement. The least popular options are the skill and the knowledge to be acquired that have been checked by 10,3% of respondents.

As regards the most suitable methods to be used with students (see Figure 3), one may see that the most popular option is Work in a group. The second-ranked are lab tasks and problem-solving activities. Individual work seems to attract a modest 13,8%. While lessons in flipped classroom modality and theoretical lessons cumulatively share 7% of respondents preferences.

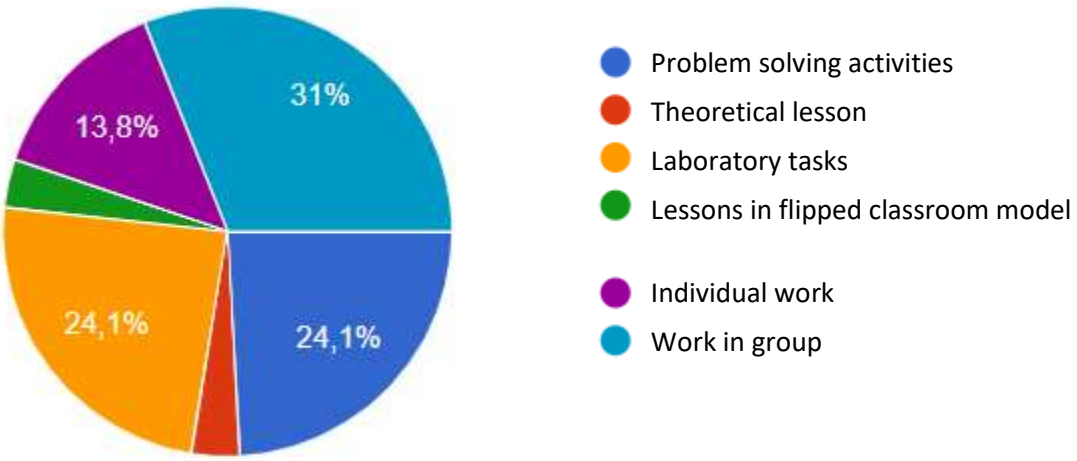


Figure 3 – The most suitable method with your students.

Besides, a single alternative option as peer tutoring, i.e. in the case of English language lessons (composing a couple of an Italian English speaking student and a foreigner with knowledge of Italian), has proved to be effective (before COVID emergency, now are unavailable).

Behind the reasoning for those who consider "work in the group" as a suitable teaching method (14 respondents) and the group itself as a strength two options provided have acquired the distribution given below.

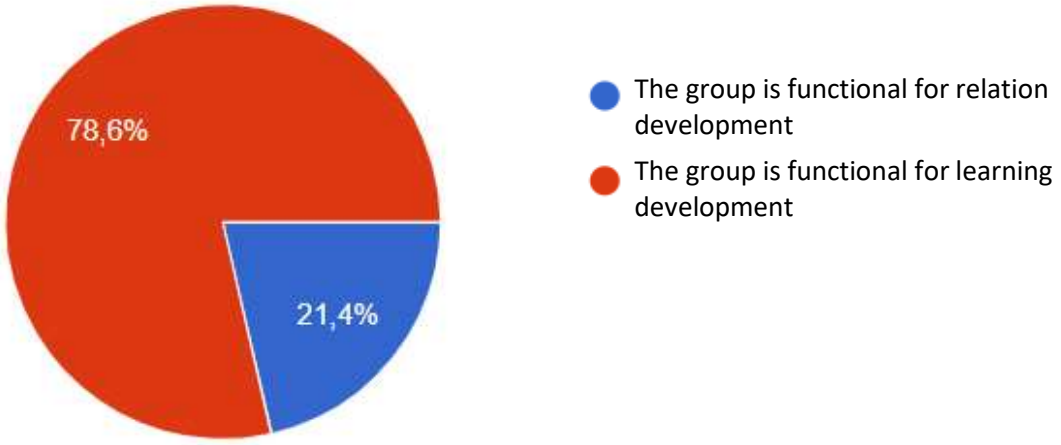


Figure 4 – The most suitable method with your students.

Thus, according to the responses received the group is considered more functional for learning development rather in terms of relationship development.

