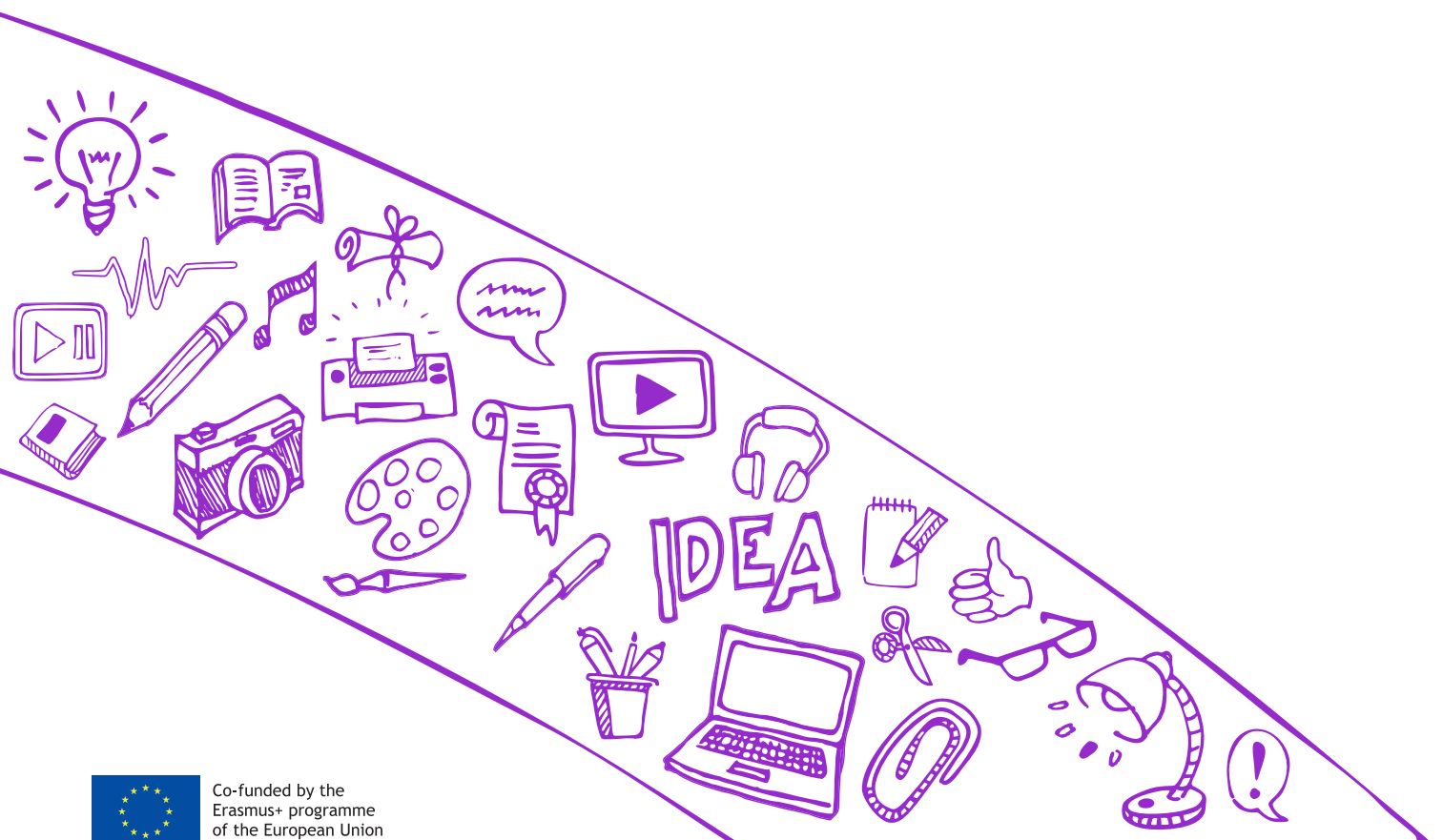


Module 1

Fundamentals of online youth training



Addressing competencies

- Training strategies and tools
- Principles for training in the youth field
- Online tools
- Facilitation Tips
- Adapting educational programs for the digital environment, integrating ICT, e-learning and related tools and methods into educational activities

Learning outcomes

- Learn how to train and support young learners
- Self-evaluate one's training abilities (self-assessment questionnaire)
- Learn on how to be an effective trainer in an online learning environment
- How to operate online learning platforms
- How to ensure engagement through the use of a wide range of digital tools

Theoretical background on the digital youth work

What you think constitutes good youth work will vary depending on who you are. This means that, regardless of where the youth work you are engaged in takes place and who is doing it, whether this be an NGO or a municipal youth work department, everyone concerned must take part in the process of quality development.

