Bright@EU

Train the trainer guide

Prague, October 2017

Table of Contents

This document represents a guideline for teachers and trainers in terms of defining the need for BRIGHT@EU online platform, its functionality and use. It consists of 4 parts: Theoretical introductory into the online platform and existing teaching methods, Clear description of teaching goals, the description of the BRIGHT@EU online platform and how to use it and description of the learning nuggets.

In the first part, Theoretical introductory into the online learning and existing teaching methods, you'll get an insight into online learning itself, what it is, advantages and disadvantages of online learning as well as overview of existing teaching methods used in the e-learning environment.

The second part deals with the description of teaching goals divided into modules 1 and 2.

The third part is dedicated to helping teachers familiarize themselves with the BRIGHT@EU online platform and tips on how to use it, while the fourth part, describes learning nuggets as small pieces of content used in interactions between content and users.

1. Introduction to online learning

Change in a paradigm of traditional teaching process has been much talked about subject amongst researchers and practitioners in the past 15 years or respectively since the introduction of the Internet and wireless technology became omnipresent. Reason for that arises from the need to reexamine the existing teaching methods and their effect on today's modern students and ever-rising requirements of employers.

The educational system has remained almost the same, in its original form, from the first time it has been introduced in almost all parts of the world. Teaching methods were mostly focused on transferring knowledge in a formal setting through teacher-student discourse moderated by the teacher. Usually, the teacher presents teaching material while students listen, take notes and participate. That approach is usually described as teacher-oriented. Although traditional methods of teaching were effective in the former educational setting, today´s methods should be adapted to fast changes in the social, economic and educational environment. Skills ones needed to equally participate in the labor market are supplemented with digital ones.

Certainly, as the need for implementation of any new, digital-enabled, methods of learning arise, reevaluation of pedagogical approaches must be considered. This is a new circumstance for both teachers and students where a common ground must be found for best utilization of new technologies. Existing school curriculum can be adapted to better suit student needs

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through the mediation of mobile devices and teachers who prescribe appropriate forms of interaction (Sharples, 2006). A key requirement for the future is the need to prepare students to participate in the information society, where knowledge is the most crucial factor in the social and the economic development of a country (Spathis, 2004).

UNESCO is working to respond to the challenges of particular educational contexts; supplement and enrich formal schooling; and, in general, make learning more accessible, equitable and flexible for students everywhere and they give their definition of online learning which involves the use of new technology, either alone or in combination with other information and communication technology (ICT), to enable learning anytime and anywhere. Learning can unfold in a variety of ways: people can use mobile devices to access educational resources, connect with others, or create content, both inside and outside classrooms (UNESCO, 2017).

Advantages and motivating factors

The need to have virtual space for sharing and communication matches the youth culture of making friends, following fashions, and organising a social life. Schools try to manage technology in a way that fits traditional classroom teaching through teacher mediation and knowledge communication. This clashes with the teenage culture of peer collaboration and knowledge sharing (Sharples, 2006).

Six reasons why online learning might be motivating was suggested by Jones et.al. (2006): control (over goals), ownership, fun, communication, learning-in-context, continuity between contexts.

On the basis of online learning perspectives reviewed, there could be created a list of main views of e-learning. These views are (Rikala, 2013.):
- accessible & usable (e.g., portable, light-weight, bite-sized, effective, easy to use),
- contextual & situated (e.g., time, context and location-awareness),
- flexible & adaptable (e.g., possibility of spontaneous learning anytime and anywhere),
- formal vs. informal (e.g., educational contexts vs. real-life contexts),
- interactive (e.g., enhances different ways to communicate and interact with other people, information, or systems),
- personalized (e.g., awareness of learner's attitudes, perceptions, personal needs and goals),
- technology vs. pedagogy (e.g., technology-driven view vs. learner-centred view),
- authenticity (e.g., authentic "real-life" tasks and processes),
- collaboration (e.g., learning activities with peers),
- ubiquitous.

Limitations

As there are many advantages in online learning application we can still identify some limitations and weaknesses that some devices as a learning tool present. They have shown some usability problems. Author Kukulska-Hulme (2007) summarized these problems as follows:

1) content and software application limitations, including a lack of built-in functions, the difficulty of adding applications, challenges in learning how to work with a device, and differences between platform and circumstances of use;
2) network speed and reliability;
3) physical environment issues such as problems with using the device outdoors, excessive screen brightness, concerns about personal security, possible radiation exposure from devices using radio frequencies, the need for rain covers in rainy or humid conditions, and so on;

Existing teaching methods in the e-learning environment

The results are shown in the following Picture 1.

Picture 1: Teaching methods that can be implemented through e-learning

Teaching methods implementation

- Learn through games: Scored placement test - Ranking - Final test
- Interaction features - Teacher, App, Teambuilding
- Videos for motivation
- Visualized learning tracks- popup texts
- Compact learning nuggets
- **Cooperative Elements: partial solutions form whole solution**
- Incentives for regular revision
- Reviewing homework effectively
- **Regular revision of learning content**
- **Individual learning rate**
- Test with content-influenced feedback
- **Peer-Learning**
- **Game based learning**
- **Competitive Learning**
- **Group challenges**

- Economic calculators
- Graphs
- **Brainstorming**
- **Revival of lessons**
- **Problem tasks**
- **Multiple choice tests**
- Practising
- Creative thinking development
- Illustration, imagination
- **Mind mapping**
- **Practical oriented**
- **Glossary and lexicon for students can improve their basic knowledge fast and easy**
- Wrapping learning content into games and different learning aspects

These teaching methods are repeatedly confirmed by other authors as well (Yao-Ting, 2016) : Different teaching methods, including lectures, cooperative learning (students were divided into groups and completed learning tasks collaboratively, e.g., Chang et al., 2010 ; Huang et al., 2012), inquiry-oriented learning (using problem-, project-, or inquiry-based methods with online learning, e.g., Chen, 2010; Lowther et al., 2003), self-directed study

(teachers/researchers did not designate or implement specific teaching scenarios for students to follow, students use computers/devices for self-paced learning, e.g., Chen and Li, 2010 ; Chen et al., 2013), computer-assisted testing/assessment (using PC/mobile devices for formative assessment or quizzes in classroom or outdoors, e.g., Agbatogun, 2012), and mixed methods thereof.

BRIGHT@EU online platform

Project BRIGHT@EU will provide an online platform and integrate the usage of this tool into the daily operations of schools/universities. It generates more interest and adds flexibility to young people's life.

The BRIGHT@EU project aims to transfer legal learning from classrooms to the daily lives of young adult via the use of an online platform. We want to develop new teaching approaches including interactive content, customized learning content and an online platform.

Pedagogical methodologies & expertise

- INNOVATION: New approaches lead to the development of new methodologies. Online Learning in schools is still in an experimental stage where this project will add value to the improvement in this area in general as well as for the legal context in the field of education.
- COMPLEMENT: Extending the existing educational framework through the integration of legal content-based interaction through online platform support. This enables young people to shape their learning environment more flexible and teachers to engage their classes in a more informal way to overcome traditional barriers. Using the youth's media to transport knowledge like it is required nowadays.

In summary, the BRIGHT@EU project will be able to combine existing frameworks with innovative approaches provided by a proven network which is able to yield subject matter expertise, suitable pedagogical methodologies and state of the art technology to serve young adults in four European countries (Spain, Cyprus, Germany and Czech Republic) during the pilot. Therefore, our partners can address the right things at the right point in time to

handle existing challenges and prepare for future ones to make the result a success for all our users and teachers.

