# Reporting of the study visit in Praha, 4th-8th June 2018

The main objective of this document is to keep tracks by giving a short description of the activities and see how we could re-use them, and present them (cf. Intellectual output 2).

Activities organised by GLAFKA

Starting the training session, analysis of the needs, expectations

- expectations
- what I would like
- what I wouldn't like
- what I would like to bring back…
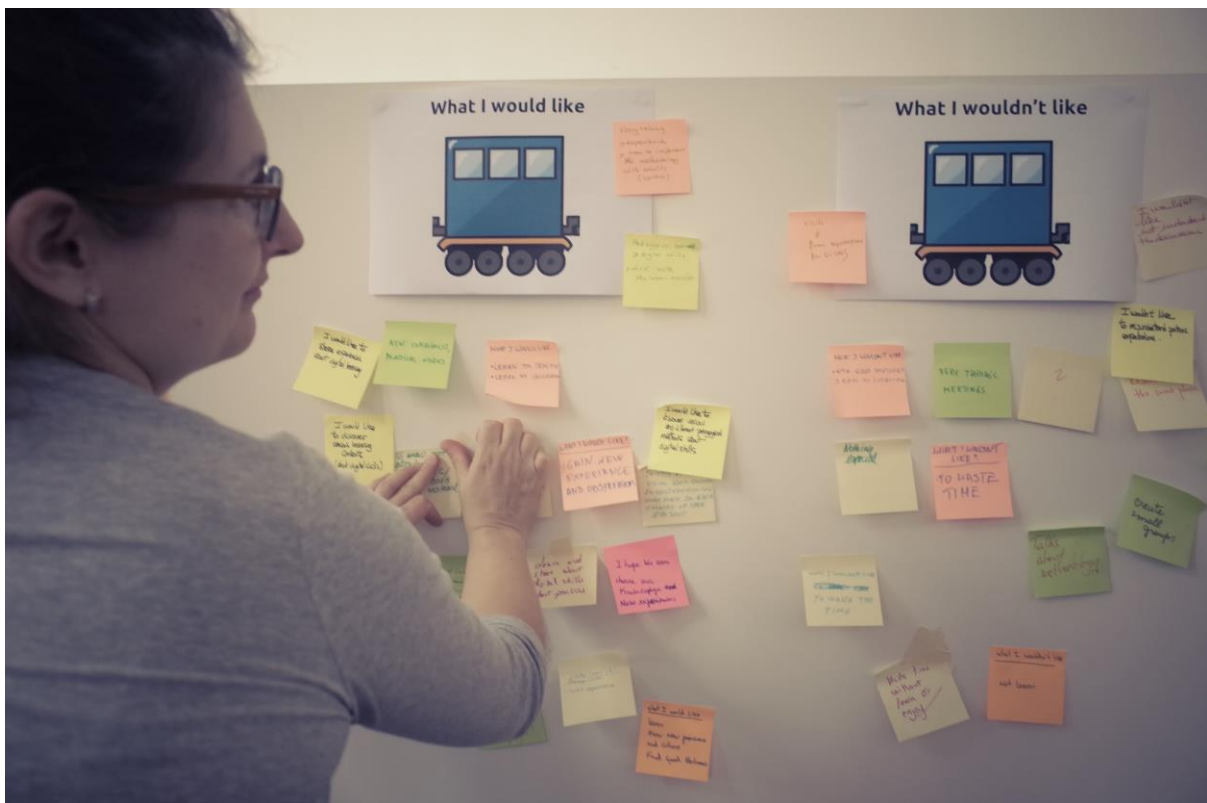
Suggestion : this collection of data from participants could be re-used at the end of the training sessions to check if it matched their needs or if they learned more than was expected (or reached other aims)...

Ice-breaking activities

- Introduction of each participants (on a paper, write your name, the place where you would like to live, your favorite color, your favorite food, and then tell us a secret)
- for each item, try to determine if the participant said the truth : YES / NO

This kind of activity can be used and transferred in various training context.

For example, for the case of online training courses developed by the Department of Sciences of Education, there's a week of integration for students, in which they have to introduce themselves to know each other. Before the students start collaborative activities and compose their study groups, this ice-breaking activity can even be performed and adapted with digital tools (screencasts, online vote tools).

Observation of the activity : course of ICT with seniors

2 key issues for the project DILABS

- analysing the activity through the video
- methodology to train/teach seniors

Contents of the course : it is about traveling in Czech Republic and how the digital tools can be used

Interview of the trainer : autocofrontation / cross-analysis or self-analysis

Topics:

- **Aims of the course**
- **Preparation, presentation of the context**
- **Analysis of the needs, evaluation of skills**
- **Proximity**
- **Daily life activity, case study**
- **Problem solving**
- **Tools : user-centered approach**
- **Repetition (what is the aim of repeating)**
- **Role of the trainer / tutor (observer)**
- **Lukas' studies**
- **Summary of the course (to fix)**
- **Kahoot : to fix and to evaluate**

Story-telling

Storytelling 1

Topic / Tools / Tell a story with the tools…

Topics
Critical thinking
Differences
…

Tools (1 set of tools for one topic)

Story-telling 2

The participants are watching a video At the end, the participants are asked to tell the storytelling.
No specific instruction is given on the way to tell the story.

Examples :

- **Developing creativity, communication skills, …**

Story-telling 3

Cooperative Bingo

Evaluation tools

"Emotions" (labels)

In a random selection, choose in a bag three words written on small sheets of paper, then read them. Written words are emotions.

