



**Digital Practices**  
*for Inclusive Programs*

105

# **Guidebook on transferability to other sectors**



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



# **Digital Practices**

*for Inclusive Programs*

# **Inclusive Guidebook**

*How to create inclusive programs  
using digital resources*



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



# Summary

<b>Abstract .....</b>	<b>5</b>
<b>Introduction .....</b>	<b>7</b>
<i>“Digital practices for inclusive programs” project .....</i>	<i>7</i>
<i>Context .....</i>	<i>8</i>
<i>Digital tools and difficulties .....</i>	<i>10</i>
<i>Digital inclusive programs at EU level .....</i>	<i>12</i>
<b>Digital practices in education .....</b>	<b>15</b>
<i>Digital practices for inclusive programs – pilot courses for learners .....</i>	<i>15</i>
<i>Italy’s experience .....</i>	<i>17</i>
<i>Germany’s experience .....</i>	<i>18</i>
<i>Sweden’s experience .....</i>	<i>19</i>
<i>Greece’s experiences .....</i>	<i>21</i>
<i>Denmark’s experiences .....</i>	<i>22</i>
<b>Selecting and using digital resources .....</b>	<b>25</b>
<i>How to choose the digital tool .....</i>	<i>25</i>
<i>Denmark’s experience .....</i>	<i>26</i>
<i>Germany’s experience .....</i>	<i>28</i>
<i>Italy’s experience .....</i>	<i>28</i>
<i>Sweden’s experience .....</i>	<i>29</i>
<i>Greece’s experiences .....</i>	<i>31</i>
<i>How to use the digital resources (in different sectors) .....</i>	<i>32</i>
<i>LearningApps.org (Italy’s example) .....</i>	<i>32</i>
<i>Tips and examples .....</i>	<i>34</i>



<i>Moodle – voice messages (Germany’s example)</i> .....	38
<i>Tips and examples</i> .....	40
<i>H5P – dictation (Greece’s examples)</i> .....	44
<i>Tips and examples</i> .....	45
<i>Moodle – Accessibility (Sweden’s example)</i> .....	47
<i>Tips and examples</i> .....	48
<i>Wix – Creating webpages (Denmark’s example)</i> .....	50
<i>Tips and examples</i> .....	51

**Further examples.....53**

<i>TBLT methodology</i> .....	53
<i>How to create a curriculum with digital features</i> .....	59

**Digital Resources Toolbox .....63**

**Discussion Forum.....65**

**Conclusion .....67**

# Abstract

The *Inclusive Guidebook - How to create inclusive programs using digital resources* - has been developed to provide useful tools, materials and experiences to teachers, educators, trainers, counsellors and experts working with migrants and/or with people with special needs, to be used during their work with their users, providing personalised approaches with the use of digital tools and platforms and thus help them to develop inclusive programs across all service sectors.

People with special needs sometimes find themselves with no proper guidance and support in their daily life. Even when there are teachers and educators guiding and supporting them, often these supporting figures are not well equipped to deal with all the special needs they meet.

Therefore, this guidebook, seeks to support those who works with people with special needs, giving guidance on what and how to use digital tools and platform to create tailored programs and approaches that best answer to everyone's special need.



# Introduction

## *“Digital practices for inclusive programs” project*

---

The Digital Practices for Inclusive Programs Project aims to improve and increase the digital skills of educators and advisors working with adults with migrant backgrounds as well as to support the organization of tailor-made teaching or counselling programs that promote social inclusion and improve access to education. Through the innovative, non-formal approach and use of digital pedagogy we intend to widen the range of possibilities for participation in such programs for all migrants including those with disabilities or complex living situations.

The project developed and delivered five interactive training programmes for educators and five courses for vulnerable or disadvantaged adult learners. The courses are based on specific needs of the individuals identified in five European countries: Greece, Germany, Italy, Denmark and Sweden.

The **main objectives** are:

1. Promoting the advantages and needs of digital pedagogy in advising and educational programmes, empowering educators and integration service providers by offering non-formal learning resources.
2. Improving the digital skills of educators and advisors and their competences in designing and implementing tailor-made courses for migrants by presenting several digital tools, utilizing blended learning and extending high quality learning opportunities.
3. Improving the social inclusion of immigrants with special needs and minimizing their exclusion from education and integration programs.

This guidebook aims to present improved practices to transfer the tested programs to other sectors working with disadvantaged groups. By employing digital technologies through non-formal programs, participants with “special

needs” will have the opportunity to partake in many other educational and advising programs. It is our hope that the Digital Practices for Inclusive Programs project will lead to improved professional skills and facilitate greater involvement of trainers and counsellors in service programs - to thereby create stronger, connected communities and build bridges between participants who may be otherwise excluded

## Context

---

The *Inclusive Guidebook - How to create inclusive programs using digital resources* - has been developed to answer to the needs of educators, trainers, teachers, counsellors and experts develop inclusive programs across all service sectors.

In order to develop a valuable guidebook research have been conducted and interviews have been administrated to the target groups in Italy, Germany, Sweden, Greece and Denmark, with the aim of, on one hand, analyse the current inclusive programs in place for school education, VET professionals, healthcare and other sector, and on the other hand, analyse the needs that educators of different sectors have while working with their users and needs that these users have.

From the interviews some really useful and important information emerged.

### *Learning needs*

In case **of children and youth**, several learning needs emerged from the interviews analysed. There is the need to adapt the learning material to the shortened attention span of the children, and the need for support with motivation in learning, as well as for coaching in self-regulation, time management and similar. Children need support and adaptations so that they can participate in the classroom on equal footing as other students (i.e.: note taking, extra briefings, close speaking distance, good sound and light environment). Some students also need additional support in the learning process because they have particular needs and/or specific difficulties, among which:

- Difficulties in understanding and expressing, reading and writing
- Students with disabilities
- Students with Autism Spectrum Disorder
- Additional support in language learning for foreign students



In general, there can be different needs for different persons and different target groups.

All the person interviewed agreed on the fact that users need support, not only during the activity, but also before the activity, since some may not have a good digital literacy and others may do not have experience in using some digital means, especially when it comes for younger ones, they are more into mobile digital devices than laptop and computer.

Moreover, digital tools and platforms would help children and youth, but that it is important that there is sound adaptability and subtitled videos.

At the same time, also the work of teachers, trainers, educators and in general people working with youth and children, could benefit from the use of digital tools and platforms, especially if there is the possibility to adapt or personalize the learning experience for teaching to children.

Multimedia presentation and interactive digital tools are more suitable for those youngsters who do not have ease of conventional expression, also educational material for preschool students with autism, would benefit of these digital and interactive learning materials.

Anyway, as some stated, digital tools and platform can be more useful for some activities and less for others, thus evaluating and analysing the situation in advance is important to better understand how and when they can be best suitable for the target group.

For instance, when dealing with difficult and really technical subject, it could be really helpful using interactive and playful digital tools, so as to make the learning process easier and less tiring; using quizzes or gamification online activities can also help students review difficult concepts and thus create a more engaging theoretical lesson.

In case of adult refugees, some learning needs emerged; among these:

- the need for tools to support dyslexic refugees in their language learning
- trouble with learning the Latin alphabet, especially if they have no prior alphabetization or reading skills in any language
- the need to practice their language outside of their classes, the need to use the hosting country language in a non-classroom setting, especially training their pronunciation
- the need to learn about local hosting society and cultural norms

Moreover, individuals who have been long-time refugees in different countries have difficulties acquiring another language and experience frustration and growing impatience

In this case, the use of digital tools and platform would help them; the tools should be user-friendly and easily understandable in terms of how to use them.

In the work with adult refugees, some digital tools are already being used, such as Google Translate to support one-on-one conversations. Although, the best option for language learning is to have face-to-face conversations, as digital tools cannot replace human interaction, they can be useful in supporting it, for example in helping for the pronunciation through listening-and-repeating audio digital tools.

As for the children and youth, also in the case of adult refugees the use of digital tools would help both users and educators; in case of educators, using audio-visual materials can help and support the delivering of trainings, especially when it comes for language classes.

When it comes for **people with special needs**, whether they are young or adult, several needs emerge in their learning process; there is the need for supporting tools, educational programs for teachers and fighting the stigma, for examples as for Alphabetisation and dyslexia; there is the need for motivational approaches and task-based methodologies.

More in general, improving learners' and teachers' digital skills, learning strategies and encouraging participation and motivation is crucial for inclusion in education.

## *Digital tools and difficulties*

---

In general, most of educators, teachers, trainers already use some digital tools and platforms in their daily work. Some of them are: Raz Kids, Youtube, Digilär (Danish online educational platform), Voxvote, Mentor, Padlet, Toddle, ; other used are: Wordwall, e-me, kahoot, Learning apps, Online jigsaw, Avatars, E-class, E-twinning, Web 2.0 tools, Google workspace , Inshot; for more vocational education classes other tools are used, such as CodeDragon, Scratch, Thinkercard.

Some popular online management systems are Google Suite and Moodle since they require little to no additional technical knowledge. Popular educational resources include YouTube videos, different open-source interactive exercises, Canva, Kahoot, and Socrative. The online platforms for remote learning classes are used from the majority of educators, such as Google Classroom, Google Meet, Skype.

Despite the assistance provided by digital tools, employing them might provide certain challenges. When it comes to children with special needs, the content is sometimes difficult to adjust and adapt to their needs. Moreover, not all students and teachers are proficient with digital tools.

It takes time to learn how to use the tool before using it and there is the need to focus on the features of the tool that fit in the specific needs and purposes, both for educators and learners.

When it comes to the teacher's capacity, they sometimes encounter technical problems that take a long time to solve (e.g.: internet connection problems), and they don't always have the time to search for appropriate solutions.

Moreover, depends on the classes, users, topic and other factors, the digital tool might take the focus away from the conversation and put it on the digital tool, usually mediated by a smartphone.

Finally, for some target groups, there are difficulties in finding or being able to buy devices such as smartphones to use the digital tools on, for others reading on screen is more difficult, and in general, too long time reading on screen causes screen tiredness which consequently cause frustration.

In conclusion, digital tools and platforms can be very useful and are broadly used by educators and learners. In any case, it is always important to firstly analyse the educators' and learners' needs, the specific situation, the topics and the objectives that need to be addressed. Once this is done, it is essential to carry out a specific research on which tool/s adapt better to these characteristics and then, have an initial training session on how to use them for both educators and learners.

Finally, it is very important to keep in mind that the digital tools and platforms should be a support tool to educators and service providers. It should not replace the usual way of delivering services, but support it in a way to make them more user-friendly and more inclusive for everyone, according to each person's specific need.



# Digital inclusive programs at EU level

---

From the research made in the 5 countries, it emerged that some inclusive programs and services that provide digital features already exists. Below is a description of some of them together with link to the service/program in order to make them available for your use.

In **Denmark**, there is a programme called “[\*Netværk for digital inklusion\*](#)” (Network for digital inclusion), and its purpose is to help digitally challenged citizens and residents of Denmark to use the digital solutions for contact with public institutions. The creator of the programme is the Danish Ministry for Digitalisation. The network connects representatives from organisations representing the interests of disabled people, migrants to Denmark, the very young, the elderly, socially vulnerable groups, as well as representatives from different municipalities across Denmark. These represent citizens and residents that may face certain obstacles in the use of the digital platforms and tools. Their goal is to identify challenges for their target groups, think of solutions to these challenges, increase the knowledge of the needs of the target groups, qualify the assistance available to fit with their needs, exchange experiences and views between the groups, and acting as communicators to members of target groups to inform them of resources and assistance available to them. The network has also developed a learning platform, [demo.dk](#), which lets users and teachers of digital competencies practice using the communication platforms. The Ministry has also created short animated films that demonstrate the use of the platforms, and these have been translated into a myriad of languages, most recently Ukrainian and Russian.