As regards the monitoring tools for the learning level achieved the following options have been registered:

- Exercises, interviews and simulations;
- Written and oral examination, participation in various activities;
- Formative and summative assessment;
- Assessment grids of skills developed
- Tests
- Rubrics
- Multiple-choice
- Discussions/dialogue
- Realia tasks and Lab activities.
- ECDL examination

Among the criteria used to assess student performance are the following:

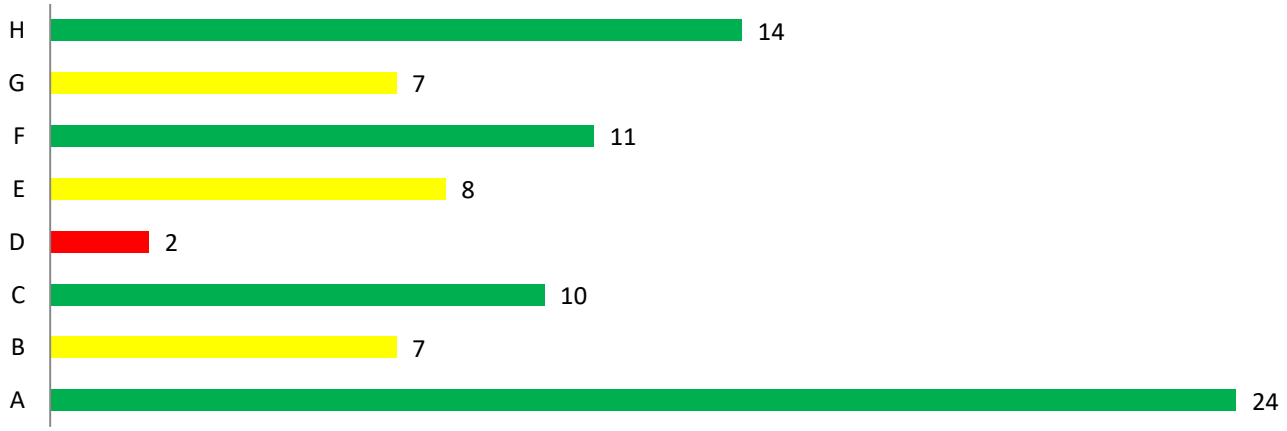
- Understanding, listening and elaboration
- Students' engagement and improvement achieved
- Participation and skills development
- Know-how
- Level of the achieved competence, problem-solving capability and self-evaluation
- Knowledge and abilities reached
- Autonomy level reached during the simulations
- Theoretical knowledge and its application
- Progresses in respect of the initial learning situation.

2. The digital skills required for technology integration into the classes in the classroom

The absolute majority (96.6%) do use digital tools during teaching activities. First of all, as the results demonstrate, the use of a digital instrument is pre-defined by objective one wants to reach. Therefore, the instruments specified are miscellaneous:

- Interactive whiteboard, PC and smartphone;
- Netbook;
- Graphics pen and tablet;
- Video projector;
- Google apps;
- Specific software inherent to a matter;
- Internet, YouTube, WhatsApp;
- G Suite platform;
- Digital books, e-books.

Below the results acquired on the base of the questionnaire aimed at defining the most pertinent digital skills (shown in red, orange and yellow, Fig. 5-10) followed by the summarizing table (see Table 1), containing the selected ones with the corresponding areas are represented.

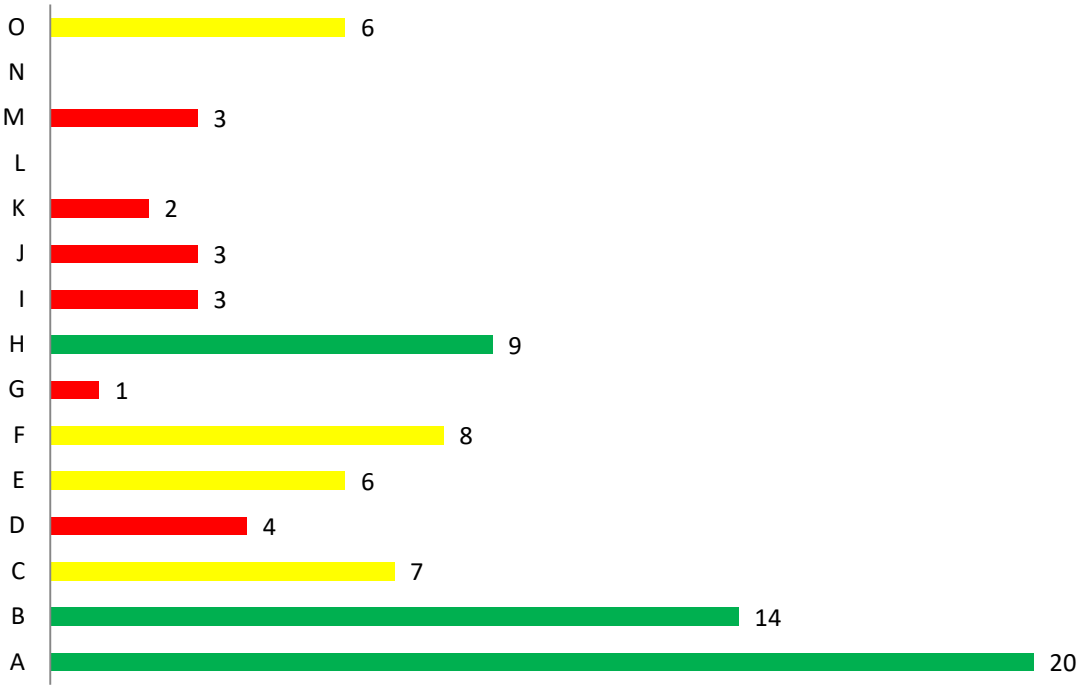


A - To use digital technologies to enhance organisational communication with learners.
B - To use digital technologies to collaborate with other educators.
C - To use digital technologies to collaboratively develop educational resources.
D - To seek the help of others in improving one's digital and pedagogical practice.
E - To seek targeted training and use opportunities for continuous professional development.
F - To use the internet to update one's subjects specific competences.
G - To use the internet to learn about new pedagogical methods and strategies.
H - To use online training opportunities, e.g. video tutorials, MOOCs, webinars etc.