2. A clear description of teaching goals

The BRIGHT@EU online platform is structured in two Modules covering different areas and aspects of nation-specific and EU laws. The principle for the selection of content of each module is based on the actual area of usage and application of potential participants.
Each module has clearly defined learning objectives and a standardized evaluation process to validate gained skills and knowledge. The innovative aspect of the evaluation process is that

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it will offer a Europe wide system of validating and making comparable legal skills and knowledge of law outside of university and academic degrees.

Young adults would profit particularly professionally from the training if they were more mobile or/and entrepreneurial but they feel insecure to move to a different country or start their own business because they feel overwhelmed by the different laws and regulations accompanying this decision.

Because the immigration and integration of immigrants in the life and work of the country where they live is a very urgently issue for some European countries the training will help them in knowing the corresponding legislation of the country and Europe. Many immigrants would like to work but legislation problems hinder them.

MODULE 1

EU law

By the end of this module, you will:
- ✓ have an understanding of the European Union (EU) law making process
- ✓ have a basic understanding of the European Convention on Human Rights (ECHR)
- ✓ acquire a basic knowledge about the EU institutions
- ✓ acquire a sufficient knowledge of the core areas of EU substantive law;
- ✓ to raise awareness of relevant issues in EU law

Chapter 1

Introduction to Law

Following the study of this chapter, you should be in a position to comprehend the following:
- ✓ the meaning and nature of law;
- ✓ the classifications of law;
- ✓ the ways in which the law operates.

Chapter 2

EU law

This chapter aims to provide you with:
- ✓ an understanding of the European Union (EU) law-making process
- ✓ a basic understanding of the European Convention on Human Rights (ECHR)
- ✓ a basic knowledge of the EU institutions
- ✓ sufficient knowledge of the core areas of EU substantive law increased
- ✓ awareness of relevant issues in EU law

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Module 2

Legal knowledge in key areas of national laws: German, Spanish, Cypriot, Czech

Learning outcomes

✓ Explain the key principles of the legal system of the country in question
✓ Learning about the National Legislative Process of each respective country
✓ Obtain fundamental knowledge in key aspects of national legislation relevant to employment and relocation.

Chapter 1 - Legal System

1. Mention the establishment of the Republic/State
2. Refer that the National Legal Systems are a mixed legal system with elements both from common law and civil law jurisdictions
3. Refer to the Judicial national processes (i.e. source of law and how this are adopted)
4. Refer to accession in the EU and implications on the national legal systems.

Chapter 2 - Contracts Law

1. What is a contract?
2. Contract Formation
3. Parties Obligations
4. Reference to sample contracts
5. Termination of Contracts
6. Breach and Remedies for Breach

Chapter 3 - Employment Law

1. Employment Contract (including who is entitled to work in the Republic)
2. Different types of employment (e.g. part-time/ For a definite period etc)
3. Basic Obligations of the Parties
4. Basic Rights of Employees stemming from legislation (maternity leave, maternity benefits, non-discrimination etc)
5. Termination of Employment

Chapter 4 - Business Law

1. What is a Company
2. Available company types
3. Company Formation
4. Company Operation-Obligations
5. Company Liquidation

Chapter 5 - Important Aspects of Civil Law and Public Law

1. Valid marriage and divorce
2. Lease Agreements and acquisition of real estate
3. Tax Obligations

Chapter 6 - Data protection

1. The Data Protection Legislation
2. What is personal data?
3. The difference between sensitive and non-sensitive data
4. Who is responsible for applying the Data Protection Legislation?
5. The main principles of the Data Protection Legislation
6. Collecting personal information – fair collection notices, rights and obligations
7. General Data Protection Regulation (valid from 25 May 2018)

3. Train the trainer methodology

The aim of this material is to guide teachers on how to use the online platform in class or outside of class. The Blended Learning approach focuses on the following **main principles**:

- ✓ Structure of Blended Learning
- ✓ Didactics and methodology of e-learning as well as classroom teaching
- ✓ General principles of learning psychology

The ultimate goal of the concept is to enable the most efficient way of teaching basic business knowledge according to the needs of different target groups. In this project the focus was on young adults, so the predispositions and needs of this target group were given ample space.

The Blended learning approach based on the principle that law knowledge should be lived and become tangible. The users should get the impression that the often-unloved topic of legal literacy can be taught in a practical oriented and fun.

Before teaching in the classroom for trainers:

- ✓ Preparation with e-learning program
- ✓ Putting yourself into the position of the learner

In order to use the online platform like a teaching tool, it is essential that every trainer familiarises themselves with the BRIGHT@EU online platform! We propose to use the online platform with the combination of classroom teaching in 3 following versions:

Version 1

- ✓ phase 1: working through the whole BRIGHT@EU online platform in advance
- ✓ phase 2: 1-2 days of classroom teaching (face-to-face teaching)

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Version 2:

- ✓ phase 1: participants work through individual topics (e.g. contract law)
- ✓ phase 2: 0,5-day seminar (face-to-face teaching)

Self study	Course	Self study	Course
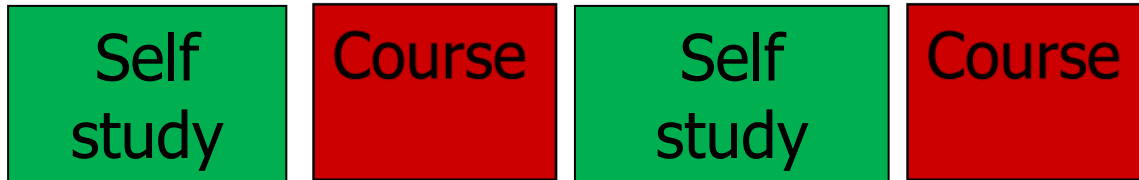
Version 3:

- ✓ phase 1: self-study program is integrated within the class – additional explanation by the trainer
- ✓ phase 2: participants do the final quiz in common

Course

Self study

Self study

Self study

Self study
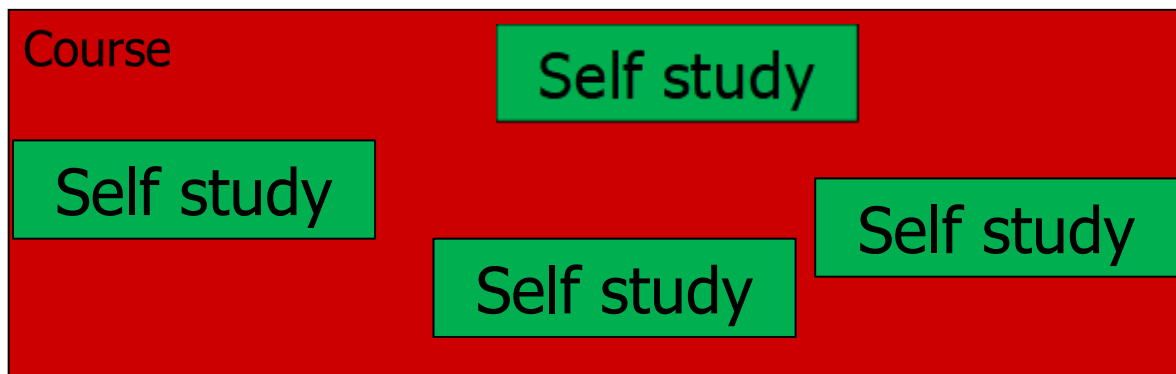
BRIGHT@EU platform

System requirements

BRIGHT@EU online platform can be find on the link www.brightlms.eu. We do our best to assure, that the online platform will not need any special technical requirements. Thus, the only thing you need to enjoy the "law experience" is stable Internet connection and pc/laptop/tablet (smartphone is ok too, but the experience is not very good, due to the small screen of such a device).