In **Sweden**, there is a service for teachers in the form of a searchable database of e-books that are adapted depending on the disability of the student, this service is called “[\*Find learning materials\*](#)” developed by the Special Education School Authority of Sweden (SPSM). Here learning materials that can fit in special educational contexts are collected. The service is primarily aimed at educators mainly working with children with special needs. Selection and description of the teaching materials is done by advisers and special educators within SPSM. In many cases, they make the assessment that the teaching materials may be suitable for more target groups than what the publishers indicate. For example, it can be teaching aids where images and content can be suitable for both younger and older students. It can also be a learning tool developed for primary school, but which can also be suitable for other forms of schooling. The service is a searchable website with study material in various formats, that teachers can search depending on the disability of the student. The material in turn supports students with disabilities

with the option of getting learning material in a format that is adapted to their needs. For ex: students with dyslexia can have the text read to them, those with visual impairments can increase the text font, etc. Students are provided with iPads to access the e-books.

In **Italy**, there is an online platform called “[\*Essediquadro\*](#)”, it is a service for documentation and guidance on educational software and other digital learning resources, developed by the Institute for Educational Technology of the National Research Council, in collaboration with MIUR and INDIRE. *Essediquadro* provides access to comprehensive documentation on the didactic and technical characteristics of more than 4000 software products that can be used in teaching, and is also a tool through which teachers can obtain information and updates on how software can be used in teaching and in schools. The system also offers a series of analyses of available software in various subject areas, proposals for teaching paths involving the use of software, documentation of the most significant teaching experiences and a remote consulting service. The documented software are free and Open Source and the products themselves can be downloaded directly from the site.

In **Germany**, there is a network called “[\*Nimm! Netzwerk Inklusion mit Medien\*](#)” (Network inclusion with media), it promotes inclusion and consists of professionals and diverse youth institutions who want to support organizations for children’s and youth work to implement media projects - whether digital or in presence - for all, as well as give tips on how to involve young people with special needs and different preconditions in practical media work. The organization holds regular workshops, coaching sessions and teacher trainings on all aspects of inclusive media work, organizes expert days, festivals and youth media camps as well as advises beginners and provides simple ideas for first inclusive youth media projects. The organization promotes usage of digital technologies and offers two platforms for youth and youth workers, a good selection of digital tools and assistive technologies that are easy to use and thus lower the access barriers for everyone involved.

In **Greece**, there is an online platform called “[\*Photodentro\*](#)”; it is an online library that provides educational material in multiple formats (text, videos, photos, etc....). So, the users can use the materials that to their needs. Also, it has an accessibility menu for users with visual impairment, dyslexia etc. Teachers can use material from there, and adapt it to their courses to make them more attractive and inclusive. on this platform, teachers and members of the wider educational community can post their own learning objects or search for learning objects of other users. It works as an online library with educational material of all types. Any youth

can find information, graphics and videos, or exercises for different topics that apply in primary and secondary education. It aims to collect learning objects (i.e., autonomous and reusable units of digital material that can be used for teaching and learning), such as experiments, interactive simulations, investigations, images, educational games, 3D maps, exercises, educational scenarios/lesson plans and others, which have been developed by members of the educational community and which they wish to make available to them.

At **International and EU level**, a database called “[\*InclusionHub\*](#)” should be noted; it is a crowd-sourced database powered by users and specialists dedicated to help business improve digital inclusion of users. The database includes platforms, tools, websites and solutions in areas of digital accessibility, audio, video & language, diversity, equity and inclusion and assistive technologies. It Provides a list of many digital platforms, solutions and tools, for example “alt text” (detailed description of a digital image, that makes it possible for people who are blind or visually impaired to experience web-based images) or “[\*Valmiki\*](#)” (a plug-in for Chromium-based web browsers like Google Chrome and Opera that changes the look and feel of the entire internet based on users’ preferences). It Provides digital accessibility and inclusion resources and helps businesses prioritize digital inclusion making the web, applications, and other technologies accessible to everyone.



# Digital practices in education

## *Digital practices for inclusive programs – pilot courses for learners*

---

Within the Digital practices for Inclusive Programs project, 5 pilot courses promoting inclusive, digital practices have been designed in direct response to the issues discovered during the research phase in Italy, Germany, Greece, Sweden and Denmark. This [research](#) provided the basis for understanding the scale of difficulties migrants are encountering during the education and integration process, amplified by the rapid introduction of digital technology in all aspects of the daily life due to the Covid-19 pandemic. Some of the reasons identified in adult learners, that hinder knowledge acquisition and slow down their integration into the target country society are:

### STRUCTURAL REASONS

- family responsibilities (small children, children with special needs, school holidays, single parents, stay at home parents)
- professional responsibilities (long working hours, shift work, seasonal work, multiple jobs,
- remote living location (no schools in the area, no transportation means)
- financial difficulties (unable to afford child care)
- lack of equipment (only mobile phones available)

## HEALTH RELATED REASONS

- neuropsychiatric disorders (conditions that make it difficult interacting with people e.g., social anxiety, phobias, aggression, neurosis etc.)
- learning difficulties (concentration and memory issues, different types of dyslexia)
- physical disabilities (conditions that impact a person's mobility, stamina or dexterity, paraplegia, visual/hearing impairment, heart condition, blood pressure issues etc.)

Due to the unstable socio-educational situation and frustration caused by their limitations, learners easily lose their desire and motivation. Our solution was to develop customized courses reflecting on how to make the **training or advising programs more inclusive** as well as **how the participants with “special needs” could get an easier and unrestricted access to the teaching materials in order to be able progress in their education**, smoothly complete steps of the integration process and increase their employability despite all the adversities.

Five **digital tools** have been identified and were created specialized training environments that would firstly cater to the needs of the less fortunate learners and secondly the support trainers working with disadvantaged groups. Each course has been designed in the form of **easy to understand**, digital cookbook recipes including **interactive exercises for learners**, involving the use of target language and accommodates **assistive educational technologies**.

All courses follow the same **simple structure** that consists of short chapters in simplified language: introduction, explanation of the learning objectives followed by series of interactive exercises and course evaluation as well as providing a discussion forum.

In the next chapter you will learn about the 5 countries experiences with each specifics tool selected and how they can be used from educators and learners and which benefit comes from them for both.



## *Italy's experience*

---

In Italy, a course on language learning has been developed. Specifically, the course is **on Italian language learning and exercising** in an interactive and flexible way through the use of the WebApp called “[LearningApps.org](https://learningapps.org)”. The course is divided into two language level (A1-A2, B1-B2) and wants to answer to different needs of learners, among which:

- difficulties in finding language courses in the city of residence
- difficulties in physically reaching a place where an Italian language course is held
- difficulties in find free-time to attend Italian language lessons at the times scheduled for the courses
- problems with dyslexia and consequent need of more interactive tools to facilitate learning
- difficulties deriving from shyness and/or preference on taking an individual learning course
- difficulties deriving from any other needs that require the use of interactive tools that facilitate learning also through audio, video and small interactive games

The use of **interactive and game-based activities and exercises** to learn more and to exercise the language competences, not only helps educators in adapting the learning pathway to their learners, but at the same time give learners the possibility to learn in a less formal contest, in a flexible way in terms of timings and locations, to find the **exercises that best fits their needs and their learning methods**.

This because, this interactive course, on one side let create a lot of different types of **learning games**, such as multiple choice quizzes, crossword puzzles, memory games, word-to-image link games, and many more, and on the other side let **add audio-visual materials** that make the learning process less tiring and more adaptable to everyone's needs whether they are attending classes from home or in-person.

Some of the usage of these audio-visual components are:

- adding recorded audios to exercise listening and speaking competences,
- adding videos to attend lessons and then exercise their new knowledge and skills,
- adding images to better link objects and names or to improve descriptive skills

All this has been broadly underlined from both educators and students who participated at the testing phases.

On the **educators' side**, they said that, not only it helps create **tailored learning pathways**, but also that it helps students in **overcoming their special or personal needs**; it could be used not only in language lesson classes, but also in different other classes and with other age group of learners.

On the **learners' side**, their appreciated the **interactivity of the course**, underlining that make them less inhibited by the fear of making mistakes, the learning process was funnier and helped them learn in a different and creative way.

Finally, the WebApp is free-to-use for everyone, is open online and already contains a lot of different exercises in different subjects and topics for a lot of different learning levels, that makes it even more useful for learner that wants to learn on other topics and in different learning levels.

## *Germany's experience*

---

In Germany the focus was on **language learning** and developed a course on possible **usage and benefits of audio and video recording plugin in Moodle** available for mobile and desktop.

As a language school specialized in integration of disadvantaged adults with migrant backgrounds and providing a wide range of online teaching services, needs have been identified in order to offer a better opportunity for participation by giving the students:

1. a choice to complete exercises “on the go” using mobile devices regardless of their living situation.

2. an occasion to practice speaking, a difficult to master skill that has been neglected during the Covid-19 pandemic.
3. an encouragement for introverted learners to express their views on the lesson content outside the classroom situation.
4. an opportunity for those suffering from dyslexia or difficult circumstances to improve at least one aspect of the foreign language.

Furthermore, many of the students are struggling with the methodology and pace of an online training and therefore need **extra attention, motivation and tailored exercises** to stay in the course. Additional efforts have been made to design the course in a very **accessible and visually attractive way**, providing a step-by-step instruction on **how to use the plugin** and making sure that the exercises are progressive, suit language levels A1 - B2 and show how to use voice and video messages plugin to improve not only the speaking and pronunciation but also the grammar, reading and listening comprehension.

The testing phase conducted with both trainers and learners has confirmed that the plugin is useful.

Capitalizing on the fact that the majority of the learners are familiar with voice and video messaging and already use it privately when communicating via messaging services such as WhatsApp, has proven to be beneficial and encouraged learners to continue to learn despite any limitations or obstacles they may encounter. Furthermore, recorded examples and showing student's practical application of the tool in various exercises were very motivating. Language teachers received ready-made, inspirational and adaptable educational materials which will allow their students practice German in a new non-conventional way adapted to their needs.

## *Sweden's experience*

---

In Sweden, the course developed on Moodle is called “**communicating with public authorities in Sweden**”. This topic was chosen because migrants usually know of services available in their host countries, including for those with special needs, but they do not know **how to access and communicate with them**.

The course has been developed on Moodle, using **inclusive, interactive exercises and simple plug-ins** (H5P activities) as well as activating **accessibility settings**



for persons with dyslexia, ADHD, colour blindness and/or who cannot read small font. It has been developed to be used in a setting of integration advice, but also language learning – a two in one type of online course. Throughout the development of the course, language teachers and integration advisors who work with migrants with disabilities have been consulted, and by them testing the course, invaluable information on what to include to make it a relevant and useful learning experience for the students/ migrants who are taking part of advisory services related to integration were collected.

Students, language teachers and integration advisors tested the course, both online and face to face, in a classroom.

