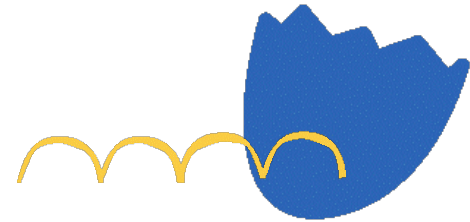


**LEARNING  
FWD 21**

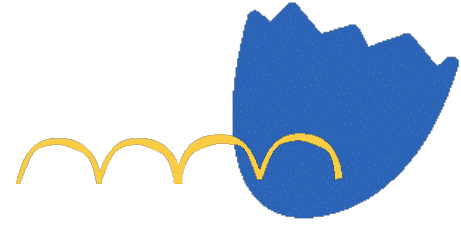


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# **Guide to Hybrid Learning For Modules on Green and Citizenship Competences**





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**Purpose:** This guide has been compiled in order to summarize the methods and techniques which can upgrade and enhance the competence focused aspirations of the online learning modules developed under the [LFwd21 Project Partnership](#). The guide is available to all members of the **Forward Looking Learning Centers** their instructors/educators who are willing to guide and assist learners with their learning goals and efforts.

**HYBRID LEARNING PRINCIPLES:**

1. Hybrid learning offers a **unique blend of in-person instruction and online learning**, allowing for a flexible and adaptable approach to education.
2. By implementing hybrid learning, students gain **increased access to educational resources** through online platforms, expanding their learning opportunities beyond the confines of the traditional classroom.
3. Personalized learning experiences are a significant benefit of hybrid learning, as students can learn **at their own pace and cater to their individual needs and preferences**.
4. **Finding the right balance between online and offline instructional methods** is crucial for successful implementation of hybrid learning. Educators should strive to create engaging online content that promotes active participation and interaction.

Hybrid learning is revolutionizing education by providing enhanced flexibility, increased access to resources, and personalized learning experiences.

Resource: <https://claned.com/what-is-hybrid-learning/>

**Activities for Hybrid Learning:**

Activities	Asynchronous online E-mail interaction/communication	Synchronous online webinars	FTF (Face to Face / in-class)
<b>INDIVIDUAL/BILATERAL</b>			
<b>Individual (bilateral) interaction with the instructor</b>	E-mail communication with the instructor/lecturer	Bilateral Zoom calls	Bilateral consultations
<b>GROUP</b>	<b>E-mail interaction/communication</b>	<b>Webinars</b>	<b>In-class</b>
Q&A	E-mail communication with the instructor/lecturer	Zoom channels for asking questions: 1. Chat 2. Raising hands	Traditional Q&A face-to-face interaction with the course instructor
Discussion		Structured webinar interaction: 1. Participants can discuss and interact on the topic suggested by the instructor.	Groups are formed during FTF session, with participants discussing topics of their mutual interest.

		2. Can be divided into breakout rooms according to topics of interest.	
Assignments to be completed by the participants	Participant will consult a specific (project) assignments with the course instructor through an on-line interaction.	Participant will consult a specific (project) assignments with the course instructor in a direct interaction during the webinar.	Participant will be assigned a specific (project) assignments, work in a group and present their outputs. They will get a direct feedback from the instructor and the other participants.
Quizzes for participants' feedback	Google forms questionnaires	Zoom application	Oral feedback collection
Ad hoc sessions on released (regional, national, European) calls (TBD)		Brief presentation + Q&A	Brief presentation + Q&A

# GREEN COMPETENCIES

## Learning Module: Green Competencies

### Introduction

The guide to the hybrid version of Green Competencies Learning Module is designed to integrate online and in-person teaching methods. It is intended to assist you in effectively navigating and utilizing the hybrid format to enrich the learning experience for adult learners focused on climate change and sustainability.

### Role of the Instructor

As an instructor, your role is pivotal in bridging the online and in-person elements of the course. You will facilitate discussions, guide project work, provide feedback, and ensure that the learning objectives are met in a cohesive and engaging manner.

### Examples of Activities

#### *Module 1: Green Competencies*

Online Activity: Initiate a discussion forum on the importance of lifelong learning in relation to nature.

In-Person Activity: Host a workshop on practical ways to reconnect with nature.

#### *Module 2: Change Has Begun*

Online Activity: Assign research on the EU's carbon footprint reduction goals.

In-Person Activity: Facilitate a group brainstorming session on personal carbon footprint reduction.

#### *Module 3: My Transport*

Online Activity: Learners research the history of transportation and its environmental impact.