You can use any browser you like (it should be always in the last version!), still, the recommended browser is Chrome. The online platform works perfectly on all OS because it´s about the internet and web browser, not about Windows vs Mac OS 😊

What about HW requirements? When your computer can handle Win 7 or appropriate version of MAC OS, the platform will work without any problems.

Handling and contents
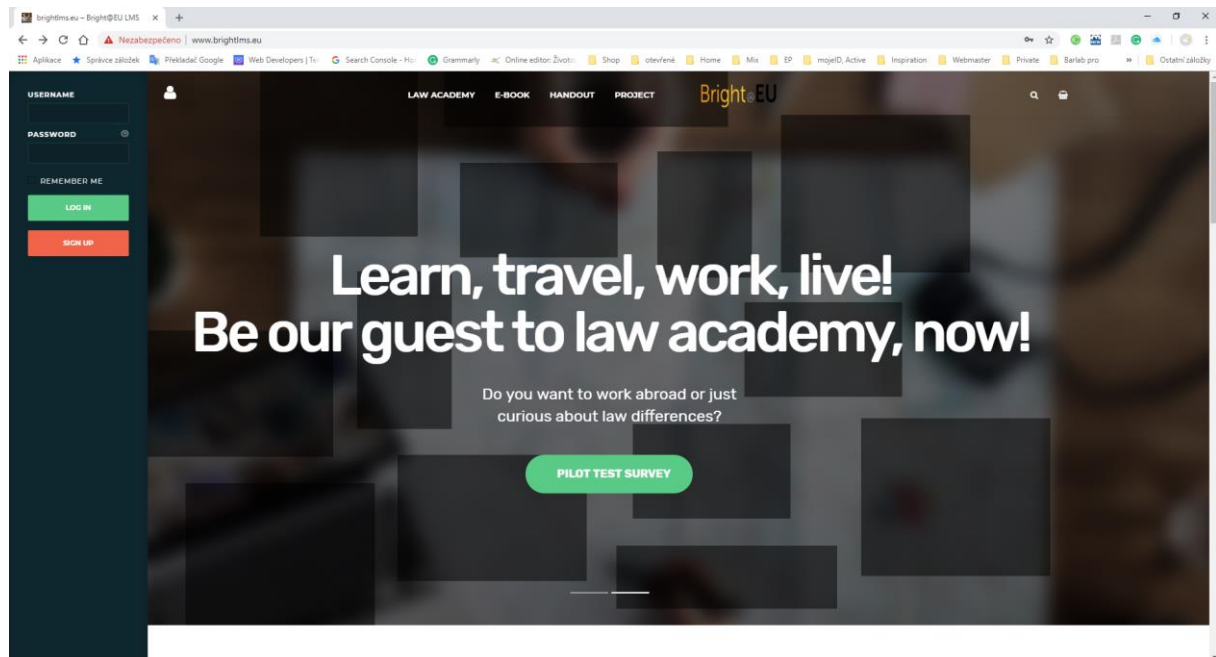
Sign up

For the first use, it is necessary to sign up and create a new user account.

Login

On the login page, you can start the platform by entering the user´s name and password.
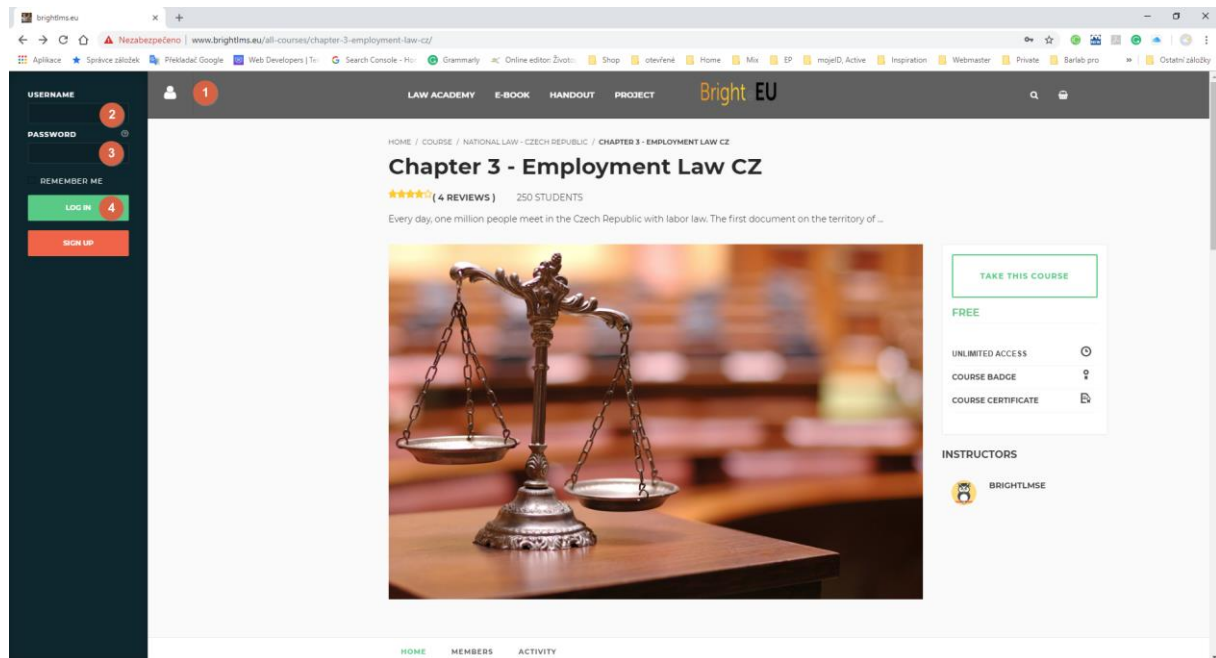
Language

Choose the wanted language in the bellow part of the screen.
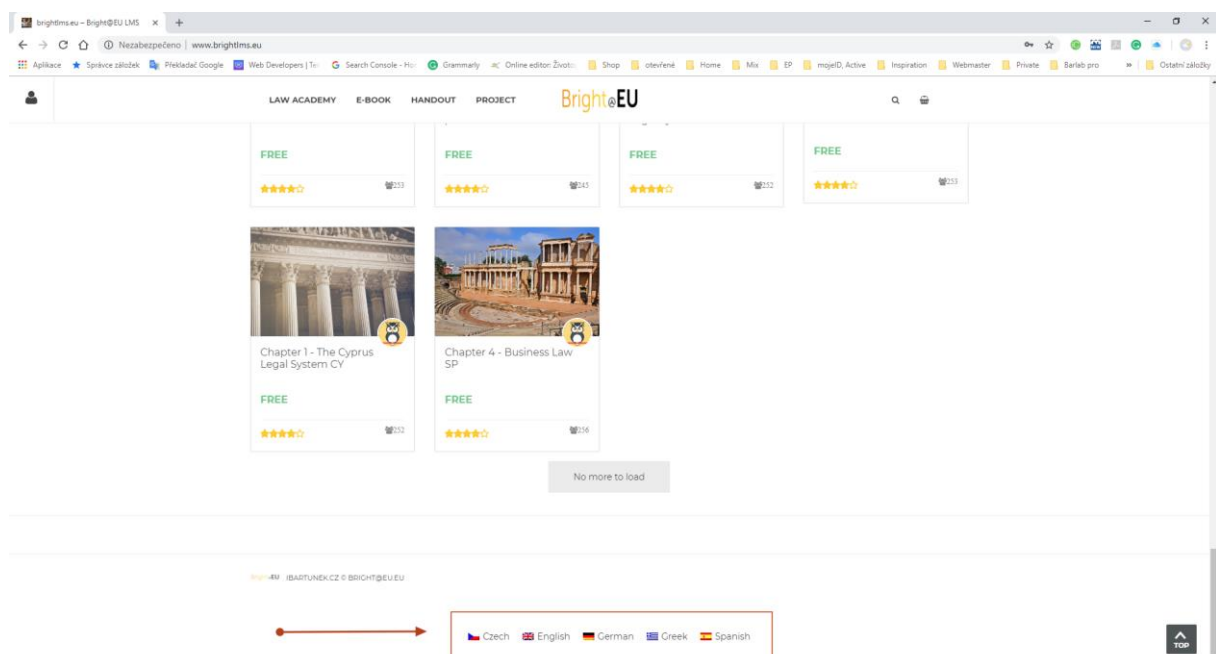
Forgot Password