The course contains **information on the main public institutions in Sweden and their roles, how to communicate with them in various situations, and how to contact them through digital tools**. The course contains many **H5P activities with images and sound** to illustrate the institutions and the situations in which to contact them.

The **reflections from language teachers and integration advisors** were in general very positive. The topic chosen on communication with public authorities in Sweden is considered relevant and very important. While Moodle creates some difficulties in terms of technical tasks like logging in, makes it difficult for some students, it is a tool that has very interesting features such as H5P.

The comments from migrants were that the course is interactive and can be made more accessible (for example changing colour, text, etc.), which is positive for learning. In addition, it is good with aggregated information about authorities and solid tips on how to communicate with them. They said that the course can be expanded almost indefinitely. They agreed that the H5P activities made the learning experience more inclusive and interactive and that the course can be used for migrants with disabilities.

The majority of the students indicated that they were happy with the course structure and the course in general. Some said they would recommend it to their friends and that they wish they would have taken it before they even came to Sweden to better understand the system. They expressed that **the course is inclusive and easy to understand**. With regards to Moodle, some expressed that it was difficult in the beginning but that the teachers' explanations made it easier. Some said that they better understand how to use Moodle after doing this course and feel more confident. It is therefore important that a teacher guides the students well ahead of them taking the course, so that they learn how to use the digital tool.

## *Greece's experiences*

---

In Greece, the partner closely works with migrants of all ages from a lot of years, they thus, were aware of the issues that might oppose during their inclusion process. Learning Greek is a necessary skill for someone that lives here. It is important that migrants do not only understand and speak Greek, but they should be also capable to read and write. It is common, that even those that live in Greece for a lot of years can speak the language, but they are not always able to write.

So, it is important that they can practice their skills and knowledge through an innovative tool, which they can use whenever they want, check their mistakes and work on their own.

The tool chosen in Greece, and included in the course for the migrants, is the **“Dictation” h5p activity**. The “Dictation” activity provides the opportunity for someone to **listen to a word/phrase/sentence and try to type what they hear**. The system automatically checks the mistakes in every sentence. There is also the ability to **give feedback to the students instantly** and let them try again or listen to the recording at a slower pace.

Taking into consideration that each student has different needs, four different sections dedicated to four different language levels - A1, A2, B1, B2 - were provided. Students can practice writing according to their level, their own pace and time and check their mistakes.

All students expressed positive feedback about the tool. It seemed that most of them find the tool useful and inclusive and they would be able to use it on their own. They think that the exercises that it contains might help them learn better and faster the Greek language. Those who already speak Greek but they are not able to write said that the tool can be proved extremely helpful for them to work on their own and get better in writing.

The general feedback and impressions were positive and as it was discussed with the participants it is important that they keep in contact with the tool and use it daily for learning Greek. This will also help those that do not feel very comfortable to use it yet to get familiar and understand the logic behind it.

## *Denmark's experiences*

---

In **Denmark**, the course was developed both in the Moodle platform and as a webpage using the online tool and service called **Wix**. The framework for the complete course with all relevant elements embedded and integrated was created in Moodle. The main core and the foundational idea however was to create an **sign-in free, intuitive and smartphone optimized webpage**.

We created the webpage by involving teachers in the design and concrete production. The production was from scratch creating **rich media resources to the target group/migrants with special needs**. The teachers were trained and supported in recording audio files, take pictures, search for copy right free pictures online and recording short videos. As there were several persons involved in the development of the pilot course the teachers and others were guided in creating and maintaining a strict structure in file naming and archiving.

After and during production of the resources/rich learning media the content was transformed into the webpage. Here were spent many hours and discussions on how simple the design could be. The whole webpage was also designed to be smartphone optimized.

The pilot course was tested ongoing during the development as the teachers could use the content directly in their classrooms, but the final test was more formal and included both quantitative and qualitative evaluation from students – migrants with special needs.

The feedback was in general rather amazing – the migrants immersed themselves in the many rich media resources on the webpage using their smartphones.







# Selecting and using digital resources

## *How to choose the digital tool*

---

In modern society and education programs, we are increasingly connected to the digital environment. Every day, new media and platforms gain more space and become more varied in their uses. **Digital literacy** is more important than ever, but not everybody has necessary skills to master them with immediate effect which has created a significant hurdle that leads to further **exclusion of individuals with “special needs” from education and advising programs** as well as hinders the integration process. The research conducted as a part of the Digital Practices for Inclusive Programs project showed that many **educators and counsellors either lack the necessary knowledge to apply the digital technologies** in the promotion of a meaningful learning context or they don't know how to manage all of these tools into their service to build more inclusive and accessible environments.

In order **to make services accessible to everyone**, according to different needs, it is becoming more and more important to add **tools that make programs and services accessible** to everyone. This is the case of digital tools and platform, that can provide several benefits being highly adaptable to different needs.

In order **to embed digital tools and platform to programs and services**, it is important to know which tools to select and how to select them, by analysing needs to which they should answer and outcomes that should be reached.

In this framework, within the Digital Practices for Inclusive Programs, firstly an analysis of the situation of trainers/trainers/educators/counsellors/professional, their needs and the needs of their users, namely migrants with special needs, was conducted. Once their needs and difficulties were analysed, some **digital tools and platforms have been selected**, the ones that best fitted these needs and **tutorials on how, when and in which contexts to use them** have been created.

The tutorials for trainers have been designed to:

1. Increase digital literacy among teachers and counsellors. It is essential that the online environment allows them to feel comfortable when working on their materials.
2. Present selection of digital media and online tools that can be meaningful to them and their disadvantaged students. New technologies require new ways of thinking and teaching.
3. Provide both a theoretical knowledge and testing environment to minimize difficulties encountered by trainers and students, when interacting, exploring and navigating in a digital environment.
4. Develop new skills in order to teach and help students.

The tutorials for trainers present the same five digital tools already introduced in the pilot courses for learners. All tutorials follow the same structure and include various interactive activities e.g., quizzes, videos and word games. The participant is led through a series of topics starting with an introduction to the project and objectives through digital skills assessment, step-by-step instructions, benefits of specific tools and training environment topped with additional resources, self-assessment and discussion forum.

In the next chapter, you will learn about how the 5 tools have been selected in each country and how to use them

## *Denmark's experience*

---

In Europe and maybe in particular in **Denmark** there are challenges in integrating and including migrants in the society. When it comes for migrants with special needs the challenges are multiplied. In Denmark it is mandatory to pass a Danish Education if you are on integration salary and you will get financial sanctioned if you don't meet to the classes.

The teachers in Denmark are highly skilled both academic and pedagogically / didactically to meet both regular students, migrants and migrants with special needs the best thinkable way. The majority of the teachers are furthermore rather skilled in using digital resources in the classroom. Their digital skills were in a never seen before scale raised during the Covid-19 pandemic shutdown – switch to 100% online teaching. However there seems to a gap between the teacher's knowledge



of special needs and special designed digital learning resources. The main reason the development of the tutorial course for the teachers was to minimize this gap and give the teachers competences to include migrants with special needs by using special designed digital resources.

The tutorial for the teachers were created with the same spirit of the course for the migrants; interactive, inspiring and filled with close to practice exercises.

In Denmark was created the tutorial course by focusing on teachers needed competences to use digital resource optimal and meaningful, on how to produce rich media learning resources and on how to present content in an intuitive way for the target group.

Teachers needed competences were analysed by both looking into the results from the initial research on teachers' digital competences and by using the framework in Digital Competences for educators (DigCompEdu). On this background learning elements for the teachers about Selecting, Copyrights, Structure and Sharing were created. The learning element "Selecting" focused on matching the right resources to the target group in order to enhance inclusion. When publishing outside the classroom the majority of the teachers don't have sufficient knowledge on legal rights mainly concerning copyrights. Several databases with copy free resources were also presented.

Producing rich media resources, teachers practiced in the tutorial as some of the rather specific topics not were found online, but more important because authentic self-produced media have a strong enhancement of inclusion and involvement of the target group.

Finally, the teachers practised on how you can present comprehensive learning content online in the absolute most simple and intuitive way.

The developed tutorial was tested by teachers getting then insight in what worked for the teachers in learning the content and what we had to adjust and add.



## *Germany's experience*

---

In **Germany** the focus was on providing quality and equality in language classes to potential learners. Teachers are coached in working in the adult education field through the process of:

1. offering simple steps and several examples that guarantee a didactical, qualitative online teaching.
2. learning and implementing selected digital tool, namely the Moodle feature voice- and video messages, in their German as a second language class for migrants with special needs.
3. reflecting on the educational needs of their “special needs” students and adapting the tool to make the students more comfortable in continuing their studies online.

While teachers are expected to integrate technology into the classroom, the reality can be very different. Students might be comfortable with and immersed in digital technology, but they depend on teachers to learn through online means. The reason behind creation of the course in an “straight to the point”, interactive way was also to unburden the teachers struggling with digital technologies. The testing phase confirmed that it was the correct approach, as the participants appreciated the inspirational, intuitive and concise communication of information, summarizing available solutions and providing a concrete tool to solve a concrete problem. Furthermore, adapting the concept and making own exercises and lesson plans that benefit all students, with or without special needs, especially during Covid and post-Covid time when full language immersion is not always possible, did not present a problem after conclusion of the course.

## *Italy's experience*

---

In **Italy**, the digital tool chosen was [LearningApps.org](https://www.learningapps.org/). It was chosen for the reason that migrants' educators and teachers/trainers can easily take use of this digital tool to customize learning and/or integration paths for their students and because in Italy, from the initial research, emerged that some educators have a lack of digital skills and some educators find difficulties in adapting the learning pathway to the different level of education of all their students. LearningApps.org resulted to be the digital tool that responded to all these needs, not only

from educators being an easy-to-use and flexible tool, but also to learners' needs (see previous chapter "Digital Practices for Inclusive Programs – Pilot Courses for learners - Italy's experience").

An important feature has been considered when choosing the digital tool was accessibility. Some people that need support in their integration paths may have difficulty in attending lessons or face-to-face meetings and at the same way, sometimes also educators and trainers face difficulties in adapting their classes to the different level of education that all their students have.

Moreover, physical and cognitive challenges can make it difficult to stay on the learning path.

With a broad selection of content in the digital tool, the trainers and educators are able to customize their material according to the users' needs and education level and provide high-quality content. When teaching people with vision, hearing, speech and learning difficulties, trainers and educators can for example, add audio, photos and videos to make the learning more adaptable. Moreover, the digital tool can be used in group work, problem-based, research-based, collaborative and personalized learning.

Integration and learning paths can be challenging for many, and to hinder further difficulties, LearningApps aims to provide inclusive teaching material where one can practice and deepen skills in a desired subject.

The tutorial created is therefore aimed at giving all the necessary information to educators, trainers and teachers who works with migrants with special need or specific personal needs, on why to use this tool, how to use it in different situations, which materials are needed and provide a short-training on specific feature of the tool and specific technical ways to create their own personalised materials.

From the testing phase, all these useful features were really appreciated from trainers/teachers/educators, who also underlined the usability, adaptability and interactivity of the tool that can be used in many situations with many different target groups, answering in a tailored way to each one's need.

## *Sweden's experience*

---

Sweden is a highly digitalized society with many public authorities' services being carried out online. This creates many difficulties for migrants with disabilities, who often do not have a high digital literacy, and struggle with **inaccessible public**

**institution websites** in some cases. Moreover, through the mapping and research carried out at the beginning of the project, the situation in Sweden indicated that higher awareness of the available resources, clearer instructions in implementing and using them and basic digital skills all still need to be improved in Sweden. Many teachers and integration advisors also do not have the knowledge about inclusive and accessible digital tools, and even those that do, lack the time to integrate them into their teaching/ services.