In-Person Activity: Presentation of sustainable transportation solutions followed by a group discussion.

#### *Module 4: My Food*

Online Activity: Interactive quiz on the environmental impact of different foods.

In-Person Activity: Cooking workshop focusing on sustainable and low-waste recipes.

#### *Module 5: My Living*

Online Activity: Virtual tour of energy-efficient buildings.

In-Person Activity: Discussion on the application of these concepts in local contexts.

#### *Module 6: My Needs*

Online Activity: Research task on sustainable practices in clothing and personal care products.

In-Person Activity: Workshop on making eco-friendly household cleaners.

Here are some **other tips** that you may consider:

- **Online and Face-to-Face Integration:** Each module should offer activities that can be initiated online and continued or discussed in person. For instance, module discussions can begin on an online forum and then be explored more deeply in a face-to-face setting.

- **Reflective Journaling:** Encourage learners to keep an online reflective journal for each module. This can be a space for personal reflections on the module content, which can later be shared and discussed in group sessions.
- **Project-Based Learning:** Assign projects that require online research and preparation, followed by in-person presentations or group discussions. For example, in the module "My Transport," learners could research sustainable transportation solutions online and then present their findings in class.
- **Guest Speakers:** Invite guest speakers and combine the benefits of expert insights with classroom interaction.
- **Feedback and Assessment:** Implement a continuous feedback loop where learners receive feedback both online (through digital platforms) and in person. This can include peer reviews, instructor feedback, or self-assessment.
- **Integration of Local Context:** Encourage learners to apply what they learn to their local context. For example, in the module "My Living," they can study local building practices and discuss them in class.

## Conclusion

The role of an instructor in this hybrid course is not just to impart knowledge, but to inspire and facilitate a deeper understanding and commitment to sustainable living. By leveraging the strengths of both online and in-person learning, you can create a dynamic and impactful educational experience.

# CIVIC COMPETENCIES

## Learning Module: Project Thinking

### Introduction

The major goal of this guide is to provide the learning module instructors with a set of interactive learning activities which he/she may employ while administering and supervising the Project Thinking Learning Module accessible on the FLLC learning platform.

### Role of the Instructor

Instructor is a person whose job is to teach people practical skills. The online learning module has been designed to grant the learner a fully flexible option to acquire the basic knowledge of the subject at his/her own pace and self-test his/her comprehension and newly acquired information through simple follow-up exercises. However, to apply the fresh knowledge and build a skill one has to practice and get some actual feedback.

The hybrid learning instructor is available to the registered learners to provide them with a qualified feedback on their learning progress as well as to answer any questions and requests they might have.

This is the only way how the learner who has acquired some basic knowledge through the online individual learning can engage in some simulated experience and move towards the desired competence.

### Examples of Activities

#### **1. Consultations**

Consultations will be made available to all module learners through e-mail communication with the module instructor. The e-mail address is available on the FLLC website as well as on the learning platform.

**Individual** – All registered learners can approach the module instructor with their questions in all stages of their learning process.

**FAQ** – Frequently asked questions will be published along with the instructor response on the FLLC website within the Project Thinking website section. (subpage)

#### **2. Webinars**

Webinars will be announced through the FLLC Platform (website) as well as other communication channels and also through direct e-mails to the registered online Project Thinking Module participants (quarterly).

Registration will be provided through a registration questionnaire with a possibility to vote for the Webinar Major (topic/s). Webinars will start with a brief presentation of the module instructor on the prioritized topics and will follow either with a free discussion (Q&As) of the participants or with structured tasks and teamwork coordinated by the module instructor.

Registration for the webinar is free of charge for all registered learners.

### **3. In-class Sessions**

In-class sessions will be organized upon request of a minimum number of participants (10). This can be expressed by completing a Request Form (In-class Session Request Form) which is available on the FLLC website. The interactive session will have a structured agenda and will last approx. 3 – 4 hrs. The in-class sessions will be scheduled for afternoon/evening time so that participants can plan for it and book them in their diaries and balance it with their work duties.

### **4. Ad-hoc Sessions (a call for projects related)**

All participants who are registered and have completed the Project Thinking learning module are authorized to request participation at an ad-hoc online session focused on an up-to-date call for projects. The session will be scheduled depending on the call release date.

### **Conclusion**

The role of an instructor in this hybrid course is to be available to the learners in the critical points of need where they may feel insecure and an interactive feedback either exclusively from the instructor or from the peer learners would help them get back on the learning track. The instructor is free to select and combine any interactive activities which he/she finds appropriate for the specific group of learners or for the individual learner in order to maximize the expected learning outcomes.