Cannot remember the password or username? Just try something, what you think is correct login data, in case that you failed to log in, click – a new window opens, so go ahead and click "lost your password". It opens new window when you can reset your password via your e-mail address.
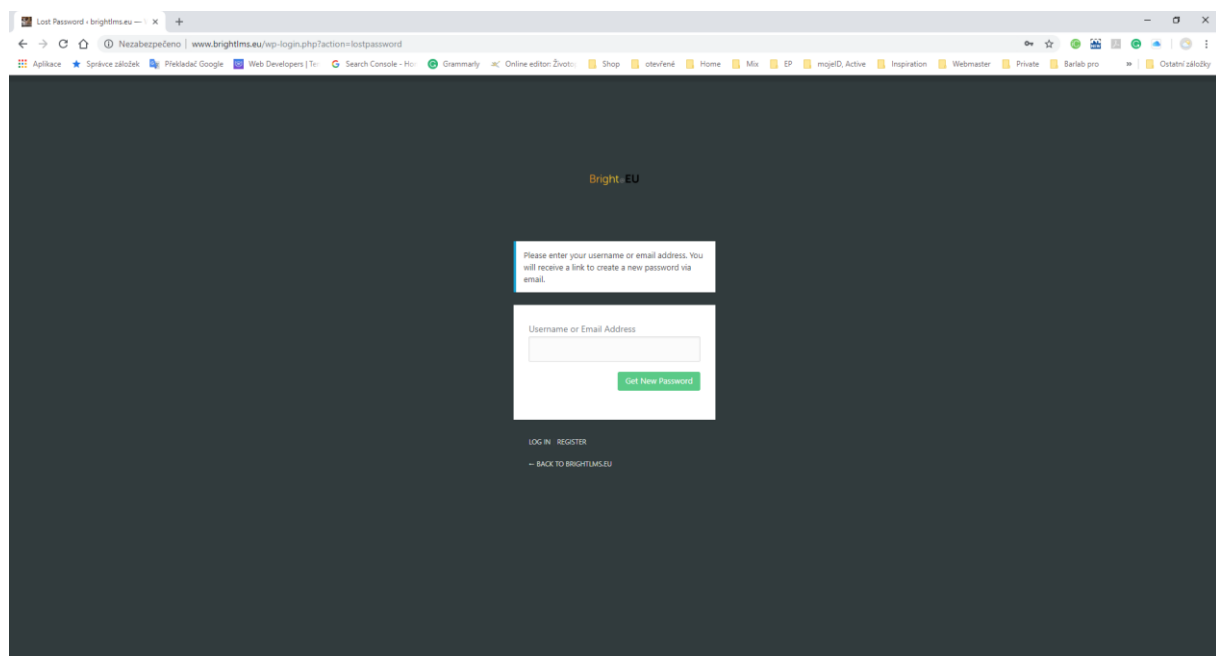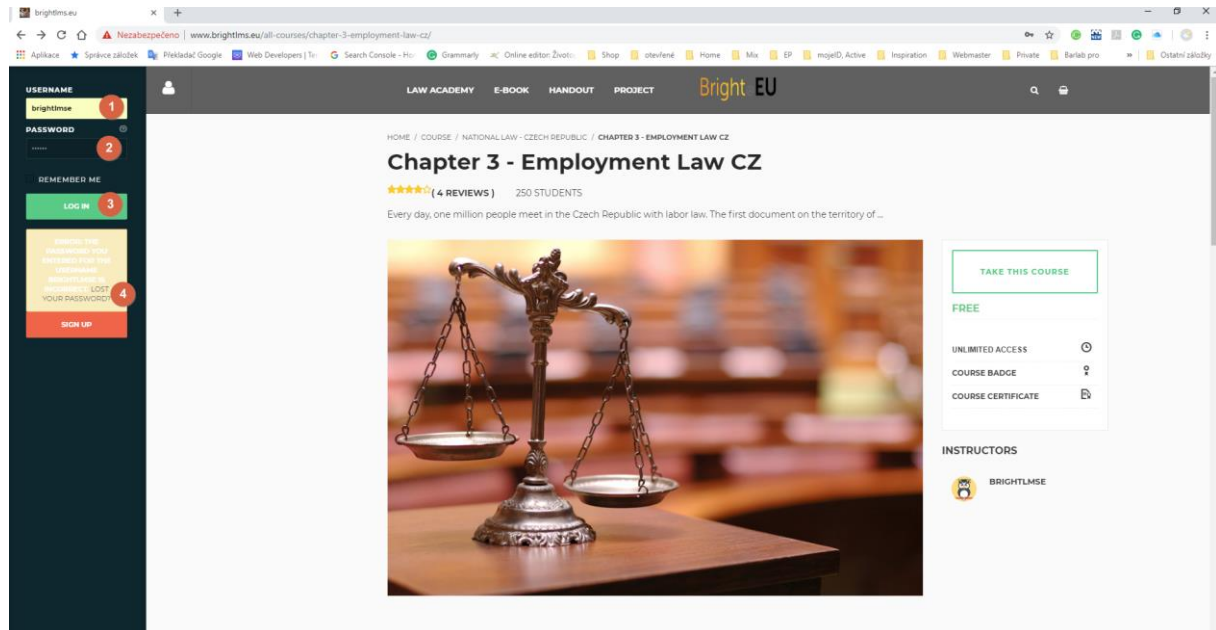
Homepage