In Sweden, the decision was therefore about the development of a tutorial for language teachers and integration advisors on **how to use Moodle as an inclusive online learning platform**. Moodle can be used for distance, blended and face to face learning which makes it a very flexible digital tool. It contains accessibility settings that are adaptable for persons with disabilities (dyslexia, ADHD, color blindness, visual impairments...) and is free to use.

Moodle is an accessible learning platform:

1. **Assistive technologies** like screen readers for persons with visual impairments work on Moodle (some exceptions for certain H5P)
2. Moodle can be used by users to author content for other users. In some cases, **accessibility features** have been added to the authoring tools so that the content that is produced is as accessible as possible. For ex “Accessibility checker” and an “Accessibility helper” which provide additional information for content authors on the accessibility of their content (like checks for sufficient contrast).

The tutorial course includes three sections: how to **use** Moodle (download and installing the software), how to **teach** with Moodle (upload content into a course structure) and how to **adapt** Moodle to persons with disabilities (enable accessibility settings). The main tutorial described above is presented as a step-by-step recipe to follow. The tutorial is interactive and has several exercises included (H5P activities), for participants to test their knowledge as the course progresses.

Sweden tested the tutorial with integration advisors and a language teacher. The feedback from the evaluations stated that the participants understand how the digital tool of Moodle can be useful for migrants with disabilities. They further stated that they can adapt the recipe to their own courses and that they can use this tool for their own educational initiatives. They strongly agreed with the statement that their students can make use of the digital tool. They also thought

the course was interactive and inclusive.

The testing phase generally revealed that the tutorial on how to use Moodle as an inclusive digital tool was well structured and contained interesting and important information. The tutorial course is useful for teachers and integration advisors who are not so familiar with Moodle, and even those who have experience from this learning platform should be encouraged to take it to learn more about accessible and inclusive tools, as well as ways to make their courses more interactive, inclusive and provide a positive and fun learning experience for their students.

## *Greece's experiences*

---

In **Greece** a tutorial on how to use a tool that can be helpful for the teachers/educators and relevant stakeholders who work with migrants and help them organize their courses and save time was developed. A lot of migrants, struggle with writing in Greek and it is important that they practise a lot on their own.

So, the **Dictation tool of H5P** can give an extra opportunity to the migrants to learn faster and teachers can save valuable time. For that, a tutorial (course) for the teachers, to learn how to create their one exercises, using the “Dictation” tool - an h5p activity embedded on Moodle - was created.

It is important that the course provides interactive material that makes the process of learning more enjoyable. Moreover, the users learn how to adapt the exercises into their own courses and they can test the knowledge they gained.

Overall, the course provides a general background of the project and the digital skills framework and it aims in giving all the basic knowledge that a teacher needs, to create a “Dictation” activity. This not only help migrants to learn on their own and faster, but also the educators that learn a new, automated way to test their students’ knowledge or let them practice according to their level and needs.

In Greece, the materials were adapted to the students’ needs so they can use the course both on their own and with their teachers. The purpose of the teachers’ tutorial is for them to learn how they can create inclusive courses that can be used by other groups like people with disabilities, students, youths and adults, etc.

Each teacher has a different way of teaching their students and organizing their material. So, it was offered to them the basic knowledge to be able to study the course on their own and adapt the exercises into their courses. Unfortunately, even if more and more material is provided online, teachers and educators in general do not get the equipment that is needed to digitalize their course (e.g.,

There are not enough computers in a school class, there is not a good internet connection, etc.). The major advantage of the tool provided to them is that it can be accessed easily via mobile phone.

## ***How to use the digital resources (in different sectors)***

---

Transferability refers to the degree to which the presented tools can be generalized or transferred to other contexts or settings. In order to enhance the transferability, the research context and the assumptions of the projects in previous chapters of this guidebook were presented. To inspire and help the readers who wish to judge the sensibility of the transfer and attempt using the concept in different industries, some other usage the previously presented tools in different sectors and with different target groups are provided in the following chapters. Together with these other scenarios where to use them, tips and examples of exercises that can be used and/or created, are provided.

### ***LearningApps.org (Italy's example)***

---

LearningApps can be useful in classes, as homework or as an exercise if a more blended learning approach is needed and one wants to create a more inclusive learning approach. The digital tool is helpful if students need extra practice in a subject for several reasons, for example, if they have missed classes or find it difficult to understand a specific subject. Moreover, students who are in need of more advanced teaching material than other students in their class/year level can use the digital tool to improve their knowledge of a subject further.

With the digital tool, educators can create their own exercises and use already existing ones. In this way, they can customize the material depending on the curriculum and the needs of the students. Introducing a new tool can create doubts as it is unknown, and the student might not know how this digital tool can support them in their learning path. Therefore, it is important to introduce the digital tool properly by showing the students how it can be used on a big screen in front of everyone or, for example by doing the first exercise step-by-step together. In the following, we briefly describe how to implement LearningApps in Youth Education and Vocational Educational Training (VET).

## *Youth education*

In **Youth Education**, the LearningApps is useful for teachers and school assistants as they can apply the tool when teaching at primary, secondary and high school. When implementing the digital tool, evaluating the needs of the students is essential before starting to customize the learning material. This can be done in LearningApps or in another useful way. The digital tool foresees the youth's educational levels, so one can choose according to who is taught. As it is possible to create customized material for the students, one can create exercises for every student independently. In cases when teaching students with disabilities, teachers can add photos, videos, and audio to easier meet the needs of the students.

One of many ways to implement the digital tool in the classroom can be the following: for example, if geography is on the teaching agenda and the teacher needs to create teaching material, one can find existing content or make their own in the digital tool. The teacher can, for instance, create an exercise, whereas the students must learn and remember environmental definitions and capitals. After 10 minutes of doing the exercise, the students can put away their computers and go into couples. The students test each other to see how many definitions and capitals they remember from doing the exercise. Then they repeat the exercise and see how much they remember the second time. This and other exercises can be set up as competitions between the students to create more engagement.

Moreover, not only can the digital tool be used in homework, but also, if the students want to further develop in a specific subject, they can find exercises themselves in the digital tool (or the teacher can customize an exercise for the students). In sex education, for instance, which can sometimes be difficult for children to participate in actively, the digital tool can be a helpful tool. If students are curious and find it hard to ask questions in class, knowing that the option to explore the subject is there helps them feel comfortable. Other controversial topics such as transgender rights, religion, animal rights, climate change etc. which can sometimes be challenging to bring up in class, can be further explored in the digital tool either in class or at home.

## *VET Education*

LearningApps is also useful to implement in **Vocational Education and Trainings (VET education)**. The app foresees the VET education level, so trainers can use already created exercises or customize and create their own. As VET aims to prepare people for work and develop citizens skills to remain employable, the tool can be essential as it can be customized to specifically meet the needs of



the students and/or workers. For example, if a VET programme was held for agronomists, where the aim was to provide them with updated information and practices that can make their work more efficient and climate-friendly VET trainers could then create exercises including content regarding this essential information.

In addition, the digital tool can be used to expand on skills in many sectors and fields, for instance, vocabulary for meetings, how to make a budget, health and safety in construction work, ordering and managing storage costs and so on. Suppose VET students, for instance, are newly educated teachers or working in the educational field. In that case, the VET trainers could provide the students with essential information on how to implement the digital tool with their target group (explain how to introduce it, implement it in a class situation and define the benefits and possible challenges of using the digital tool). The VET students do not only have to use the tool during the period they are trained, but they can also use the tool afterwards. If for instance, there was lack of time in being trained on a specific subject, the students can still use the digital tool to explore and gain skills in the subject.

## *Tips and examples*

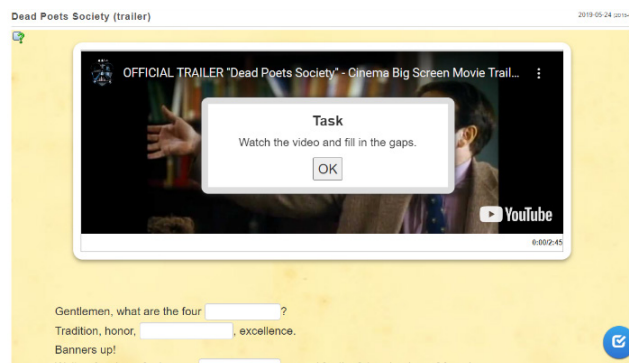
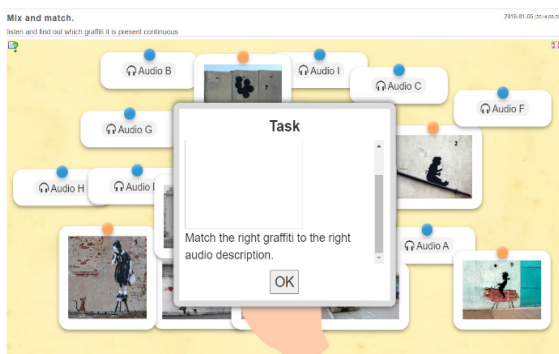
---

In order to get the best experience in using LearningApps it is essential to remember to gather feedback from the students after using the digital tool for the first time (but also regularly) to clarify difficulties, concerns or ideas. Moreover, sitting in front of the computer doing exercises for a long time can be exhausting. Therefore, it can be a good idea for the students to have breaks between the exercises where they, for example, discuss with other students what they learned. Lastly, an essential feature to remember when using the digital tool is to simultaneously increase the level of education as the students improve their competencies in order to get the best learning outcome.

Some of the use of **LearningApps.org** include:

### **USE OF RECORDED AUDIO OR FAMOUS SONGS TO IMPROVE THE LISTENING SKILLS.**

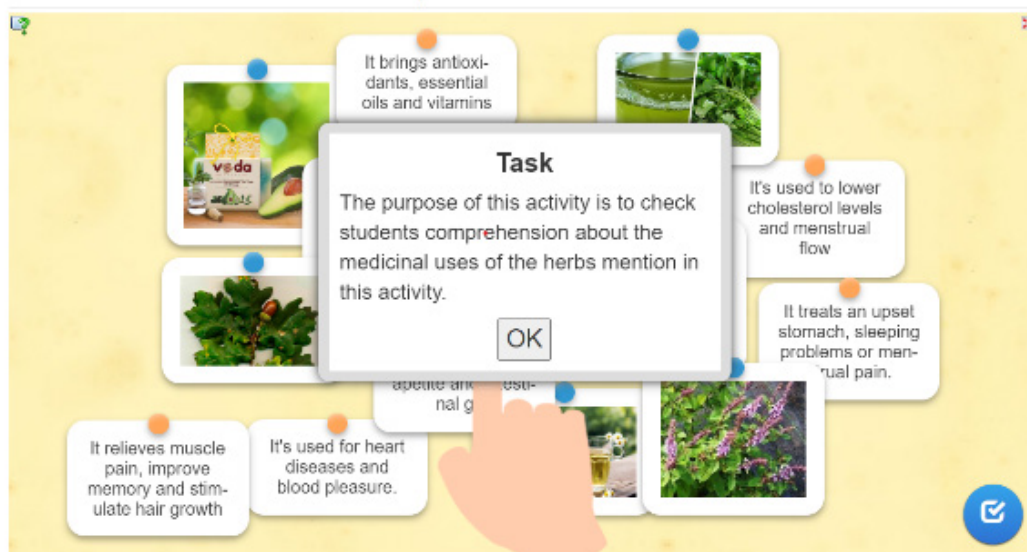
When someone is studying a new language, it is also important to improve listening and pronunciation skills; through LearningApps.org it is possible to give the possibility for learners to exercise these skills also when they are at home or in distance learning.