Figure 5 – Professional development and reflective practice area.

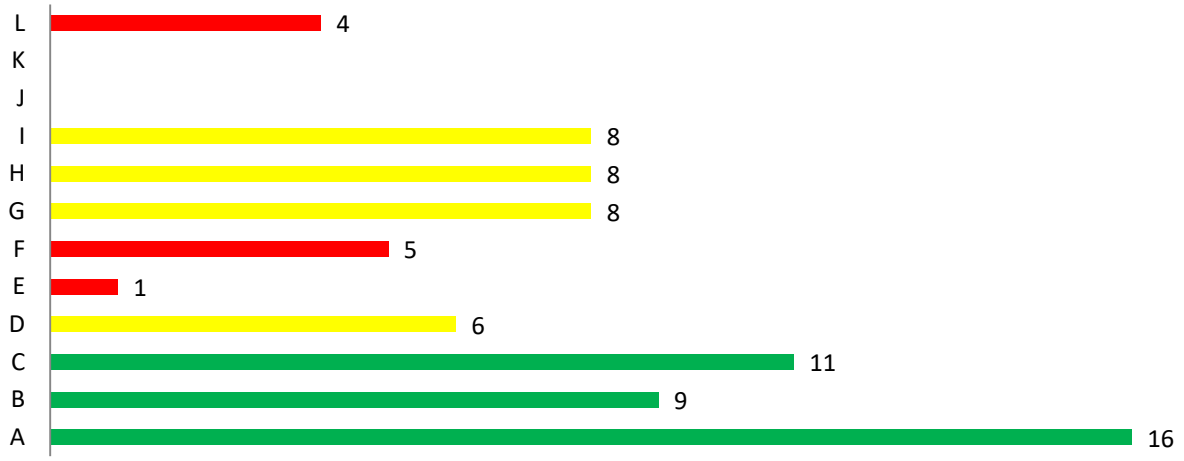
A - To formulate appropriate search strategies to identify digital resources for teaching and learning.
B - To critically evaluate the credibility and reliability of digital sources and resources.
C -To assess the usefulness of digital resources in addressing the learning objective, competence levels.
D - To modify and edit existing digital resources, where this is permitted.
E - To combine and mix existing digital resources or parts thereof, where this is permitted.
F - To create new digital educational resources.
G - To understand different licences attributed to digital resources and the implications for their re-use.
H - To share resources using links or as attachments, e.g. to e-mails.
I - To share resources on online platforms or personal or organisational websites/blogs.
J - To respect possible copyright restrictions to using, re-using and modifying digital resources.
K - To attribute (open) licenses to self-created resources.
L - To take measures to protect sensitive data and resources (e.g. students' grades, exams).
M - To formulate appropriate search strategies to identify digital resources for teaching and learning.

Figure 6 – Digital resources area.