On the home page you can reach the main functions:
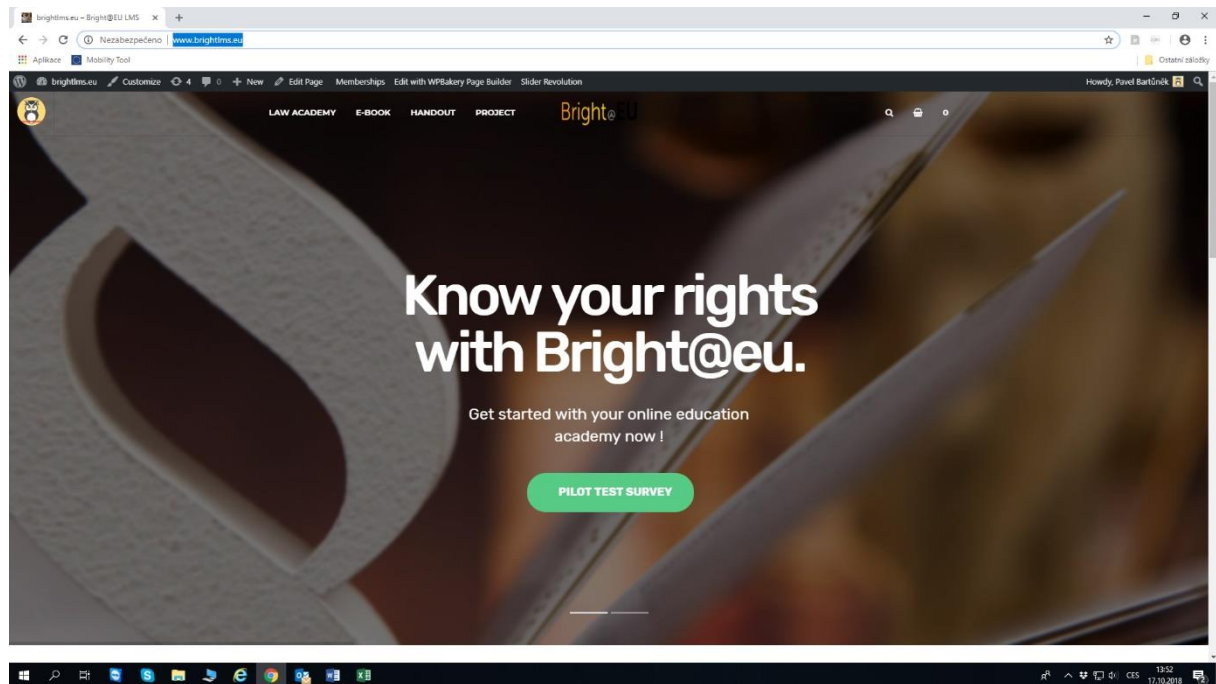
E-Book

You can find there the train the trainer manual and e-book of Intercultural differences in the law context for uploading in pdf.
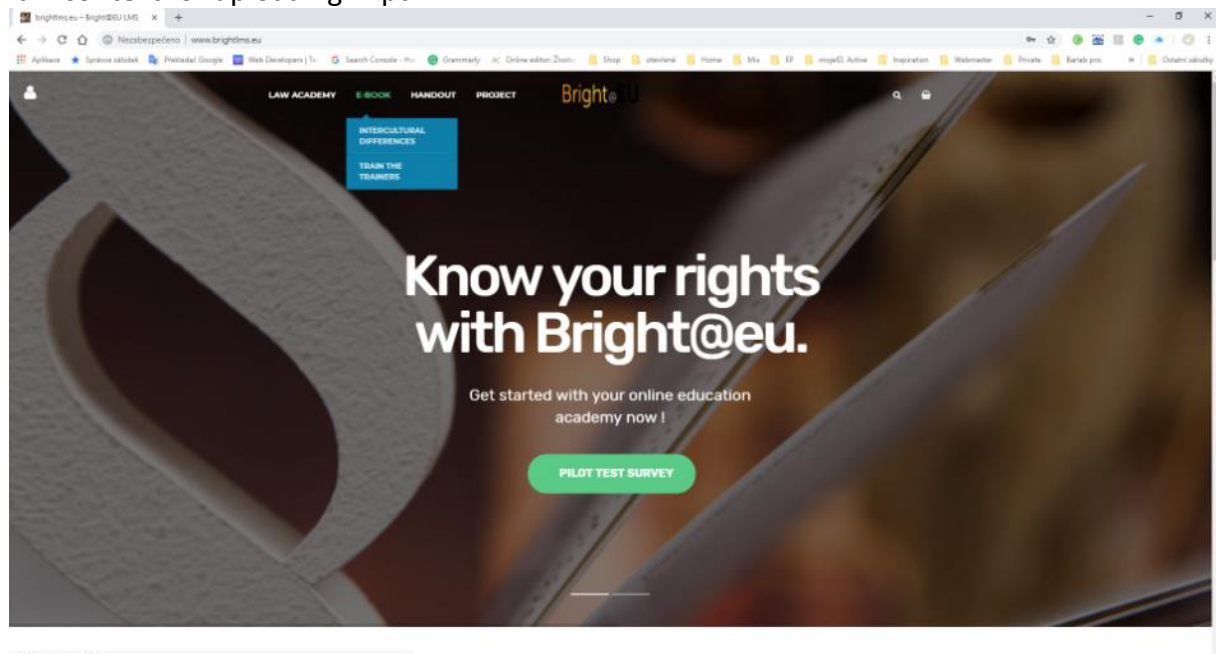
Handout

You can find there the educational legal texts in pdf format with the possibility to download it.
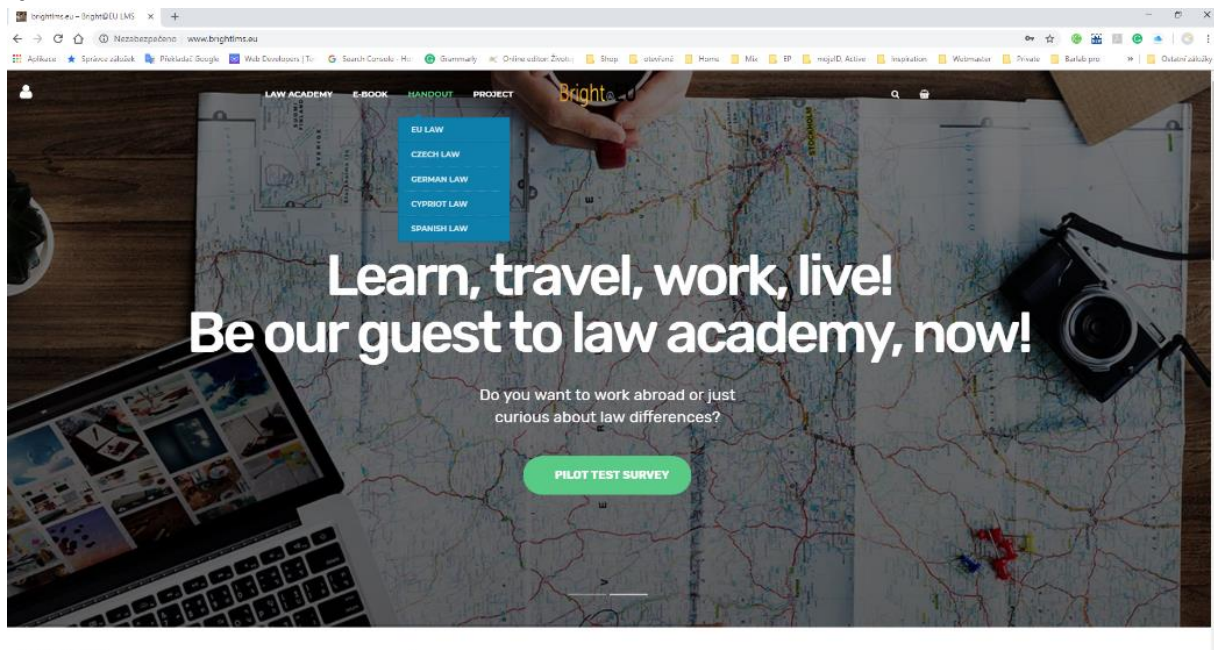
Project