The teacher can create an exercise by recording a sentence and then ask to the student to listen to it and write it down; there is also the possibility to use the autogenerated voice through the WebApp.

Another option is to use a music-video from you tube to be listened and then ask the student to complete the text by adding the missing words.

## USE OF IMAGES TO IMPROVE COMPETENCES IN SCIENTIFIC SUBJECTS

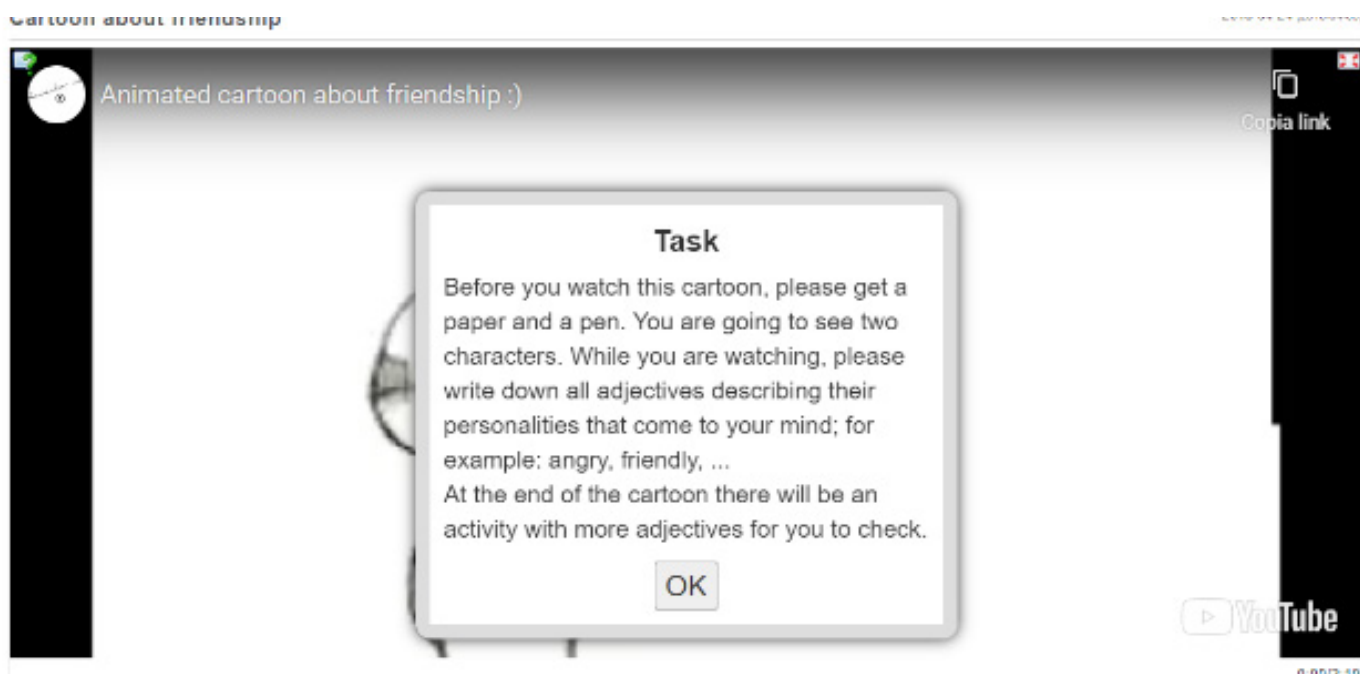


Whether it is about a language class or a woodwork class or a biology class, the use of images can help better identify the object. Visual support always makes it easier for learner to better link objects and definitions, also in formal education book there are always images, especially for those subjects that are scientific and foresee definitions and names not-of-everyday use.



Thus, for example, using an exercise that ask to link the image to the use/aim of a specific thing, i.e. in woodwork or carpentry asking to link the image to the name and use of a specific tool.

## USE OF VIDEO TO IMPROVE UNDERSTANDING SKILLS



Using video can also help improve understanding skills; at the same way of reading and then asking what the reader understood of the paragraph read, watching a video and then asking questions on what the student understood can help the

students improve understanding skills and at the same time the listening skills.

The screenshot shows a video player interface for a Nat Geo Live video titled "Stories of Exploration and Discovery". A white task box is overlaid on the video, which shows a woman (Lucy Cook) on a boat. The task text reads: "Task: Watch the video until minute 12 and complete the text with the right words." Below the task box, there is a text completion exercise. The text reads: "Lucy Cook studies \_\_\_\_\_ animals. The ugliest creature she found was a \_\_\_\_\_ nicknamed the aquatic scrotum \_\_\_\_\_. These creatures live in high mountains where it is \_\_\_\_\_ cold and where there are extreme \_\_\_\_\_ lights. They live only at the \_\_\_\_\_ of the lake so they had to \_\_\_\_\_ through their skin. To increase the flow of \_\_\_\_\_". A blue checkmark icon is visible in the bottom right corner of the video player area.

Videos used can be already existing ones, upon history, art or anything else, or could be short videoclip of a certain scenario between people or even a video recorder by the teacher so as to personalise better the exercise.

## USE OF DIFFERENT GAMES TO IMPROVE KNOWLEDGE IN DIFFERENT

The screenshot displays the LearningApps.org interface. At the top, there is a workflow diagram: "have an idea" (lightbulb icon) → "pick a template" (grid icon) → "fill in content" (pencil icon) → "save your App" (save icon) → "share it" (share icon). Below this, there are two rows of game templates. The first row includes: "Matching Pairs", "Group assignment", "Number line", "Simple order", "Where is what?", "Guess the word", "Horse race", "Pairing Game", and "Guess". The second row includes: "Freetext input", "Matching Pairs on Images", "Multiple-Choice Quiz", "Cloze text", "Matching matrix", "Fill table", and "Quiz with text input".

Whatever is the subject, the topic, the aim, with LearningApps.org there is also the possibility to use small gaming activities to make the learning process easier and funnier. It helps both youngster and older people, since all people enjoy

games. Making the learning process less formal can also be less frustrating and tiring for learners.

## *Moodle – voice messages (Germany’s example)*

---

### *Youth education*

- Most young students are already familiar with audio recording in some form: traditional voicemail, WhatsApp voice messaging or video narration on Snap Chat and YouTube. The role of a teacher is to give a chance to all learners including those who suffer from “learning differences”, “specific learning styles” or “different learning abilities” to learn their best, even if they will not ever be able to “fix” these students. Adjusting the way they present a topic, can ease young learners’ anxiety and encourage their quest for lifelong learning. Many children with learning difficulties process information auditory and visually. Teachers can use those skills with comprehending lessons by creating recordings of stories, tasks, rhymes, chants, quizzes and language games. Furthermore, with personalized tutoring, students can ask questions and receive feedback that meets their specific needs and teachers can adapt their strategies to students with learning disabilities. Asking students to audio record their responses to specific prompts (Grammar questions, texts, audios, discussion subjects)
- Audio recordings can help students practice and listen to their tone of voice and pronunciation, which can be tough for students to recognize.
- Struggling students can focus on creativity and thinking instead of stressing over spelling errors.
- Incorporating mnemonics with visual and audio cues will help to understand and organize information.
- It is estimated that tens of millions of future jobs will require far more advanced digital skills, including coding, software and app development or network management. While young people are often considered “digital

natives”, the majority of them, especially those from underdeveloped countries and with special needs, may not actually possess sufficient, non-social media related, digital skills. All stakeholders, including the private sector and civil society can design strategies which help develop young people’s digital skills and support their full economic, social, and digital inclusion. The tools presented in the Digital Practices for Inclusive Programs project can be a good starting point for launching the youth, including those with special needs, into the job-related digital world. Incorporating digital the plugin in youth information services and other Moodle based platforms.

- Using the plugin for practicing self-presentation for job interviews.
- Creating exercises for children to be able to practice outside of the classroom (autonomously or in groups if not all have access to the digital devices).
- Organizing ITC related competition using the plugin as a communication and presentation method.
- Educators/social workers can host videos explaining various topics.

### *Elderly education*

- As we are living longer, our world is becoming increasingly digital and older people risk missing out, especially when it comes to education and services. We need to change how we think about older people and ICT (e.g., older people are not technically savvy or older people can’t learn). Through owning mobile devices more and more seniors have access to technology but still experience barriers in social inclusion due to ageism. Moodle is being widely used for different types of web services and the plugin can be used to make the content more accessible and understandable for older users. Implementing it in education can help older people take their first steps in an online environment and use acquired skills further in other services, maintaining their independence, participating in social activity and engaging productively with the new world. Building in voice recording plug-ins into

your website/platform, to help elderly communicate with service providers by sending voice or video messages.

- Giving the option to reply orally to people participating in online or hybrid courses for seniors.
- Creating easy to follow step-by-step instructions in the form of voice or video messages.

### *Private sector education*

The private sector is taking the lead on enabling digital inclusion. Digital technologies are now at the centre of almost every business interaction (e.g. national administration, financial institutions, healthcare services, grocery stores), but not all digital services and products are accessible and easy to use. Lack of access to technology often means limited access to basic needs and services. Using the voice and video messages plugin can remove digital barriers from people with special needs and help gain a wider range of users and customers.

- Using the plugin for customer service-related communication.
- Sending voice messages to multiple clients/users.
- Hosting instruction videos/audios for people with limitations.

## *Tips and examples*

---

Digital inclusion means making sure everyone can benefit from the internet and technology, regardless of their background or income. Newer technological solutions like chat-bots and voice-based assistants offer more ways to users to engage in education or services and are a valuable part of any effort to improve inclusion. In this chapter we would like to present some of the practical examples and solutions on how to use selected digital tools to improve participation.

### *Voice- and video messages plugin*

This Moodle option can be successfully used in any type of academia and is particularly useful for non-homogenous language learners on all language levels and those with “special needs”. Below we present several practical examples of how we have incorporated it into our piloting course for learners (IO2).

**Grammar:** The most difficult part of learning grammar is not remembering the rules but to use them in practice while speaking spontaneously. One of the solutions can be practicing grammar consciously and deliberately. Automatizing oral exercises using various vocabulary and grammar rules are a great way to get the patterns into the students' minds.

Teachers should present the grammar rules, record 1-2 sentences as examples and have their students build and record sentences.

OBWOHL und TROTZDEM benutzen wir, wenn wir ein Problem, Einschränkung oder Hindernis haben.

Regeln:

<b>Obwohl</b> leitet einen Nebensatz ein.	<b>Trotzdem</b> verbindet zwei Hauptsätze.
Ich bin hinausgegangen, <b>obwohl</b> es regnet.	Es regnet, <b>trotzdem</b> bin ich rausgegangen.
<div>Nebensatz (Verb am Ende)</div>	<div>Hauptsatz (Verbposition 2)</div> <div>Hauptsatz (Verbposition 2)</div>
Obwohl es regnet, bin ich hinausgegangen	Es regnet. Ich bin <b>trotzdem</b> rausgegangen.
<div>Nebensatz (Verb am Ende)</div>	<div>Hauptsatz (Verbposition 2)</div> <div>Hauptsatz (Verbposition 2)</div>

Jetzt sind Sie dran. Machen Sie Aufnahmen mit allen Varianten, wie im Beispiel.