## **Learning Module: Civic Participation**

### **Introduction**

The guide to the hybrid version of the Civic Participation module is tailored to blend online and face-to-face teaching methods and offers strategies for an enriched learning experience. This guide will provide the facilitator with activities and suggestions for hybrid classrooms as well as suggestions for



using digital tools like Canva, Nearpod, Miro, Mural, and Kahoot to enhance engagement and collaboration.

### Role of the Instructor

In a hybrid classroom on the topic of civic participation, the instructor serves as a bridge between online and in-person participants, ensuring equal engagement and collaboration. The instructor's role is to adapt activities to suit both environments, leveraging digital tools for interactive sessions. The instructor maintains a balance between online and offline dynamics, encouraging active participation from all learners regardless of their location as well as providing technical support, and facilitating group work.

### Examples of Activities

#### *Where Am I?*

This part can be adapted as an online or face-to-face quiz followed up with a class discussion. There is one question about referendums in Switzerland - the facilitator can do a referendum analysis and organize a group discussion or debate on the purpose and impact of referendums. Students can use online resources for research and presentation while the discussion can take place in a classroom setting.

#### *What does it mean to be a citizen?*

The facilitator can ask students to create a reflective journal entry on the most important right for them and whether they currently have it or need to fight for it. Journal entries can be submitted online, and a follow-up discussion can be conducted online.

The facilitator can assign a project where students explore and demonstrate active citizenship in their community and reflect on the experience. The project can be developed and shared online, and a final presentation or discussion can take place during a face-to-face or online class.

#### *Citizens in a democratic society*

The facilitator can conduct an online research assignment on different forms of democracy, followed by a group presentation. Research can be done online, and group presentations can be conducted either in face-to-face or online.

The facilitator can ask the students to watch and discuss videos on the history of human rights, democracy, and the UN's role in elections. Videos can be watched individually online, and discussions can take place in a virtual class.

The facilitator can ask students to reflect on the benefits of civic participation and discuss their reflections in groups. Students also conduct an online discussion or survey on barriers faced by individuals in participating in civic life. Initial reflections can be submitted online, followed by face-to-face or virtual group discussions.

#### *European Values*

The facilitator can discuss the core values of the European Union and have students choose and reflect on two values that resonate with them. Reflections can be shared online, followed by an face-to-face or virtual class discussion.

#### *Effective communication and communication styles*

The facilitator can simulate a virtual community meeting where students take on roles representing community members by using online platforms to discuss community issues, share information, and make decisions. Combine virtual discussions with an in-person debrief to reflect on the challenges and successes of virtual communication.

The facilitator can instruct students to create and promote a digital petition for a cause they care about by focusing on the importance of language, tone, and persuasive communication in gaining support. The beginning of the activity can be done online, followed by a discussion on experiences, challenges, and outcomes in an in-person or virtual class.

#### *How to improve communication skills?*

The facilitator can help students explore different communication styles in the context of community participation. They can discuss and analyze examples of effective and ineffective communication. Initial exploration can take place online, with in-person or virtual discussions for deeper analysis and reflection.

#### *What is civic engagement?*

The facilitator can organise a virtual guest speaker session or a panel discussion with community leaders or activists who have experience in civic engagement. These can be organised virtually to allow participants to engage with community leaders or activists through online platforms.

The facilitator can share a collection of famous quotes about civic engagement through an online platform or discussion board. The facilitator can divide students into virtual discussion groups and assign each group a set of quotes to analyze and discuss online.

#### *The importance of decision-making through voting*

The facilitator can do an online survey about students' initial perceptions of voting, its importance, and any barriers they see. This can be followed by an in-person or virtual discussion about students' survey responses.

The facilitator can conduct an interactive workshop where students discuss, in small groups, their thoughts on the reasons people might choose not to vote. (e.g. in virtual or breakout rooms).

The facilitator can assign groups to research and present findings on how technology and social media can promote voter engagement and make the voting process more transparent.

### Suggestions for digital tools for the hybrid classroom:

Canva	Mentimeter
Nearpod	Quiziz
Miro	Flipgrid
Mural	Quizlet
Kahoot	Padlet

### Conclusion

The Hybrid Civic Participation module offers a comprehensive approach to fostering civic engagement in both online and face-to-face environments. By leveraging a blend of teaching methods and incorporating digital tools, instructors can accommodate diverse learning styles and preferences. The activities provided empower participants to explore and actively engage with key concepts in civic participation. In a hybrid classroom, the instructor plays a crucial role in equipping individuals with the knowledge, skills, and confidence to effect positive change in their communities and beyond. The instructor should bear in mind his autonomy to choose and merge interactive activities that best suit the particular group of learners, aiming to optimize the desired learning results.