This is the link to the project website concerning the realization the project BRIGHT@EU where the online platform was developed.
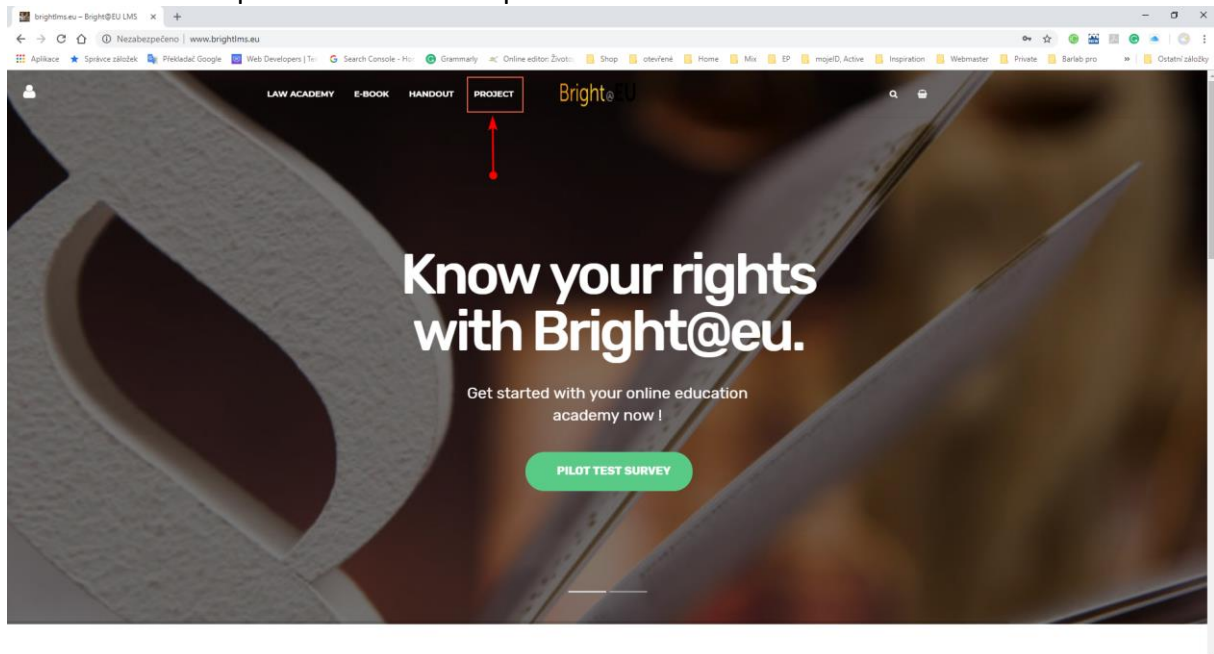
Law Academy

There are all courses available for studying there. You can use the filter of course categories and you can choose what category you want to study by ticking.
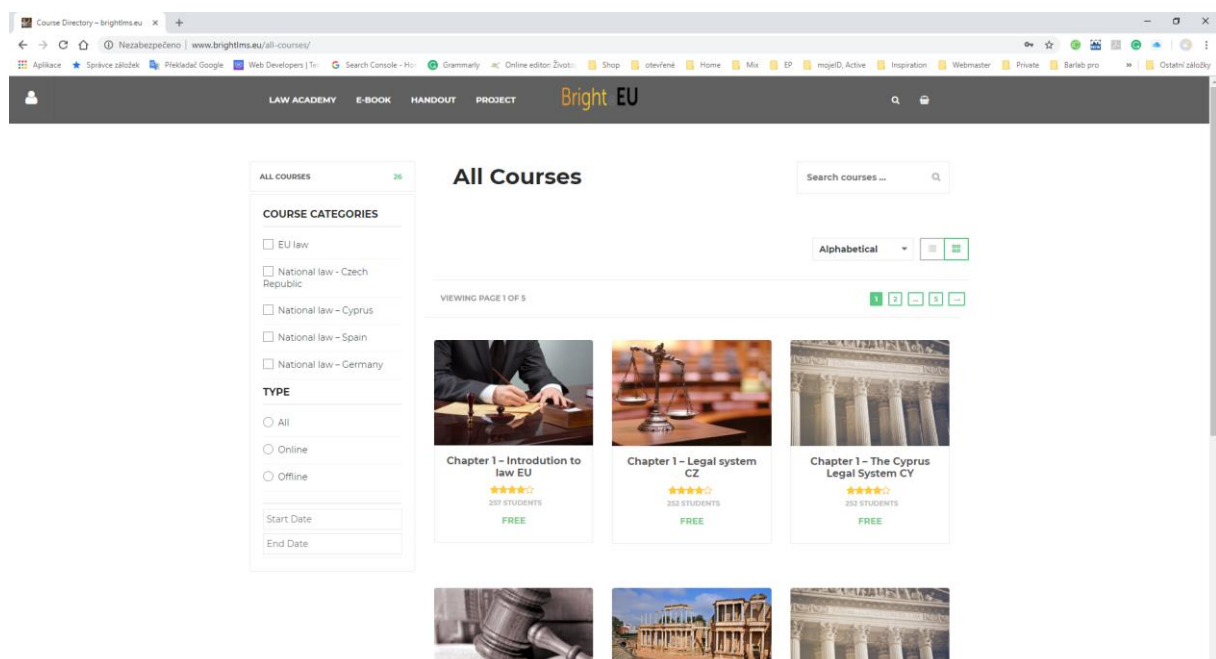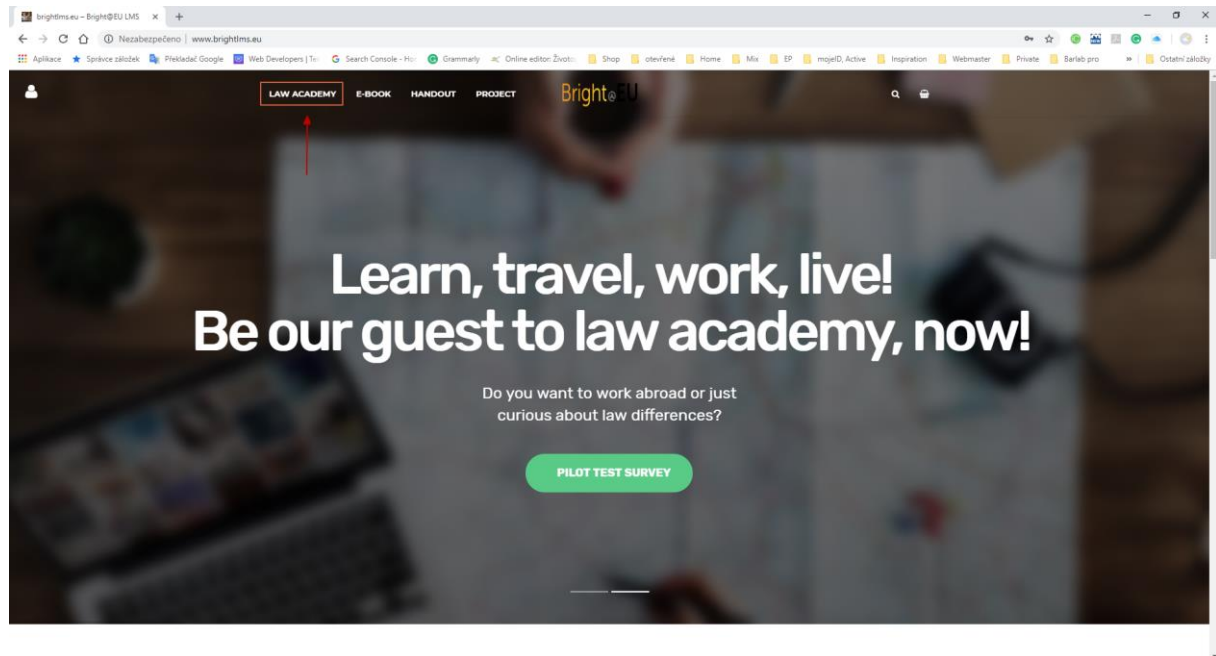
Then you can obtain the more detailed information about the course by clicking on its name. You will see what aim the chapter will provide you with and when you decide to study that course you can push the button „start course".