**Beispiel:**

**0. Peter hatte schlechte Noten. Er hat eine gute Stelle bekommen.**

*Obwohl Peter schlechte Noten hatte, hat er eine gute Stelle bekommen.*

*Peter hat eine gute Stelle bekommen, obwohl er schlechte Noten hatte.*

*Peter hatte schlechte Noten, trotzdem hat er eine gute Stelle bekommen.*

*Peter hatte schlechte Noten. Er hat trotzdem eine gute Stelle bekommen.*



1. Das Auto ist sehr teuer. Ich kaufe es.
2. Elisa ist krank. Sie geht in die Arbeit.
3. Es schneit. Ich fahre Fahrrad.
4. Wir haben kein Geld. Wir fahren in den Urlaub.

**Reading and listening comprehension:** Poor reading comprehension often leads to problems with integration and employability; however, adults can improve their reading skills by active reading, pacing themselves, discussing the text,



and taking practice quizzes. This exercise is designed to improve student's reading comprehension but can easily be modified to boost their listening comprehension. Teacher provides a written text with questions about the content together with an answer to one question as an example. Students are being asked to reply orally by recording their answers, additionally explaining why they have chosen this particular answer.

Those with more advanced skills may also voice their ideas and express their opinions on the text subject.

Bei richtiger Antwort, lesen Sie den entsprechenden Satz bzw. das Wort vor. Bei falscher Antwort erklären Sie warum die Aussage nicht stimmt. Machen Sie eine Aufnahme mit Ihren Antworten.

**SusannesAlltagsBlog.at**  
**Mein Alltag, meine Gedanken, mein Leben ...**

**Donnerstag, den 23. Juni**

Was mir heute passiert ist, das glaubt mir keiner: Als ich zu Mittag nichts ahnend in der Küche beim Kochen stand, läutete mein Handy. Eine Frauenstimme erklärte mir, dass meine Brieftasche in der Bankfiliale abgegeben worden war und ich sie dort abholen könnte. Mir wurde ganz heiß - mir war noch gar nicht aufgefallen, dass sie fehlte. Und ich hatte ja auch noch relativ viel Bargeld eingesteckt! Schnell holte ich meine Handtasche hervor und suchte nach der Brieftasche. Es stimmte! Auch nach längerem Kramen in der Tasche konnte ich sie nicht finden. Mein Geld war tatsächlich verschwunden! Ich machte mich also auf den Weg zur Bank und überlegte, wo ich meine Brieftasche liegen gelassen hatte: Sicherlich im Supermarkt an der Kasse. Jedenfalls kam ich bei der Bank an und war schon gespannt darauf zu erfahren, wo meine Brieftasche gefunden worden war und natürlich, ob etwas fehlte. Die Bankangestellte teilte mir mit, dass ein junger Mann die Brieftasche abgegeben hatte. Er hatte sie auf dem Parkplatz vor dem Supermarkt gefunden und wollte sie eigentlich ins Fundbüro bringen - wie man es in so einem Fall eben macht. Der Weg dorthin war für ihn zu weit und so suchte er nach einer anderen Möglichkeit, mir die Brieftasche zurückzugeben. Das muss man sich einmal vorstellen: Er war so clever, dass er auf der Bankomatkarte nach meinem und dem Namen meiner Bank suchte ... Die Bank würde ja die Kontaktdaten zu meinem Namen haben und könnte mich so anrufen. Er fuhr in die nächste Filiale meiner Bank und dank der Computervernetzung der Filialen konnte meine Telefonnummer schnell herausgefunden werden. Da stand ich nun mit meiner Brieftasche, die mir beim Verlassen des Supermarktes aus der Handtasche gerutscht sein muss. Zum Glück war alles noch da! Ich bin sooo froh, dass diese Episode so gut ausgegangen ist. Nun weiß ich leider gar nicht, wie ich dem ehrlichen Finder danken kann. Vielleicht liest er ja diesen Blogeintrag oder es liest ihn jemand, dem er die Geschichte erzählt hat: "Vielen, vielen Dank, lieber Finder!"

Bis bald,  
eure Susanne

Quelle: <https://www.qsothe.de/>

**Beispiel:**

0. Susanne schreibt ein Buch.

Falsch! Susanne schreibt einen Blog. Es steht in der ersten Zeile "SusannesAlltagsBlog.at"



1. Zu Mittag klingelte Susannes Telefon.  
2. Erst durch den Anruf bemerkte Susanne das Fehlen ihrer Brieftasche.  
3. Susanne glaubte, die Brieftasche beim Bezahlen vergessen zu haben.  
4. Der Finder hatte die Brieftasche ins Fundbüro gebracht.  
5. Die Telefonnummer der Bank war in der Brieftasche.  
6. Susanne konnte dem Finder persönlich für seine Ehrlichkeit danken.

**Presentation:** Real life situations, realistic activities and meaningful tasks are crucial for supporting integration. The exercise presented below is a part of vocational training for adult migrants. Students learn the importance of being able to have and talk about their hobbies during a job interview. After watching a video on the topic they are being asked to think about a particular job opening and make short recordings about their hobbies keeping in mind the goal is to present themselves as a well-rounded person. Another take on the exercise is to have your students hold a presentation on a given or free chosen subject. Teachers

ought to lay out the presentation's framework and useful audiovisual resources in advance. More advanced students can engage in a discussion by recording their questions and opinions.

Wie Sie wissen, sind Präsentationfähigkeiten sowohl innerhalb als auch außerhalb des Klassenzimmers äußerst nützlich. Wenn Sie jemanden kennenlernen möchten, fragen Sie nach seinen/ihren Hobbys und Interessen. Manche Arbeitgeber werden Sie auch nach den Hobbys fragen, um ein Gefühl dafür zu bekommen, ob Sie:

- ihr Berufs- und Privatleben unter einen Hut bringen können.
- aufgeschlossen gegenüber anderen oder Einzelgänger sind.
- faul oder aktiv sind.
- sozial eingestellter Mensch oder ein Einzelgänger sind.
- Zielstrebigkeit und Ernst Grundfesten ihrer Persönlichkeit bilden.
- Sie abschalten können um am nächsten Morgen wieder 100% bei der Arbeit zu geben.

Machen Sie eine Sprach- oder Videoaufnahme in der Sie zwei von Ihren Hobbys vorstellen.

- Fragen, die Sie sich vor der Aufnahme ihrer Präsentation stellen können:

Was für Hobbys haben Sie?

Was machen Sie gerne in Ihrer Freizeit?

Warum ausgerechnet dieses Hobby?

Was ist so faszinierend an dieser Tätigkeit?

- Nützliche Formulierungen:

In meiner Freizeit mache ich...

Wenn ich etwas Zeit habe, mache ich...

Ich entspanne mich, indem ich fernsehe / Musik höre, usw.

Meine Hobbys sind Vögel beobachten / Sport treiben, usw.

Ich interessiere mich für (+ Akk)

Ich habe Interesse an (+ Dat)

Ich bin interessiert an (+ Dat)

Ich genieße (+ Akk)

- Sie können zur Betonung z.B. „gerne“, „sehr“ oder „am liebsten“ hinzufügen.

## Forum



Mark as done

Hinterlassen Sie Kommentare und tauschen Sie Ihre Meinungen mit anderen Lernenden aus. Sie können schriftlich antworten oder eine kurze Sprach- oder Videonachricht aufnehmen.

Add a new discussion topic

Discussion	Started by	Last post ↓	Replies	Subscribe
☆ <a href="#">Ihre Kommentare</a>	Karolina Musz... 30 Sep 2022	user 3 12 Oct 2022	6	<input checked="" type="checkbox"/> ⓘ
☆ <a href="#">Diskussionen</a>	Karolina Musz... 30 Sep 2022	Karolina Musz... 30 Sep 2022	0	<input checked="" type="checkbox"/> ⓘ

**Discussion:** A discussion forum is a valuable communication tool for dialogue in an online course. It can start with a formal post and be organized along a message thread. Engage your students in discussion by adding interesting posts to the forum. Students can practice netiquette as well as writing and effective discussion phrases.



**Pronunciation:** In this activity, the teacher requests that the students read aloud words or entire texts after playing recordings that have the proper pronunciation. Many students may feel self-conscious when pronouncing unfamiliar terms or sounds in front of others. The voice and video plugin allow them the chance to practice their pronunciation in private, which makes them more inclined to speak out in class and feel more confident in their speech. Using voice recordings for dictation tasks will be another useful exercise. The audio can be listened to by students multiple times at their own pace while they write down the right spelling of the word. Dictation exercises can be quickly recorded by teachers, and pupils can even practice at home.

## *H5P – dictation (Greece’s examples)*

---

### *Youth education*

The course could be proved useful for learning the Greek language and practice writing and listening skills. The tool can be extremely useful for an educator or a parent that wants to use it for their students or children. Moodle is a well know platform and it is being used by many schools. The course can be downloaded and inserted into another Moodle course too.

The h5p activity “Dictation” and the division of the exercises into levels gives the opportunity to learners of different ages and with different needs to work according to their language level. Also, the Dictation activity is a really simple, gamified way to learn. That makes the learning process interesting and different than the typical way of practicing your writing skills (ex. The teacher/parent dictates the spelling and the student writes).

Finally, parents nowadays do not have a lot of hours to study with their children and mostly to make them practice with extracurricular activities. The dictation activity saves valuable time, at it provides the results automatically, the learner can check their mistakes, see the correct answer and try again.

For teachers/educators:

- Create your own exercises or use the existing ones. You can parallelize your classes with the dictation exercises and work with the students in the class or ask them to do it for homework.
- The Dictation activities can also be used to test students’ skills in class.

- Also, by creating sets of exercises for your students you can have the materials organized (for ex. Basic verbs, colors etc.)

For the parents:

Depending on your children's level, create exercises for them. They can follow either the school classes or practice in different topics.

## *Tips and examples*

---

Generally, the Dictation exercise can be used to practice different languages or provide the recording in a language and translate it in another one. This can mostly be used for older youths than do not need to practice their writing skills from Greek to Greek.

When you create exercises for the students, it is important that you are aware of the students' needs and the material that needs to be created before you start working online. It is suggested that you prepare the words/phrases/sentences in sets of exercises, for example "colours", "How to walk around", "means of transport" etc. The Dictation activity gives you the chance to create sets of exercises as well. This gives you the chance to organize your content and know exactly what each unit includes.

Below, you can find some steps that will help you create the exercises online faster and easier:

- Make a list of the words/phrases/sentences that you will create online
- Create different recordings for each (if you can a long list maybe it is easier to record everything with your phone than using text to speech app)
- Create sets of exercises for specific topics
- Add in the general description a sentence like: "Topic "Colors""
- Place the exercise at the corresponded level that it appears in the pilot course for the students

Generally, the Dictation exercise can be used to practice different languages or provide the recording in a language and translate it in another one. This can

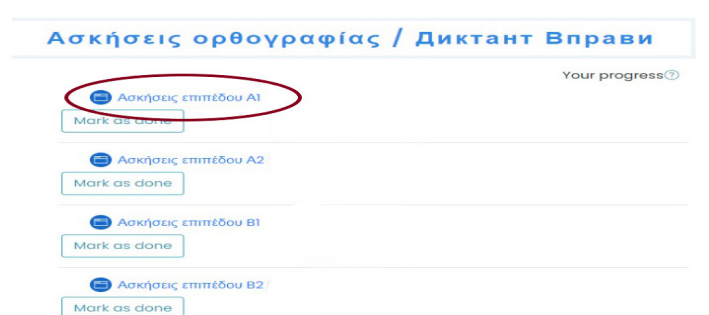
mostly be used for older youths than do not need to practice their writing skills from Greek to Greek.