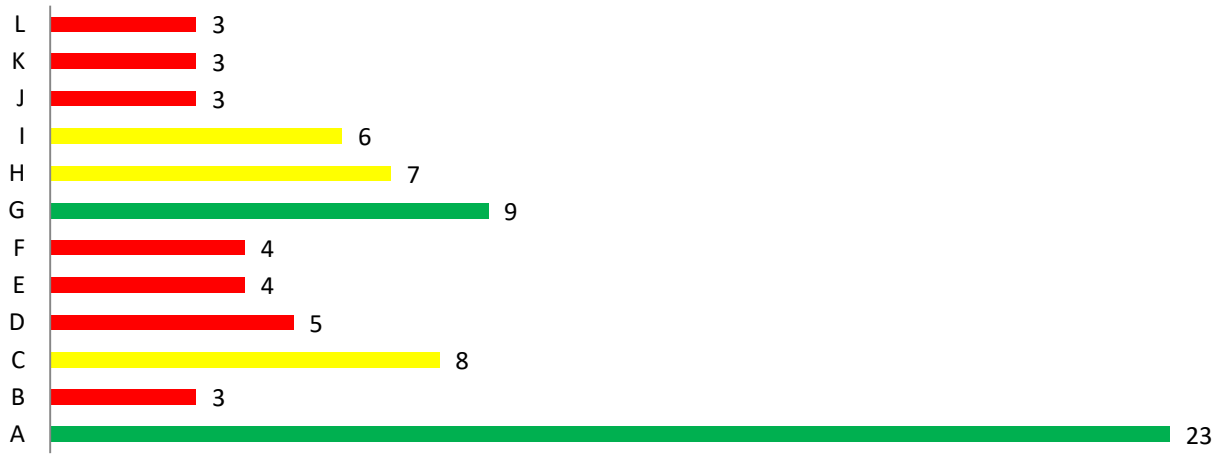
A - To use classroom technologies to support instruction, e.g. electronic whiteboards, mobile devices.
B - To structure the lesson so that different (teacher-led and learner-led) digital activities jointly reinforce the learning objective.
C - To set up learning sessions, activities and interactions in a digital environment.
D - To structure and manage content, collaboration and interaction in a digital environment.
E - To consider how educator-led digital interventions – whether face-to-face or in a digital environment - can best support the learning objective.
F - To use digital communication tools to respond promptly to learners' questions and doubts, e.g. on homework assignments.
G - To set up learning activities in digital environments, having foreseen learners' needs for guidance and catering for them.
H - To interact with learners in collaborative digital environments.
I - To digitally monitor student behaviour in class and offer guidance when needed.
J - To implement collaborative learning activities in which digital devices, resources or digital information strategies are used.
K - To implement collaborative learning activities in a digital environment, e.g. using blogs, wikis, learning management systems.
L - To use digital technologies (e.g. blogs, diaries, planning tools) to allow learners to plan their own learning.
M - To use digital technologies to allow learners to collect evidence and record progress, e.g. audio or video recordings, photos.
N - To use digital technologies (e.g. portfolios, learners' blogs) to allow learners to record and showcase their work.
O - To use digital technologies to enable learners to reflect on and self-assess their learning process.

Figure 7 – Teaching and learning area.



A - To use digital assessment tools to monitor the learning process and obtain information on learners' progress.
B - To use digital technologies to enhance formative assessment strategies, e.g. using classroom response systems, quizzes, games.
C - To use digital technologies to enhance summative assessment in tests, e.g. through computer-based tests, implementing audio or video (e.g. in language learning), using simulations or subject-specific digital technologies as test environments.
D - To use digital technologies to scaffold learners' assignments and their assessment, e.g. through ePortfolios.
E - To use a variety of digital and non-digital assessment formats and be aware of their benefits and drawbacks.
F - To critically reflect on the appropriateness digital assessment approaches and adapt strategies accordingly to technologies as test environments.
G - To use digital technologies to record, compare and synthesize data on learner progress.
H - To use digital technology to grade and give feedback on electronically submitted assignments.
I - To use digital technologies to monitor learner progress and provide support when needed.
J - To adapt teaching and assessment practices, based on the data generated by the digital technologies used.
K - To enable learners to evaluate and interpret the results of formative, summative, self- and peer-assessments.
L - To assist learners in identifying areas for improvement and jointly develop learning plans to address these areas.

Figure 8 – Assessment area.



A - To provide equitable access to appropriate digital technologies and resources, e.g. ensuring that all students have access to the digital technologies used.

B - To select and employ digital pedagogical strategies which respond to learners' digital context, e.g. contextual constraints to their technology use (e.g. availability), competences, expectations, attitudes, misconceptions and misuses.

C - To employ digital technologies and strategies, e.g. assistive technologies, designed for learners' in need of special support (e.g. learners with physical or mental constraints; learners with learning disorders).

D - To consider and respond to potential accessibility issues when selecting, modifying or creating digital resources and to provide alternative or compensatory tools or approaches for learners with special needs.

E - To employ design principles for increasing accessibility for the resources and digital environments used in teaching.

F - To continuously monitor and reflect on the suitability of the measures implemented to improve accessibility and adapt strategies accordingly.

G - To use digital technologies to visualise and explain new concepts in a motivating and engaging way, e.g. by employing animations or videos.

H - To employ digital learning environments or activities which are motivating and engaging, e.g. games, quizzes.