Each of chapter/course is divided into the following structure:
- ➢ Educational texts
- ➢ Summary
- ➢ Story – a special guide for each module introduces the practical examples
- ➢ Sources – literature
- ➢ Final quiz

COURSE CURRICULUM

📄 EMPLOYMENT CONTRACT DETAILS	FREE	🕐	00:10:00
📄 DIFFERENT TYPES OF EMPLOYMENT DETAILS	FREE	🕐	00:10:00
📄 BASIC OBLIGATIONS OF THE PARTIES DETAILS	FREE	🕐	00:10:00
📄 BASIC RIGHTS OF EMPLOYEES STEMMING FROM LEGISLATION DETAILS	FREE	🕐	00:10:00
📄 TERMINATION OF EMPLOYMENT DETAILS	FREE	🕐	00:10:00
📄 SUMMARY chapter 3 cz DETAILS	FREE	🕐	00:05:00
📄 STORY chapter 3 cz DETAILS	FREE	🕐	00:05:00
📄 SOURCES chapter 3 cz DETAILS	FREE	🕐	00:10:00
☑ Final Quiz – chapter 3 – CZ – Employment Law		🕐	UNLIMITED

You can see the chapter curriculum on the left side and the educational texts on the right. You can choose the topic from curriculum by ticking on the name or you can go continuously through the texts by the buttons next unit/previous unit. If you want to finish the topic/page you have to mark unit complete. Only in case, you have all units complete you can take a final quiz.

Final quiz

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At the end of each chapter, you can verify your obtained knowledge by the interactive quiz of the app. 10 questions. You can answer 7 types of questions:

Multiple Choice ▼
True or False
Multiple Choice
Multiple Correct
Sort Answers
Match Answers
Fill in the Blank
Dropdown Select
Small Text
Large Text
Survey type
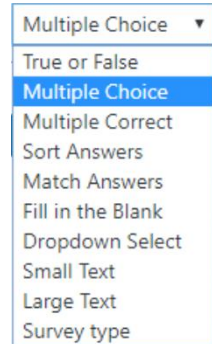
1. Type of question: **True or false**

   Example:
   Is the sky blue?
   Yes
   No

2. Type of question: **Multiple choice** - only one correct answer

   Example:
   The sky is
   - Yellow
   - **Blue**
   - Green

3. Type of question: **Multiple correct** - one and more correct answers

   Example:

   The sky is
   - Yellow
   - **Blue**
   - Green
   - **White**

4. Type of question: **Sort answers** – you can sort all the answers according to some key (f.e from the biggest to the smallest, from the shortest to the longest etc. You can drag and drop the question to the intended order.

   Example:
   Sort the balls from the biggest to the smallest:
   - Tennis ball
   - Golf ball
   - Rugby ball
   - Football ball

   Correct answer: **rugby ball, football ball, tennis ball, golf ball**

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5. Type of question: **Match answers** – you can drag and drop the correct answer to the certain part of the text.

   Example:
   The capital of the Czech Republic is ……………………. The capital of Cyprus is……………………… The capital of Germany is ……………………… The capital of Spain is …………………………..

   Nicosia, Madrid, Berlin, Prague

   Correct answer: **Prague, Nicosia, Berlin, Madrid**

6. Type of question: **Fill in the blank**
   You have to fill in the correct answer to the blank in the certain shape without any possibilities.

   Example:
   The capital of Spain is (………..)

   Correct answer: **Madrid**

7. Type of question: **Dropdown select** – the scroll menu is available for you with many possible answers with the arrow in the top right corner