When you create exercises for the students, it is important that you are aware of the students' needs and the material that needs to be created before you start working online. It is suggested that you prepare the words/phrases/sentences in sets of exercises, for example “colours”, “How to walk around”, “means of transport” etc. The Dictation activity gives you the chance to create sets of exercises as well. This gives you the chance to organize your content and know exactly what each unit includes.

**Adaptation to the teaching material:** Language classes have often been proved monotonous and boring when students only need to focus on books, notes and handwriting. The world is involving and your young students are extremely familiar with new technologies.

So, instead of providing them only with photocopies, CDs and papers, try to combine technology with the traditional methods of learning.

For example, while learning the colours in a foreign language class, you can then ask the students to practice their skills on writing on their one.



**Gamification:** Playing and competing is always funnier! Create sets of exercises and tell your students that the faster person with the most correct answers wins! They will probably do their best to write the words correct and go to the next exercise! Ask them to click the “Mark as done” button when they finish and check their score.

You have made 1 mistake(s).



Show solution

↺ Retry

## *Moodle – Accessibility (Sweden's example)*

---

### *Youth education*

Special needs educators have expressed that digital tools could be very helpful for them in the classroom. They have further expressed a need to adapt digital teaching support materials to each child, something that special needs teachers often do not have sufficient time for. A good digital tool for this target group would be one that is adaptable to different disabilities, where video and audio can be included, where interactive online exercises can create a more inclusive digital learning experience, including the possibility to enable accessibility options.

Moodle is one such tool, as it is designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments. It can be used both in a hybrid or strictly digital learning situation, and digital classes can be designed in a way that takes into account accessibility for various disabilities, and that children without disabilities can also use.

Special needs educators can create courses or exercises that:

- Include interactive, inclusive and simple elements through H5P activities (plug-ins for activities) such as quizzes, games, crossword puzzles, and fill the blanks exercises for children of all abilities.
- Enable accessibility settings in the Moodle toolbar, which gives the possibility to change the colour contrast and colour of the background for children with ADHD that prefer fewer intensive colours. It also gives the option of activating dyslexic font for children with dyslexia. Finally, it allows to increase the font size for children that have visual impairments.
- Teachers can also have text added to videos, or add audio to pictures for children with hearing difficulties.



## Tips and examples

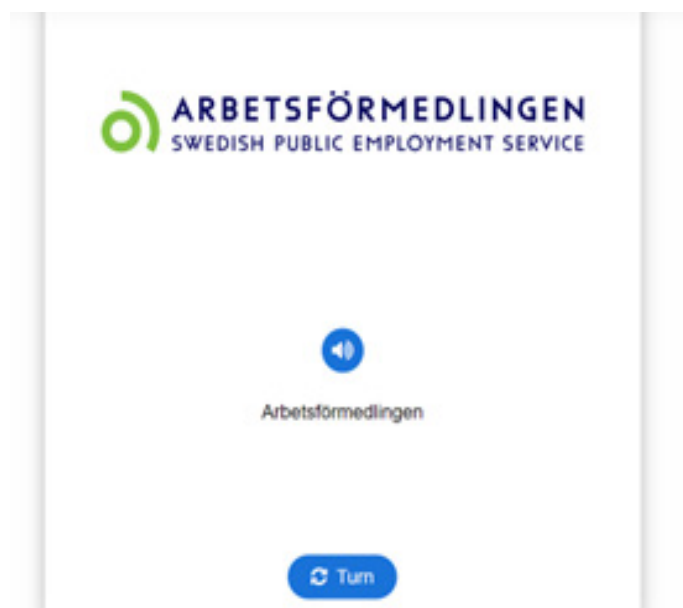
---

Generally speaking, Moodle can be accessed with screen-readers. However not all H5P plug-ins are accessible. For ex. students using screen readers cannot read the “Image hotspots” plug-in. They may also have difficulties with “Branching scenarios”, “Fill in the blanks”, “Documentation tool” and “Interactive videos”. For more information on what type of H5P plug-ins that are available, including tutorials on how to use them, visit [www.h5p.org](http://www.h5p.org)

### *Using dialogue cards*

This plug-in in Moodle can be used to explain what is contained in a certain illustration. It is therefore helpful to use in language teaching, advisory services for vulnerable groups, or in schools for children with or without disabilities.

An inclusive accessibility feature within “Dialogue cards” is that voice can be added to the text, for persons that have a visual impairment or dyslexia. Below is an example of dialogue cards being used to explain the various types of public institutions in Sweden, for migrants with special needs.



Any service provider working with migrants, in terms of integration advice, or language teacher can make use of this H5P. Below is an example of how this can be used in practice:

- If a learning objective is that migrants participating in a civic orientation course should have increased information about the various types of public institutions in Sweden, using dialogue cards is a good idea to enhance participation.
- In the situation of a civic orientation course provided for migrants, ask the group to go through the dialogue cards of the various public institutions in Sweden that are important to know about. Ask them to click on the card to find out the answer on what this public institution does and what role it plays. Ask them to click on the voice icon to listen to the text as well. After this, they should click on the arrow to access next card.

After they complete this exercise, it is a good idea to test what they have learned by asking the participants to carry out an exercise through the H5P “Drag the words”. This plugin allows students to complete sentences with words that fit the situation described in the text. For a group going through a civic orientation course, it is a good idea to provide information about which public institution to contact in various situations. It is a fun and interactive exercise, that can be helpful for students that have difficulty concentrating in class. It is also accessible for students that use screen-readers.

- Create a H5P activity “Drag the Words”
- Create various situations that the participants can find themselves in, for ex. “I am new in this country and need to register myself here. I therefore need to contact [blank- name of the agency]”. This will be based on the information provided in the dialogue cards. It is also an exercise that can be used in language learning for text comprehension.

## *Wix – Creating webpages (Denmark's example)*

---

### *Youth education*

A [wix.com](https://www.wix.com) page specifically designed for class curriculum allows children to access learning resources at any time as they need or want to. The rich media possibilities of a wix page also allows children with visual impairments or dyslexia to use recordings, made by their teacher in the teachers own voice, read aloud the written portions, and hard of hearing or Deaf children to supplement text with images and video. It also allows children who may suffer anxiety when asking for help to find the information they need to study on their own. The login-free model of the page also makes the process of accessing the resource simpler and poses less of a hurdle for children who may have difficulties with complex processes such as navigating the login-portal and lesson structures that is found in other learning portals. The page can be constructed very simply and easily by an educator with no coding experience, is free to use and can be continually edited and added to as the course progresses.

A teacher of children with special needs may construct their own wix-page fitted to the need of their subject and students. For instance, a math teacher may create times-tables for the children to reference when doing their homework, which can be illustrated using images and offer the opportunity to have the numbers played in audio. The teacher can also create interactive exercises where children can practice their multiplications outside of class, or host videos explaining a topic that the children can revisit during their independent study time if they feel they need something repeated from class. As the class progresses, new exercises and learning resources can be added easily so that the entire curriculum can be referenced from the one site. The children can access the site themselves on their mobile devices, but it can also be projected or shown on a screen during class as the page is optimized for both PC and mobile browsing.

## Tips and examples

---

The Wix pages should be designed to fit a mobile browser view, as most children are more comfortable with using a phone or tablet rather than a computer.

### *Rich media exercises hosted on Wix*

# Det regner



One example developed for the IO2-pilot course at CLAVIS was on the topic of the weather. On Wix, a page was created for words to do with weather. Each word consisted of a text headline like “det regner” (it’s raining), an image of the type of weather referenced, along with a play button that would play the recording of the teacher pronouncing the sentence “det regner”. This could be used in class while the teacher explained how to use the word, how to conjugate the verb and examples of pragmatic use of the sentence. Later, after the specific topic had been covered, the students could access the Wix-page to practice these words, with hints of what words meant what, without dependence on a translation to another language such as English, which the students may not be familiar with. The pronunciation button also allowed them to practice the correct pronunciation on their own time. Many students may feel self-conscious when pronouncing words that they are unfamiliar with in front of others, so the practice space of the wix page gave them the opportunity to rehearse the pronunciation privately, making them more likely to speak in the class and feeling more confident in their speech.



## du1m1, test, opgave 1

When anticipating taking an exam, many students feel uncertain as to what is expected of them, how the exam will proceed and what they will need to prepare beforehand. In the IO2 pilot course, the teachers made a few short videos of a simulated module test. This allowed the students to have a concrete example of what goes on at the exam and helped ease their worries and confusion about what would be expected from them during the test. This was available on the wix page throughout the course, also allowing them to anticipate what they would need to do at the end of the course in order to pass it, allowing them to focus their energy on learning the language topics rather than thinking about passing the end of module test. Since many of the students in the IO2 pilot course did not have much experience with attending classes and taking tests, this was very helpful for them to feel more confident about the experience of taking the test.









# Further examples

## *TBLT methodology*

---

The **task-based language teaching methodology** is a non-formal teaching methodology that has learners develop language skills through the completion of tasks. This method is a meaningful one for keeping learners engaged, challenging them to apply themselves in the target language, and fostering collaboration and non-academic skills.

### **Structure on how to effectively apply this kind of method**

The task-based language teaching approach will be lesson specific, however the general structure of the lesson includes:

- **Pre-task:** This part of the lesson is similar but more focused than an icebreaker would be in a traditional classroom. It is through the pre-task that the participants are introduced to the topic – providing them with video, audio, discussion questions that are at their target level in order to have them begin to think about the task of the lesson.
- **Task:** Here the participants will use the target language (vocabulary list, sentence structure, conjugation principle) to execute something that will require them to use the target language but is not focused on the target language. The tasks could range from making a brochure for your favourite movie to create a travel itinerary.
- **Post-task:** This is the part where the participant shares the product of the work to try to receive feedback in the target language.

### *Advantages of TBLT to migrant learners with special needs*

The TBLT method is a meaningful educational method for migrants with special

needs for a number of reasons. This group is often vulnerable to underinvestment in their talents, which places them at a disadvantage in the employment market. The TBLT method is one that encourages task completion whilst using the target language, which allows the migrant learner with disabilities to train their target language skills and also develop life/vocational skills. This can entail skills like how to complete computers, planning, writing tasks, all which make them employable and therefore better integrated into the host country.

Another way in which TBLT benefits learners with special needs is that it provides a space for them to use the target language without needing a high literacy level. Due to disrupted education as a part of migration, migrants may not have developed advanced literacy skills in their first language let alone the language of the host country. Through TBLT language learning migrants with special needs have an opportunity to develop their language skills without needing the prerequisite of a high existing literacy.

Lastly, since TBLT provides opportunities for empowerment and talent development, it can be meaningful to the psychological well-being of the migrant student with special needs.