What is digital youth work?

- Digital youth work means proactively using or addressing digital media and technology in youth work.
- Digital youth work is not a youth work method – digital youth work can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work).
- Digital youth work has the same goals as youth work in general, and using digital media and technology in youth work should always support these goals.
- Digital youth work can happen in face-to-face situations as well as in online environments – or a mixture of the two. Digital media and technology can be used either as a tool, an activity, or as content in youth work.
- Digital youth work is underpinned by the same ethics, values and principles as youth work.
- Youth workers in this context refer to both paid and volunteer youth workers.

Learning materials

Developing skills as a trainer is 'learning by doing', as some useful resources do help. Go to the end of this document to find further reading into becoming a skilled and confident trainer.

Methodological explanation

Digital youth work means proactively using or addressing digital media and technology in youth work. Digital youth work is not a youth work method – digital youth work can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work, etc.).

Digital youth work has the same goals as youth work in general, and using digital media and technology in youth work should always support these goals. Digital youth work can happen in face-to-face situations as well as in online environments – or a mixture of the two. Digital media and technology can be either a tool, an activity, or content in youth work.

Source:

<https://op.europa.eu/en/publication-detail/-/publication/fbc18822-07cb-11e8-b8f5-01aa75ed71a1>

Debriefing questions

Taking time to debrief after each training session or workshop creates important opportunities to notice what is working well and what can be improved on in the future. Depending on the context, debriefing can take anywhere from 10 minutes to several hours, but you as a trainers should dedicate at least 10 minutes after each module.

To conclude a debriefing session properly it is important to explicitly summarize lessons learned from the session and consider how the main learning points can be incorporated into future practices.

Ask questions such as “**What did you do well?**” and “**What did you find difficult and why?**”

Feedback

Immediately after training, it can be helpful to take a moment to notice your first thoughts or impressions about how it went. Ask yourself:

- *How did I feel overall? Do I feel like the training was a success?*
- *Looking back over the training as a whole, what stands out?*
- *What moments felt especially alive or engaged?*
- *Which moments felt more flat or like participants were bored or disengaged?*

Source:

<https://www.demonstrateaccess.org/wp-content/uploads/2015/06/Debriefing-a-Training.pdf>



Guidelines for peer to peer learning and evaluation

As youth trainers, the DiARC team has developed a self-reflecting questionnaire for you in order to acknowledge the learning momentum in your work.

Tips and tricks for trainers

If you are using a digital tool in your online or face-to-face training first understand it as a trainer to properly know its functionalities before you use it confidently in your trainings.

Potential pitfalls

Every training program can run into problems. There's nothing worse than spending precious time crafting the perfect course only to hit an unforeseen obstacle. You should be able to match overall needs to objectives. Needs dictate the goals; goals dictate the objectives and objectives dictate the assessment.

Once your goals and objectives are in place you need to temper it with a practical view. There is no point in creating a plan that isn't feasible. Think about the time frame, budget, and resources at your disposal, and then decide what is achievable.

Potential adaptation for face-to-face learning

Example of debriefing in face-to-face training

1. Playing card debrief

Use standard playing cards as a debriefing tool. Deal the cards, one or more to each participant, and invite reflection or comments specific to the suit they've been dealt:

♥ **Heart:** Reflect something felt by the heart during the day.

♠ **Spade:** Share something that was dug up during the day, or perhaps something that was cultivated.

♦ **Diamond:** Identify something that was precious or valuable

♣ **Club:** Consider something that will grow in the future.

Option: limit your "deck" to the lower numbered cards (Ace, 2, 3, 4, 5). Deal the cards and ask pairs of participants to share as many comments/observations as their card number suggests.

2. Circle. Square. Diamond.

After being presented with new content, asks students to jot down three things:

● **Circle:** What's still going around in your head? What do you not understand?

■ **Square:** What's squared away? What do you really understand?

▲ **Triangle:** What three things could you use in your life, work, or studies?

Hitting the Reset Button: Using Formative Assessment to Guide Instruction by D. Dirksen, 2011



Further reading resources

https://www.salto-youth.net/downloads/toolbox_tool_download-file-2508/Complete%20UMJ%20Toolkit.pdf

<https://www.itu.int/en/ITU-D/Digital-Inclusion/Documents/ITU%20Digital%20Skills%20Toolkit.pdf>

https://www.dcaf.ch/sites/default/files/publications/documents/ENG_Media_Tool1.pdf