   Example:
   The sky is:
   - Yellow
   - **Blue**
   - Green
   - Red
   - pink

You can a chance to check your answer immediately. After answering all the questions you have to submit the quiz or you can save it for later. You have only one chance to take a quiz, it is not possible to retake it.
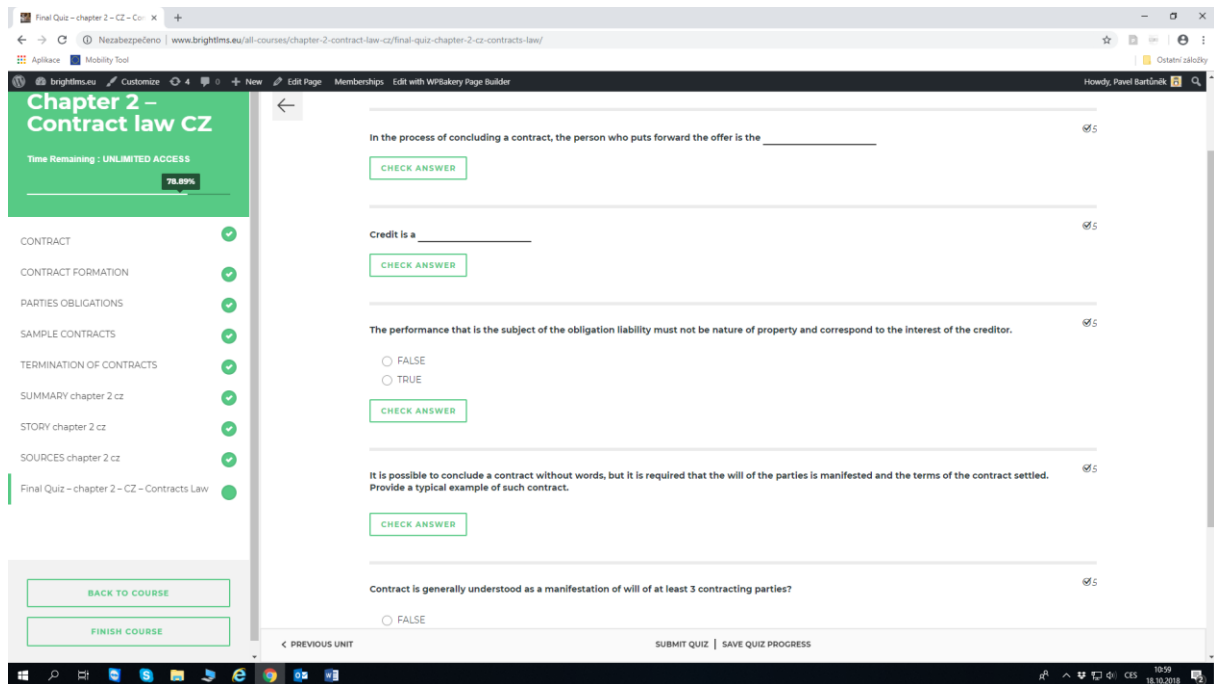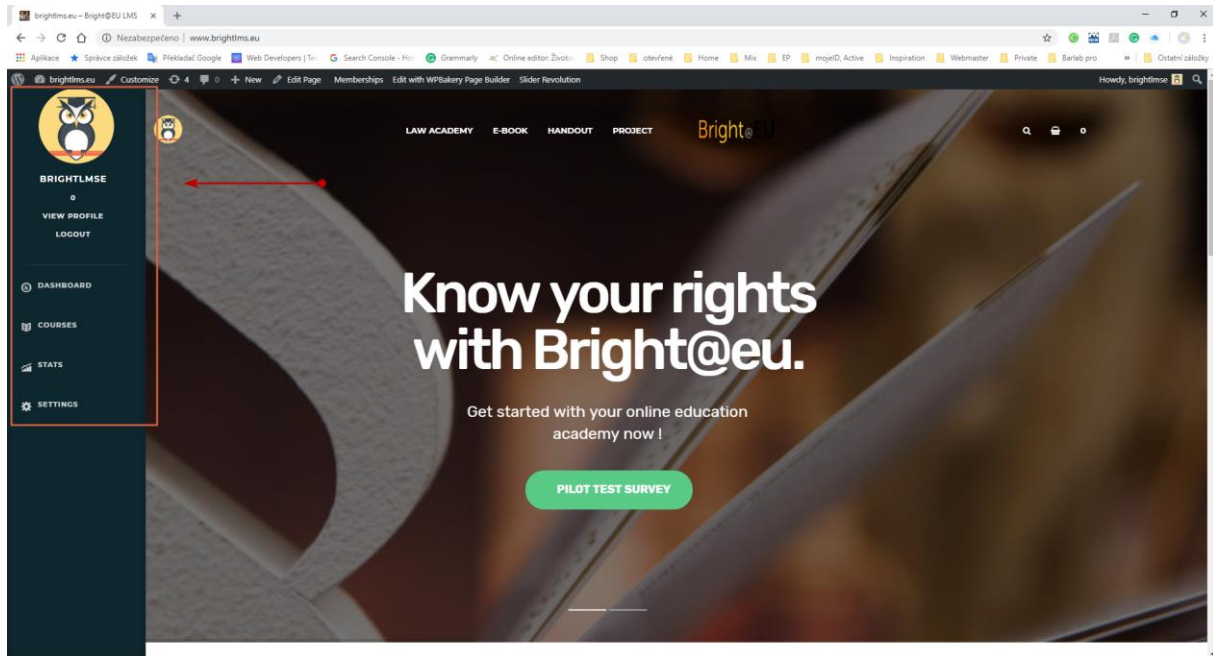
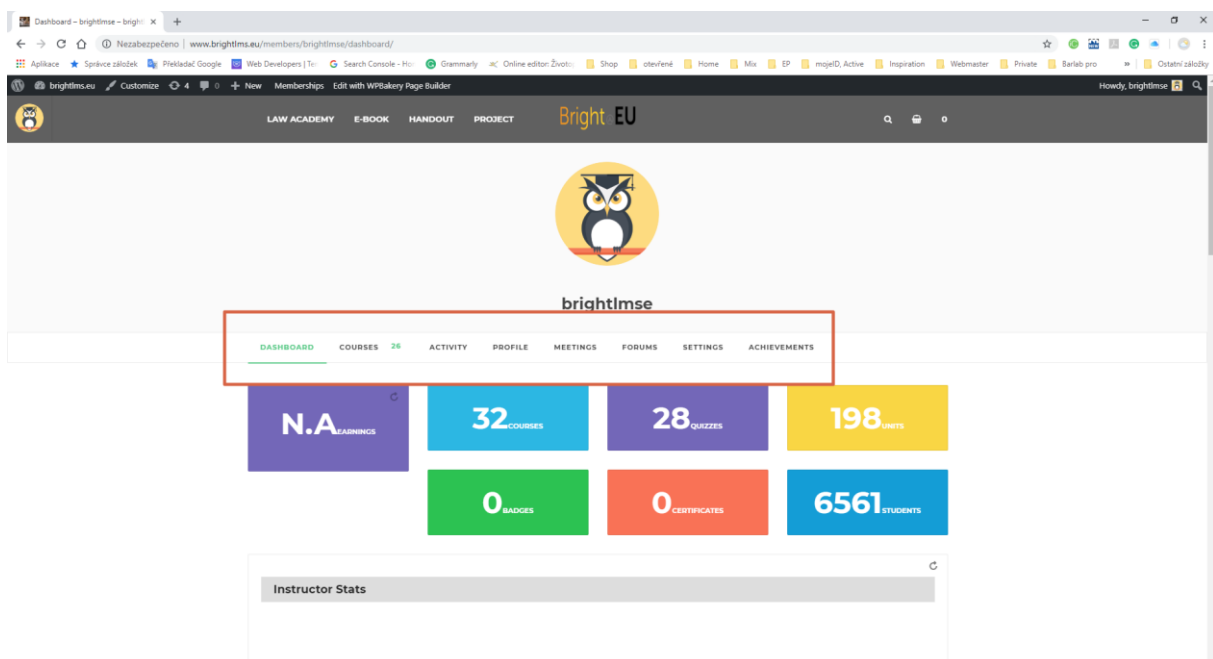Every answer has the certain point value and after submitting the quiz you will see your results.
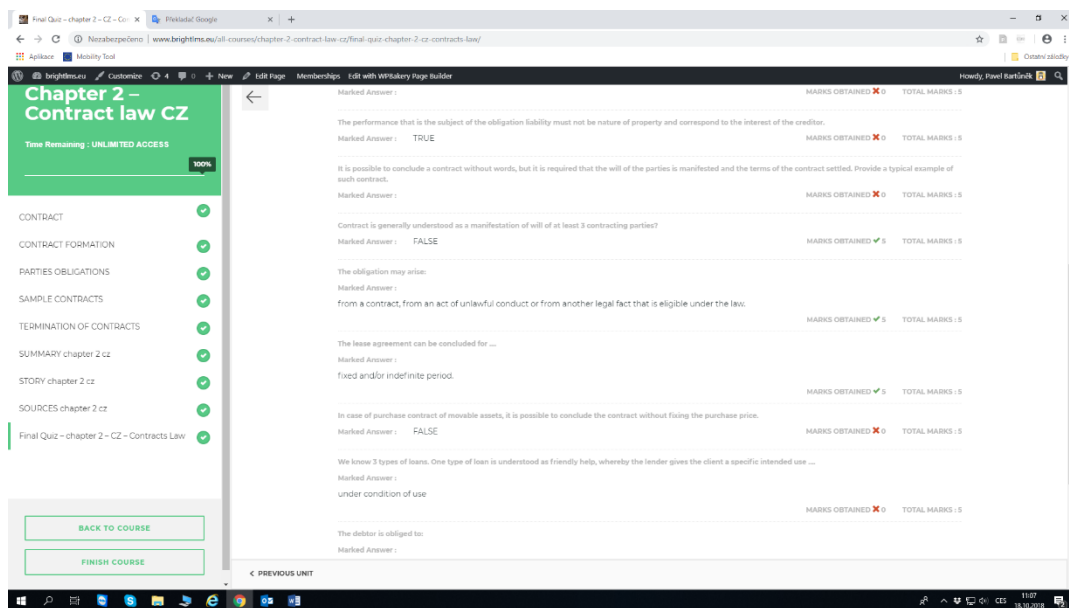
User account

After you log in, you have access to complete information about your account.

Dashboard

All information about courses, your progress, results, stats (also achievements), settings – all in one place. So, just go ahead and go through it!

Courses

Stats

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Settings

4. Contacts

The more detailed infromation you can find on the project websites www.bright-eu.eu.

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