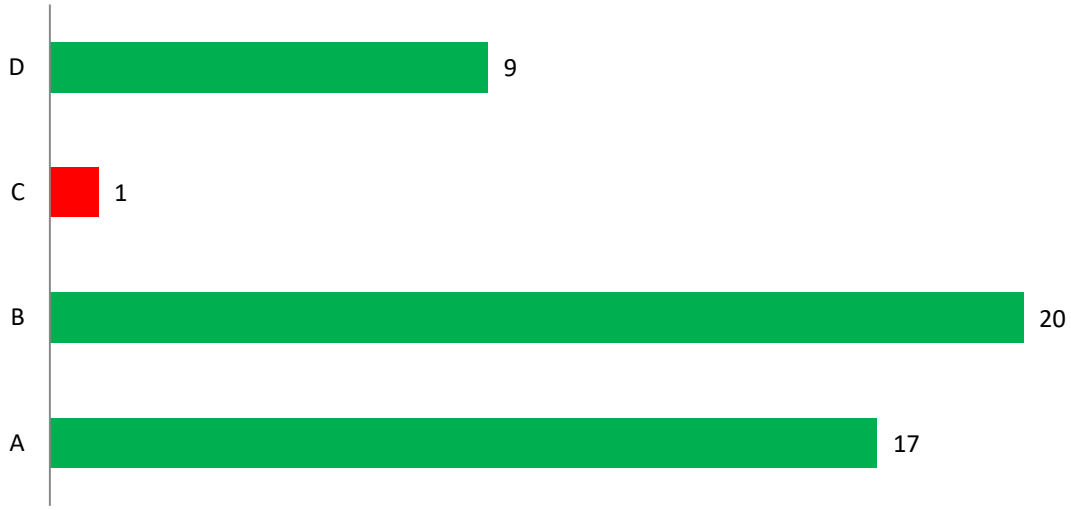
I - To put learners' active uses of digital technologies at the centre of the instructional process.

J - To use digital technologies to allow learners to actively engage with the subject matter at hand, e.g. using different senses, manipulating virtual objects, varying the problem set up to enquire into its structure, etc.

K - To select appropriate digital technologies for fostering active learning in a given learning context or for a specific learning objective.

L - To reflect on how suitable the different digital technologies used are in increasing learners' active learning, and to adapt strategies and choices accordingly.

Figure 9 – Empowering learners.



A - To create and edit digital content in different formats.
B - To create new, original and relevant content and knowledge.
C - To understand how copyright and licenses apply to data, information and digital content.
D - To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.

Figure 10 – Facilitating learners' digital competence area.

Table 1 - Summary of the skills selected with the corresponding areas.

Skills	Area
• *To use digital technologies to enhance organisational communication with learners.* • *To use digital technologies to collaboratively develop educational resources.* • *To use the internet to update one's subjects specific competences.* • *To use online training opportunities, e.g. video tutorials, MOOCs, webinars etc.*	Professional development and reflective practice
• *To formulate appropriate search strategies to identify digital resources for teaching and learning.* • *To assess the usefulness of digital resources in addressing the learning objective, competence levels.* • *To create new digital educational resources.* • *To share resources on online platforms or personal or organisational websites/blogs.*	Digital resources
• *To use classroom technologies to support instruction, e.g. electronic whiteboards, mobile devices.* • *To interact with learners in collaborative digital environments.* • *To structure the lesson so that different (teacher-led and learner-led) digital activities jointly reinforce the learning objective.*	Teaching and learning
• *To use digital assessment tools to monitor the learning process and obtain information on learners' progress.* • *To use digital technologies to enhance formative assessment strategies, e.g. using classroom response systems, quizzes, games.* • *To use digital technologies to enhance summative assessment in tests, e.g. through computer-based tests, implementing audio or video (e.g. in language learning), using simulations or subject-specific digital technologies as test environments.*	Assessment
• *To provide equitable access to appropriate digital technologies and resources, e.g. ensuring that all students have access to the digital technologies used.* • *To use digital technologies to visualise and explain new concepts in a motivating and engaging way, e.g. by employing animations or videos.*	Empowering learners
• *To create and edit digital content in different formats.* • *To create new, original and relevant content and knowledge.* • *To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.*	Facilitating learners' digital competence

3. The assessment and evaluation systems in distance learning (both formative and summative) in Italy

Among the difficulties in managing adult learners in the virtual room, the following ones were nominated:

- ICT basic skills;
- Language;
- Lack of digital devices, low network;
- Low participation;
- No international exchange;
- Discontinuous participation;
- Keep the attention,
- No practical activities
- Moderate interventions.

The results show, that the organization of the individual work for students is practised by the majority of respondents 81,5 %. The self-study activities are held in the form of:

- Video produced by the teachers;
- Sending exercises already done and new exercises to be solved on the base of the examples given;
- Memorization the lexicon;
- Visualizing audio-video materials;
- Audio-video production for self-evaluation;
- PowerPoint presentations and online lessons;
- Flipped classroom
- Self-Learning activity
- Individual project realizations
- Homework at distance learning
- Self-evaluation and Invalsi examinations
- Lab activities
- Analysis and text understanding
- Recovery, study and problem-solving activities in real situations

In case, if the self-study activities are not practised, the basic motivations proposed are the heterogeneity of the class composition in terms of preparation levels and students' native language together with the difficulty in connecting students to the Internet.