## Introduction

The guide to the hybrid version of the How to Be Media Fit training module is designed to combine face-to-face teaching and the possibilities of the online space to which the whole topic is also dedicated. It aims to help you navigate the hybrid format and use it to enrich your teaching of adult learners.

## Role of the Instructor

Your role as an instructor is key to bridging the online and face-to-face portions of the course. You will moderate discussions or provide feedback, guide students through the online environment, and provide moderate technical support when needed. In all of this, you will ensure that the learning objectives are met in a coherent and engaging manner.

## Examples of Activities

### *In the network of networks*

Introduction to the course content: three modules and their content. The instructor may ask students to vote on how often or in what volume they consume Internet content.

Voting can be done live by a show of hands, online using the appropriate tools (ZOOM chat or hand button, Mentimeter, etc.)

### *Media: basic vocabulary*

The instructor will present the basic vocabulary of the topic and students can either write the definitions or match them to the definitions.

Live: vocabulary and definitions are on cards and students match them together

Online (ZOOM): debate in break-out rooms, chat, connecting terms via tools

Online individually: a pre-made game in Quiziz

### *What to watch out for*

The lecturer will prepare suspicious posts that are currently circulating on social networks - conspiracy theories, hoaxes, misinformation. He/she will show what is suspicious about them and why students should be cautious in spreading them further.

The lecturer will present one misinformation or conspiracy text to the students online (ZOOM) and divide them into groups, each with its own topic:

- a. Who is the author, and what can be found out about him?
- b. What sources did he draw from? Can you find out more about the sources, experts, etc.?
- c. What kind of text is it? News, journalism, hoax, joke...
- d. Can you find the topic in other media? Is anyone else reporting on it?

- e. Is the article impartial? Could representatives of other parties, other experts, etc. have commented on the issue?

The groups share their findings.

Alternatively, assigning all points as individual homework is possible, and the student will consult with the instructor in a one-on-one format.

As a separate home activity, the tutor may recommend Spot the Troll or Go Viral.

#### *Magic with pictures*

After a brief introductory explanation of how a photograph can be manipulated, how to verify its authenticity, and how to think about it, the lecturer presents/shows several different photographs to the students. He divides them into groups in which they have to debate and decide what is suspicious about the pictures (e.g. from a different angle there would be something different, something has been cut out, it is a photo montage, something has been erased, etc.). Groups share their results.

Individual online option: Each student is given one or more photographs and is tasked with examining them to find the truth. To do this, he/she will produce an independent work of the specified length (max. 1000 characters per image).

#### *Too shocking texts*

Independent homework: search the internet for texts that try to play on feelings and emotions and analyze them within the given scope (max 4000 characters). Feedback can be either by email or in a one-on-one format.

#### *Scammers on the Internet*

Examples of fraudulent emails and messages with dangerous links. The lecturer will explain how to recognize a fake message. He will then give each student a sample of one of these messages and give them the task of identifying any suspicious phenomena.

#### *Love story*

Independent homework at the end of the lesson: write an essay: Imagine a friend excitedly telling you that he/she has met a great love on the Internet. It is ideal, but it is, for example, an American soldier from a base in Afghanistan. What do you say to the person? What advice do you give him/her? How do you try to protect him/her from disappointment and possible robbery?

#### *Artificial Intelligence*

Test: several pictures and videos, a mix of "real" and AI creations. Task: write (in ZOOM chat, on paper...) or mark which is which.

Playing with ChatGPT: create a profile on the non-paid version and give ChatGPT a task. Did he complete the assignment? What was wrong? Present to other students or discuss one-on-one with the instructor.

### **Recommended digital tools for hybrid learning:**

Mentimeter

Quiziz

Google forms

Games

### **Resources:**

<https://www.goviralgame.com/cz>

<https://spotthetroll.org/>

<https://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096>

<https://www.getbadnews.com/en>

### **Conclusion**

The role of the instructor in this hybrid course is to be available to students as a mentor and facilitator. He/she provides them with feedback and helps them move forward. He/she asks questions and helps formulate answers. The instructor is free to select and combine any interactive activities he/she deems appropriate for a particular group or for individual learners to maximize the expected learning outcomes.