You can change just one of the three selected words by putting it back in the bag and by taking another one. You can also exchange one written emotion with your neighbor.

Then, you have to compose and write down your training evaluation, based on the three written emotions as a guide. You can accept them or deny those emotions, but you'll have to use and mention them for your evaluation.

![Erasmus+ and iLabs logos]

Visits and Guests:

? Présentation of National framework

Visit to "Euroguidance"

Introduction of the DZS (Duym Zaharanicni Spoluprace), which stands for centre for International Cooperation in Education, for students, teachers, academics and other experts working in education , volunteers and youth workers travelling to the Czech Republic.

This centre manage various education programs like Erasmus+, study of foreigners in the Czech Republic, study in the Czech Republic, AKTION Austria - Czech Republic, CEEPUS (Central European exchange university program), Teachers of European schools, Eurydice and Euroguidance.

More info :

www.dzs.cz

![Université de Lille logos]

Fund for further education

Presentation by **Josef Smida** of the DigiStrategie 2020 as a development of system support of digital literacy in the Czech Republic. The main current themes of this program are to :

- study the level of digital literacy and digital exclusion in Czech Republic ;
- identify digital exclusion in Czechia ;
- support digital literacy development ;
- develop a system of support in order to find innovative solutions ;
- develop analysis and solution proposals (open datas, community education, distance work) ;
- develop cybersecurity, individual rights in the digital world, privacy and risk management in the urge of digital technologies
- identify of persons digitally excluded (and/or persons at risk of digital exclusion in Czechia)

Josef Smida explained the methodology used on 15000 repondants and based on database from Europe (called TGI), as a segmentation of public. It helped to give a definition of excluded people from digital use on two levels : *excluded* and *at risk of digital exclusion*.

Then it could be used to determine trend of digital exclusion in Czech Republic and various profils (by age, by sexe, by education, by attitude to digital technologies…).
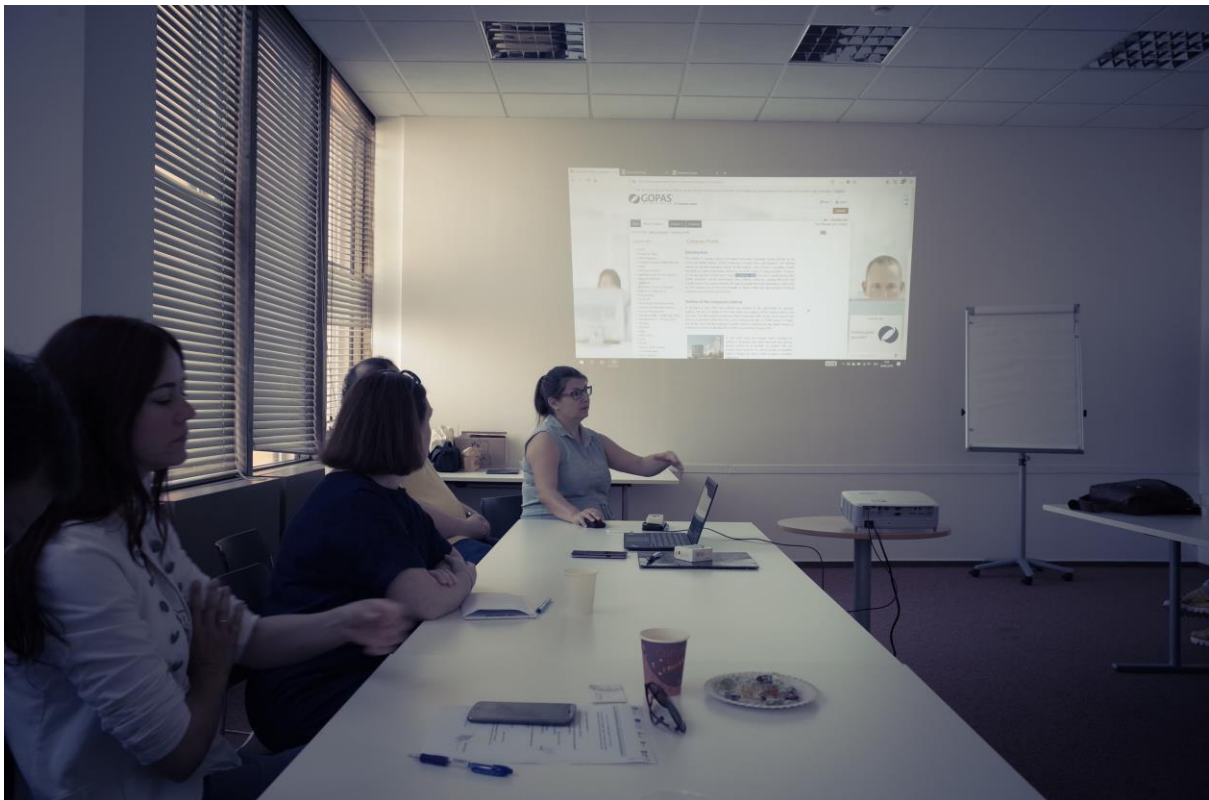

More info :
http://www.digistrategie.cz/
http://digikatalog.cz/
https://www.facebook.com/digistrategie.cz/

EURES

Presentation of Gopas and of European certification (ECDL)

Compte-rendu: Benoit Debuisser, Sandrine Bonnet
Photos : Benoit Debuisser

REPORT OF THE MEETING