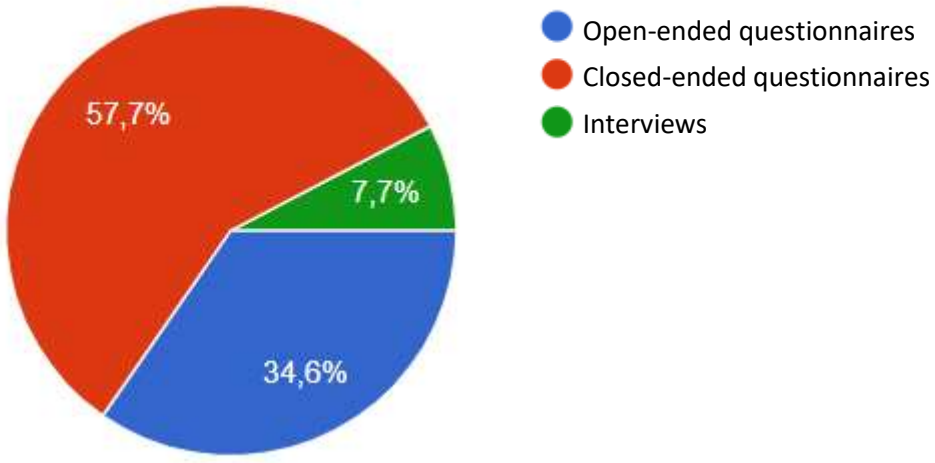


Figure 11 - Online evaluation tools.

For online evaluation, most of respondents declared to prefer closed-ended and open-ended questionnaires. The least popular option is the interview. Certainly, these results are closely related to the problems obstacles revealed previously, i.e. being more demanding in terms of connection quality and the language skills of the student (in case of a foreigner), the interview, as the option for online evaluation tool, is less popular.

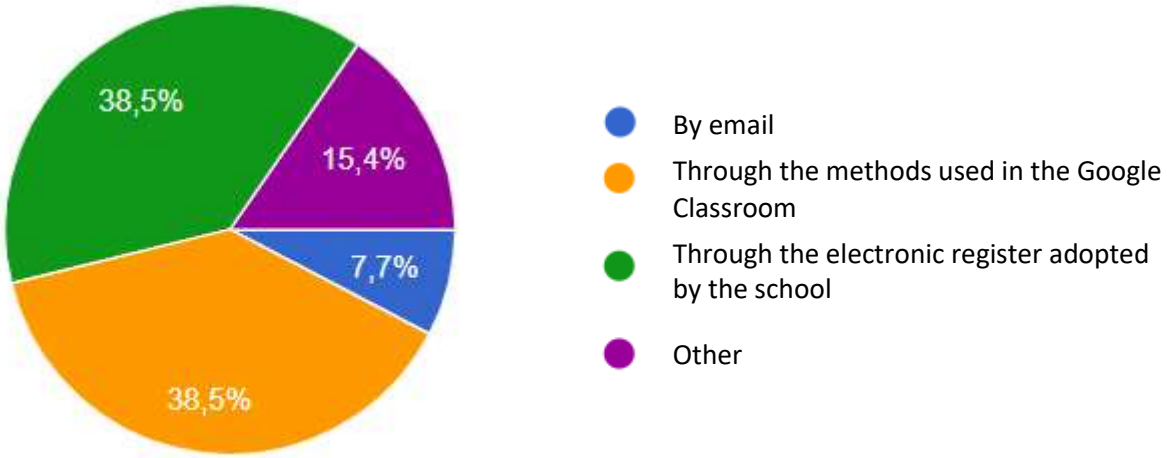


Figure 12 - Online assessment administration and revision management.

When it comes to online assessment administration and revision management, electronic register and the Google classroom tools are the most popular options. Besides, the function is transferred also to such instruments as Whatsapp, WeSchool, Questbase.

Below the main difficulties in the online learning evaluation system are listed:

- Evaluate self-activity;
- Difficulty to understand if the tasks were carried out at 100% by the student;
- Objective evaluations;
- Lack of devices or a good network from the students;
- Cheating
- Reliability of responses;
- Not everyone delivers assigned tasks;
- The use of different tools on different platforms;
- Different monitoring of the results achieved by individual students;
- Lack of constant feedback.

4. The two good practices of educational performance selected in your country and aimed at adult students

4.1 Description of the first good practice

Name and description of the selected project/good practice	Erasmus+ project "You Dig-IT" https://www.associazioneaim.it/youdigit
Describe the *ratio* of the choice	The school participated in the project.
What are the main objectives of the selected educational activity? In terms of learning experiences and knowledge.	The objectives of the project are to collect methods, digital tools and examples of good practices proposed by the partner organizations, regarding the way in which digital means are used to teach low-qualified adults, divided into different target groups according to the background of the organizations. That make up the partnership. These groups of adults can be composed of foreigners, young immigrants, students who live in particular conditions of hardship and fall into the category of young adults (aged 16 and over), but also elderly people or perfectly literate people who, however, are completely lacking - or almost - digital skills. The project also aims to raise the awareness of teachers, educators, facilitators and adult students themselves towards the use of latest generation digital tools, such as Smartphone and I-Phone Applications that can be downloaded in a handful of seconds and are very useful for acquiring or strengthening basic skills. Often the Apps, although they have been created for other purposes, can be used for educational purposes, especially if their use is guided and organized by competent staff and learning tutors.