### *Step-by-step instructions on how and when to implement digital resources*

- **When:** digital resources are implemented when the lesson is hybrid, virtual, and when you want to increase inclusivity when providing this lesson
- **How:** digital resources that increase inclusive are best included in the task and post-task section of the lesson. During the task, digital resource inclusion can increase student language output, and when implemented during the post-task, the digital resource promotes task completion by the learner with special needs.

## 45-MINUTE TBLT LESSON PLAN FOR MIGRANTS WITH SPECIAL NEEDS

<b>Main task or project</b>	<p>Organization of a party (picnic, party in a classroom, barbecue in a garden, etc) by the participants of the group and its documentation on a poster for all participants and guests, which can be considered as the product of the project</p> <p>Note: The activity can be completed in person or virtually.</p>
<b>Pre-task (15 minutes)</b>	<p>Show a photo of groups meetings and festive events to stimulate and illustrate the context</p> <p>Ask students questions verbally like:</p> <p>What kind of meetings and celebrations do you recognize in the photos?</p> <p>What kind of meetings and parties do you like best?</p> <p>What kind of meetings and parties do you usually organize and what kind of preparations do you take care of?</p> <p>What was the last meeting or party you went to and how was it?</p> <p>Write down or draw pictures to represent the students' answers in order to track the ideas that they generate</p>
<b>Task (30 minutes)</b>	<p>Agreement on a joint recreational activity on the weekend in the city or its surroundings.</p> <p>In small groups, the participants research/search through city magazines or on the web for current leisure activities or weekend tips announced in the city. Even in this first step, you can already create a shorter list of current tips for the next weekend for a better illustration. If the offers from the sources are not in the target language, then these must be translated-transferred into the target language. Participants also have to inform themselves about the weather forecast. Lastly, they should check for event accessibility to those with physical, mental, and other special needs.</p> <p>They have to have dialogues in the small groups by making suggestions, taking the event features into account and agreeing on a common activity.</p>
<b>Post-Task (15 minutes)</b>	<p>The plan of each group can finally be presented in the group</p>

## Vocabulary recommendations

Make suggestions:

- A1
  - We can
  - We could go to
  - Do you want to
  - What do you think if we
  - Why don't we go to
  - I suggest
  - Are you interested in
- A2/B1
  - What do you say we...? Let's...
  - What do you think if we....?
  - It would be a good idea if we

Accept Suggestions/Agree

- A1
  - I think it's a good idea
  - I agree with the plan
  - That's a good suggestion
  - I'm interested
  - Yeah, I'll come too
  - Ok, where and when should we meet?
  - What time are we meeting
- A2/B1
  - I think it's a good idea!
  - I find the proposal very attractive
  - I would definitely join
  - What does that leave us with?
  - Should we meet at ..... o'clock?

## Vocabulary recommendations

Plans based on the weather predictions

- A1
  - If it's nice weather, we can
  - If it's bad weather, we can't
  - If it's warm/cold, then we can
  - If it's good or bad weather, we can
  - If it's rain, then we can
  - If it's storming, we can
  - If it storms, then
- A2/B1
  - It will be good-bad weather, therefore we could...
  - It might rain on that day, so we won't be able to
  - If it should rain, we
  - It might storm
  - If it ends up raining, then we should
  - The forecast for the day is warm weather, so let's

To Reject a plan/suggest something else

- A1
  - I don't like that idea at all
  - I don't like that plan so much
  - I don't agree with that plan
  - Rather...
  - I think it's better if we
  - Unfortunately, I can't on that day
- A2/B1:
  - I'm not so convinced
  - I'm not so excited about this plan
  - I don't like the idea, why don't we
  - What do you think if we instead
  - I would rather do something else, for example
  - I would rather
  - How about we just?
  - That isn't a good time. How about...?

*Recommendations to create one's own curriculum/didactical unit/module*

To learn more about task-based learning teaching, we encourage you to look



through the TANDEM project teacher training course for relevant learning material.  
<https://mooc.teachyourlanguage.eu>

## *How to create a curriculum with digital features*

---

Most teachers are skilled and experienced in creating curriculum, didactical units or modules depending on the context such as education type, requirements from local managers and personal preferences. Developing lesson plans is important for teachers because it helps them to effectively organize their instruction, prepare materials, and assess student progress. It also allows them to create an environment that is conducive to learning and to anticipate any problems that may arise. Having a systematic approach to teaching can also help teachers to be more organized and focused in the classroom, which can lead to improved student outcomes.

Using digital resources to create lesson plans for migrants with special needs can be particularly beneficial. Digital resources can help provide more personalized instruction and a more engaging learning experience for these students. For instance, digital tools such as apps and websites can be used to provide individualized instruction that is tailored to a student's unique learning needs. Additionally, digital resources can provide visual and auditory cues that can help to promote greater understanding of concepts. Finally, digital resources can be used to assess student progress and provide feedback to teachers and students.

In the project we worked with different models for creating lesson plans.

We ended with a rather simple model in order to make it less complicated:

LEARNING GOALS	SUBJECT	CONTENT	MATERIALS

TIME	CONTENT	ORGANIZATION	MATERIALS

### *An example of a lesson plan:*

LEARNING GOALS	SUBJECT	CONTENT	MATERIALS
<p>General:</p> <ul style="list-style-type: none"> <li>You can answer questions about your name and origin</li> <li>You can greet e.g. colleagues.</li> <li>You know the days of the week</li> <li>you know the numbers from 0-10</li> </ul> <p>Oral communication:</p> <ul style="list-style-type: none"> <li>You can say your name and where you come from</li> <li>You can meet other people</li> </ul> <p>Pronunciation:</p> <ul style="list-style-type: none"> <li>You can pronounce the letters A-I fairly correctly</li> <li>You can pronounce a few familiar words</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>You can read many of the letters a-i</li> <li>You can read many of the numbers from 0-10</li> </ul> <p>Basic vocabulary:</p> <ul style="list-style-type: none"> <li>personal information</li> <li>Weekdays</li> <li>Time</li> <li>Numbers 1-10</li> <li>Everyday verbs</li> </ul>	<p>Presentation:</p> <p>Everyday Verbs</p> <p>Numbers: 0-10</p> <p>Weekdays</p> <p>Alphabet: a-i</p> <p>Weather</p>	<p>The teaching is rooted in a functional authentic context that is relevant to the student's specific work context and everyday life.</p>	<p>Webpage:</p> <p><a href="http://www.clavis.org/du1">www.clavis.org/du1</a></p> <p>Book:</p> <p>Chapter 1</p> <p>Video (basics):</p> <p><a href="https://t.ly/S9PH">t.ly/S9PH</a></p> <p>Video (Presentation):</p> <p><a href="https://t.ly/F2lZ">t.ly/F2lZ</a></p>

TIME	CONTENT	ORGANIZATION	MATERIALS
9.00	Presentation of today's content and tasks	Instruction – teacher presentation	Interactive whiteboard
9.10	Review of first task: menus and navigation on webpage	Dialog based teaching	Pdf presentation on screen and hand out
9.15	Focusing on menus and navigating on the DPIP homepage	Group work	<a href="http://www.clavis.org/du1">www.clavis.org/du1</a>
9.35	Plenum QA on the task	Dialog	//
9.45	Time – “external” presentation	Video watching	YouTube
9.55	Time – on the webpage	Review on the webpage – time	<a href="http://www.clavis.org/du1">http://www.clavis.org/du1</a>
10.00	Time task	Individual work	<a href="http://www.clavis.org/du1">www.clavis.org/du1</a>
10.15	<b>Break (15')</b>		
10.30	Textbook: <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Verbs</li> <li>• Numbers</li> <li>• Weekdays</li> <li>• Alphabet (a-i)</li> <li>• Weather</li> </ul>	Joint review and examination of content in textbook	Textbook
10.55	Review of task on: <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Verbs</li> <li>• Numbers</li> <li>• Weekdays</li> <li>• Alphabet (a-i)</li> <li>• Weather</li> <li>• Homework expectation</li> </ul>	Instruction – teacher presentation	Textbook, pdf and homepage

TIME	CONTENT	ORGANIZATION	MATERIALS
10.55	Presentation: <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Numbers</li> <li>• Weekdays</li> <li>• Alphabet (a-i)</li> <li>• Weather</li> </ul>	Teacher supported individual work on the task/homework	Textbook, pdf and homepage
11.25	Evaluation of the day/ lessons and sum up what have been learned	Dialog	//
11.30	<b>Conclusion</b>		

When you first have planned your lessons, it can be devolved as an interactive lesson plan in Moodle.

Moodle have an explanatory video build in the platform which can be seen here:

[https://docs.moodle.org/401/en/Lesson\\_activity](https://docs.moodle.org/401/en/Lesson_activity)

If it is preferable to print and read the Moodle guidance is can be done from:

[https://docs.moodle.org/401/en/Building\\_Lesson](https://docs.moodle.org/401/en/Building_Lesson)







# Digital Resources Toolbox

In this chapter, are presented more resources that can help make services and programs for people with disabilities and/or difficulties in general, more inclusive for their users.

By clicking [here](#), a set of 90 other digital resources that can be used and applied in different services to make them more inclusive.

Each resource is presented through a “fact-sheet” that provides information on the tool, useful for the reader to better understand which tool best fits his/her objectives and beneficiaries needs (see pictures on the right).



**Name**

**Website**

**Short description**

**Complexity of the development /  
Implementation of the content**

**Comfort of use**

**Skills and knowledge required**

**Hardware requirements**

**Software requirements**

**Expected technological tendency**

**Open source**

**Access**

**Mobile friendly**

**Registration required**

**Level covered**

**Language covered**

**Competences the students are  
practising**

**Short feedback about the tool**

**E-Learning Use for Teachers**

**Extra notes**







# Discussion Forum

A discussion forum has been created in the Moodle platform, so as to let you try these tools, discuss with other professionals on this guidebook exchanging opinions and feedback and be part of a community of trainers, educators and professionals working with migrants.

The discussion forum can be found [here](#).







# Conclusion

Everyone deserve support and help; some people are more in need, some other need less; some people have physical issues and some other have cognitive issues; some people have personal needs and some other have professional needs; whatever need has the person you are working with or working for, being able to provide support to him/her it is important, not only for the person, being helped overcome his/her difficulties, but also for you as service provider, overcoming the frustration coming from the impossibility to provide same support and same accessible services to everyone.

This inclusive guidebook has aimed at providing digital solutions, that are easy to use and adaptable to different situations and target groups, in order to give everyone, the opportunity to participate and being included in the society despite any possible special need they may have.



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Digital Practices *for Inclusive Programs*



*Coordinator*

**iberika Education Group gGmbH**

[www.iberika-online.eu](http://www.iberika-online.eu)



**Swideas AB**

[swideas.se](http://swideas.se)



**ACP – Active Citizens Partnership**

[www.activecitizens.eu](http://www.activecitizens.eu)



**CESIE**

[www.cesie.org](http://www.cesie.org)



**CLAVIS – language & competence**

[www.clavis.org](http://www.clavis.org)

**[inclusivedigitalpractices.eu](http://inclusivedigitalpractices.eu)**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. CC BY-NC-SA



Kofinanziert durch das  
Programm Erasmus+  
der Europäischen Union

Die Unterstützung der Europäischen Kommission für die Erstellung dieser Veröffentlichung stellt keine Billigung des Inhalts dar, welcher nur die Ansichten der Verfasser wiedergibt, und die Kommission kann nicht für eine etwaige Verwendung der darin enthaltenen Informationen haftbar gemacht werden.