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The Training Course in Sweden - 11th of October 2017

We have now done our first Training Course for the digiUP-method. It all went well and the concept was given a hugely positive response from the 13 participants in the course at the Hagabergs folk-highschool in Sodertalje, a town south of Stockholm.

We had decided beforehand to give the participants some tasks before the actual course – a flipped-classroom technique that we have used many times before in other courses. We presented the following questions to the participants in a mail the week before the course.

- What does it mean to be digitally included?
- Do you have some examples from your previous experiences of good digital inclusion work that you can share?

We also included the digiUP-method (translated to Swedish) in our mail to the participants and we asked them to skim through it to get an over-view of what we were going to present.

Presentation

We presented ourselves using the Popcorn-method. The participants gathered in a ring and each one of us "checked in" to the course by taking a step into the center and presented themselves with name, school and a thought or a feeling that they had just that moment.

First discussion

We returned to the questions from the email that we sent out. In 3 groups with 4 persons in each they discussed the questions for 20 minutes and then one from the group went to another group and presented what they had discussed about and the discussion went on

from that with the new member for about 10 min.



Finally for 5 min the person that changed group returned to the original group and presented what the others had said. The Post-It the produced were put on the wall. The one of digital inclusion Keywords in one group and the Good Examples in the other.

What are interactive groups?

Introduction to Interactive groups method.

In the group we went through four statements of the method (slide 5). And then we watched the video to further explain the statements (<https://youtu.be/rpHbHJnxYEQ>)

Different ways of organizing the classroom

Together we discussed the art of Mixture - Segregation - Including
Question do you recognize those ways of organize the classroom?.
(If needed there are an extra video to watch - we didn't)

The Learning processes



Groupwork

We divided the group into four groups, each had one of the four questions to discuss in 10 minutes. The discussion were made so that the participants could connect to their own experiences. Thereafter each group had a maximum 5 minutes presentation of their discussion.

Lunch 60 minutes

Why...

Interactive groups

This is the main part of the Training Course

It is important that the participants gets a good understanding of the methods **Why, What and How. Exercises with the group and discussions based on the Interactive guide.**

We think that there is necessary for the participants to have some time for themselves to read and think about the Interactive group concept before the course continues. Or even before the course. When you give them the task (as we did) to read the material beforehand, it will affect the schedule. So plan if you either use time in or

before the course.

We did a presentation of the research project of INCLUD-ED. There's a link to the report and we briefly looked at the summary and the list of the successful educational actions.

A participant asked specifically for scientific "proof" that Interactive groups work.

The group connected back to their discussion before lunch on how to learn etc.

We made an overview of the Why, What and How of Interactive groups.

We already talked of **Why** and go on talking of **What** and will come to the **How**.

What...

The Methods of interactive group

We summarize and defined what we talked about.

What are (small groups dialogic pedagogy etc) and **How to** work in heterogeneous groups

The seven principles of dialogic learning.

The central part of Interactive groups method are intergenerational dialog. We made seven slides that presents each of the seven principles and we worked thru the seven principles (Advise: don't talk too much - the discussion comes with the exercise and gives chance for the group to be active)



Exercise.

Challenging dialogic principles

Everybody gathered around a table (or in front of a wall)

The already copied big posters of the slides (COPY to A3) was put on the table.(Or on a wall)

The group should possibly not be too big. (6-16 person in each)

Make the participants choose the most challenging and talk about it.



Question: Which one of the principles are the most challenging do you think? Each one get about 3-5 minutes to choose which one to talk about.

Ask for each principle of any one think this is the most challenging?

- The people that agree with the principle tell why they chose it.
- Give space for others in the group to pick up the challenge and give feedback on how to handle the principle and overcome the challenge.
- Give space for all principles to be talked through in the group.

Try to get some ideas how to overcome the challenges.

Finally you give thanks for all people getting input into the group.

What...

Summarize with short discussion in pair. During 10 minutes

As a check up of the process...

Two questions:

- Questions and thoughts about the digiUP-method
- How do you think that you can use the method?

Sum up in the full group.

How...

Working with the roles in Interactive groups.

A short run-through about the three roles.

- The teacher's role
- The volunteer's role
- The participant's role

To work with the interactive group - a roleplay

First: Decide who will play which role (5 min)

Then roleplay: How do you solve the problem? (15 min)

Group 1: Download a translation-app to your mobile phone that will make it easier for migrants to communicate

Group 2: Create a group on facebook - so that you can make contact between meetings

Last: What happened? How did you feel? (15 min)

DigComp 2.0 - ICT Competences

A run-thru of the competences and a discussion about the chart

The participants do the test online

Documentation and next step

The participants work in pairs and answer the three questions

Checking out from the digiUp-course

Popcorn presentation - the participants check out by taking a step backwards and tell the others:

- A keyword on how you feel or think about right now
- A keyword of your next step with digiUP