Please, specify the referred adult sector	• educational services • school system • vocational training services • employment service • citizens organisation linked to the educational initiatives • voluntary and cultural association

Target audience description (e.g. age, foreign adults; the initial competences held, etc.)	Foreigners, young immigrants, students who live in particular conditions of hardship and fall into the category of young adults (aged 16 and over), but also elderly people or perfectly literate people who, however, are completely lacking - or almost - digital skills.

Description of the competences to be achieved with this good practice (max 2 competences)	The aim of the project is to offer individuals with low levels of basic skills the opportunity to improve these skills to an acceptable level, or to be guided towards the acquisition of a recognized qualification and to become aware of the use of new technologies in daily life.

Considering each competence selected, describe the following areas:	
COGNITIVE AREA (e.g. increasing curiosity; focusing on creative and exploratory experiences; reinforcing the relationship between doing and thinking, etc.)	Sustained Attention Response Inhibition Speed of Information Processing Pattern Recognition
AFFECTIVE– EXPRESSIVE AREA (e.g. improving aesthetic sensitivity; reinforcing expressive experiences; promoting the self-expression; supporting the expression of feelings, emotions and sensations)	Personal Interactive Skills Organization Critical Incidents
SOCIAL AREA (e.g. encouraging socialization and social relationships; focusing on relational and interactive "experiences"; encouraging interpersonal communication, discussion, collaboration, participation and team working)	Sharing Cooperating Listening Following Directions
Psychomotor (if relevant) (e.g. satisfying the movement needs through simulation activities)	

The contents/ knowledge taught / learned	Teachers and students learned how to use digital apps and platforms for learning in various subjects, including Duolingo, Prezi, Memrize, Facebook, Trello, etc.

Description of the features of the online environment used	The activities was designed to be used in the classroom with students, by smartphone, or in computer labs.

Which is the typology of the lesson implemented? (e.g. individual study, working in group, frontal lesson, synchronous activity, asynchronous activity, pre-prepared teaching resources by teachers, self-organization of the students' community, etc.)	Frontal lesson Interactive lesson Synchronous activity Learn by doing

Are the teaching activities and contents, managed in the online environment, disciplinary or multidisciplinary?	The project involved the use of apps and platforms for various subjects. In particular, the CPIA used them for learning the Italian language for foreigners.

What are the learning outcomes?	The project involved evaluating the apps and platforms used for their impact on learning. We found increased motivation for using apps that use a playful approach (such as Duolingo). In general, students show interest in digital media even if, in the case of digital illiteracy, there is also a certain fear that can generate a general sense of frustration.

How, in this good practice, was evaluated the learning outcomes of the students? (e.g. individual assessment; class assessment; presenting learning scenarios/simulations; questionnaires submissions; interviews, etc.)	Individual assessment Questionnaires submissions

4.2 Description of the second good practice

Name and description of the selected project/good practice	Erasmus+ Project “Eda’n’Eda”
Describe the *ratio* of the choice	The school is currently participating in the project as a Consortium.
What are the main objectives of the selected educational activity? In terms of learning experiences and knowledge.	The overall objective of the project is to improve the digital skills of those involved in adult training to ensure a training offer capable of responding to the challenges of digital transformation and ensure a higher level of inclusiveness, accessibility and flexibility of the paths formal and informal training, with particular attention to adult learners belonging to categories disadvantaged. To this end, the EDA'n'EDA project aims to achieve the following specific objectives: 1) Promote the comparison and exchange of good practices in digital education for adults between organizations from different Italian regions and from different European countries; 2) Support adult educators in defining and implementing a pathway transnational training aimed at including innovative digital practices in teaching, the learning and assessment of the skills of the target groups;

	3) Differentiate the educational offer in the digital field in the contexts of formal adult education, improving the ability of the organizations involved to reach a larger number of learners and integrate non-formal training opportunities aimed at optimizing transmission of advanced digital knowledge and skills.

Please, specify the referred adult sector	• educational services • school system • employment service • citizens organisation linked to the educational initiatives

Target audience description (e.g. age, foreign adults; the initial competences held, etc.)	Teachers who deal with adult education.

Description of the competences to be achieved with this good practice (max 2 competences)	Digital skills for teaching

Considering each competence selected, describe the following areas:	
COGNITIVE AREA (e.g. increasing curiosity; focusing on creative and exploratory experiences; reinforcing the relationship between doing and thinking, etc.)	Speed of Information Processing Pattern Recognition Cognitive Flexibility and Control Multiple Simultaneous Attention Category Formation
AFFECTIVE– EXPRESSIVE AREA	Personal Interactive Skills

(e.g. improving aesthetic sensitivity; reinforcing expressive experiences; promoting the self-expression; supporting the expression of feelings, emotions and sensations)	Organization Professional Demeanor Professional Responsibility Critical Incidents
SOCIAL AREA (e.g. encouraging socialization and social relationships; focusing on relational and interactive "experiences"; encouraging interpersonal communication, discussion, collaboration, participation and team working)	Sharing Cooperating
Psychomotor (if relevant) (e.g. satisfying the movement needs through simulation activities)	

The contents/ knowledge taught / learned	Definition of the personal training plan: each participant outline a personal transnational training plan which includes detailed information on preparation for the course or jobshadowing abroad, logistic organization of the trip (in collaboration with EGInA partner), activities internal follow-up (with colleagues and learners) and external (through participation in at least one national and / or European event: ALL DIGITAL week, DigiEdu Hack, Code Week, Week of Digital Cultures, Social Hackathon Umbria, etc.), medium-long term sustainability plan. All learners or selected staff will be eligible for a 10-day mobility grant and, based on the personal training plan, participation in: - One of the structured training courses offered by members of the ALL DIGITAL network: o Senior Contemporary Group Leader, Hungary o Intergenerational Helper, Hungary o How to prepare a Strategic Partnership project proposal in the field of adult education and digital skills, Belgium

	o Digital Storytelling for social inclusion, Belgium o Introduction to digital cultural heritage, Greece European Grants International Academy Srl o Digital gaming for entrepreneurial skills, Spain - A job shadowing opportunity at one of the members of the ALL DIGITAL network.

Description of the features of the online environment used	Use of the Basecamp platform for communications and publication of materials. Using Zoom for video conferencing and online training activities.

Which is the typology of the lesson implemented? (e.g. individual study, working in group, frontal lesson, synchronous activity, asynchronous activity, pre-prepared teaching resources by teachers, self-organization of the students' community, etc.)	Frontal lesson Interactive lesson Synchronous activity Asynchronous activity

Are the teaching activities and contents, managed in the online environment, disciplinary or multidisciplinary?	These are digital skills with various facets.

What are the learning outcomes?	1) Promote the comparison and exchange of good practices in digital education for adults between organizations from different Italian regions and from different European countries;

	2) Support adult educators in defining and implementing a pathway transnational training aimed at including innovative digital practices in teaching, the learning and assessment of the skills of the target groups; 3) Differentiate the educational offer in the digital field in the contexts of formal adult education, improving the ability of the organizations involved to reach a larger number of learners and integrate non-formal training opportunities aimed at optimizing transmission of advanced digital knowledge and skills.

How, in this good practice, was evaluated the learning outcomes of the students? (e.g. individual assessment; class assessment; presenting learning scenarios/simulations; questionnaires submissions; interviews, etc.)	Questionnaires submissions Interviews

5. The curriculum in the school o be integrated with the project methodology and tools

5.1 Description of the curriculum selected

Curriculum title	Use digital skills in language learning (Italian and English)

Please, specify the referred adult sector	• educational services • socio-educational services • school system • employment service • citizens organisation linked to the educational initiatives

Target audience description (e.g. age, foreign adults; the initial competences held, etc.)	Foreign adults, +16 age, generally low digital skilled

Description of the competence to be achieved. (only 1 competence)	Improve the language learning by digital skills

Considering the competence selected, describe the following areas:	
COGNITIVE AREA (e.g. increasing curiosity; focusing on creative and exploratory experiences; reinforcing the relationship between doing and thinking, etc.)	Sustained Attention Response Inhibition Speed of Information Processing Pattern Recognition Cognitive Flexibility and Control

	Multiple Simultaneous Attention Category Formation Working Memory
AFFECTIVE– EXPRESSIVE AREA (e.g. improving aesthetic sensitivity; reinforcing expressive experiences; promoting the self-expression; supporting the expression of feelings, emotions and sensations)	Personal Interactive Skills Organization Critical Incidents
SOCIAL AREA (e.g. encouraging socialization and social relationships; focusing on relational and interactive "experiences"; encouraging interpersonal communication, discussion, collaboration, participation and team working)	Benefits Sharing Cooperating Listening Following Directions Respecting Personal Space Making Eye Contact Using Manners
Psychomotor (if relevant) (e.g. satisfying the movement needs through simulation activities)	

Please, describe the prerequisites of the students. (e.g. prior knowledge, skills, abilities, etc.)	Have a device (if do not have one, the school will provide); Basic skills in internet browsing; Basic skills in word processing program; Basic skills in participating in video conferences

What are the teaching resources (both online and in face-to-face modality) used for this curriculum?	SOGI Electronic Register with Agorà Classroom Video projector or interactive whiteboard in the classroom

How is the acquired competence evaluated in this curriculum? (e.g. individual assessment; class assessment; presenting learning scenarios/simulations; questionnaires submissions; interviews, etc.)	Individual assessment Simulations Questionnaires submissions Interviewes