DIGI WELL

LEARNING METHODOLOGY FOR DIGITAL RESILIENCE BUILDING TRAINING PROGRAM

Building Digital Resilience by Making Digital Wellbeing and Security Accessible to All

DigiWELL

Learning Methodology for

Digital Resilience Building Training Program

August, 2024

DigiWELL Consortium

Slovak University of Agriculture in Nitra, Slovakia

Muğla Sıtkı Koçman University, Turkey

Czech technical university in Prague, Czech

Innovation, Training, and Employment Association for Sustainable Development (AIFED), Spain

European Institute for Innovation – Technology (EIfI-Tech), Germany

Foundation Maker's Place Private Company (Found.ation), Greece

Syzigia Skopje Foundation (SYZYGY), Macedonia

Disclaimer:

Work Package 3: **Learning Methodology for Digital Resilience Building Training Program**

List of Contributors:

Murat Sümer, Czech Technical University,

David Vaneček, Czech Technical University,

Martina Hanová, Slovak University of Agriculture in Nitra, Slovakia

Marcela Hallová, Slovak University of Agriculture in Nitra, Slovakia

Eva Oláhová, Slovak University of Agriculture in Nitra, Slovakia

Eyüp Şen, Muğla Sıtkı Koçman University, Turkey

İlker Yorulmaz, Muğla Sıtkı Koçman University, Turkey

Maria Martinez, AIFED, Spain

Jesus de Haro Martinez, AIFED, Spain

Madeline Langlois, ElfI-Tech, Germany

Mattia Ferrari, ElfI-Tech, Germany

Roula Mourmouri, Found.ation, Greece

Theodora Giatagana, Found.ation, Greece

Suzana Trajkovska, SYZYGY, Macedonia

Aleksandar Kochankovski, SYZYGY, Macedonia

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1 Context

DigiWELL project aims to create learning opportunities for adults to contribute the establishment of digital resilience for all. In line with this aim, the specific purpose of this document is to present a learning methodology in order to ensure an effective transfer of digital resilience context to adult audience. The learning methodology developed within the project presents guidelines and pathways for adult trainers to contribute their understanding on how they can use the developed training materials for their trainings and also how they can employ blended learning approaches to effectively deliver a training on digital resilience. Therefore, this document presents an overall framework for the digital resilience building training materials developed within the DigiWELL project and presents a blended instructional design for further trainings in similar contexts.

2 The Structure of the Training Program

The training program developed in the project encompass four main training modules to contribute digital resilience building for adults. These modules are as follows:

a) Digital Wellbeing
b) Digital Security
c) Digital Privacy
d) Digital Citizenship

Each module offers various training materials to foster awareness and understanding for digital resilience and to enable endowing with necessary competences to become digitally resilient learner. The components of each training module are presented in Table 1.

Table 1. The Structure of Digital Resilience Building Training Program

a. Introduction	b. Sub-Section(s)	c. Conclusion
- Introductory Video	- Explanatory Video	- Presentation
- Presentation	- Presentation	- Open-Ended Questions
	- Quiz	

3 Suggestions for Trainers to Implement the Materials: Training Adults

Considering that adults have their own way of learning, trainers should keep in mind the following issues while implementing the training materials for adults:

- They expect to be informed about how the training is planned and delivered.

- They prefer to be involved in a training matching well with their "real-life needs".

- They want to know the potential benefits of the information.

- They prefer problem solving and reasoning rather than memorizing information.

- They expect to be involved in a self-directed learning environment enabling their active engagement.

By keeping the above principles of adult learning in mind, trainers can benefit from the below approaches during the implementation of DigiWELL training materials.

3.1 Informing Learners about Training Plan, Delivery and Expectations

Trainers can introduce the **general structure of the training** to meet adult learners' expectations to know how the training is planned and delivered. Also, they should inform learners about **what are expected** from them to successfully complete the training program.

3.2 Using Real Life Stories

In the beginning phase of training, trainers can use **real life stories** which will enable grasping adult learners' attention to the topic, matching it with their real-life needs, and also enhancing their focus and motivation. Here below are potential examples for real life stories.

Module 1: Digital Wellbeing

Lena is an ordinary person who spends too much time on her phone, losing hours to mindless browsing. Every evening, Lena finds herself aimlessly scrolling through social media, feeling more disconnected and stressed than ever before. Her sleep is disrupted by the constant flow of notifications, and she misses the simple pleasure of reading a book or having an uninterrupted conversation with her family. Lena realizes that while technology makes her life easier, it is also damaging her wellbeing. What do you think Lena should do?

Module 2: Digital Security

Maria loves online shopping using social media. One day, after a great happiness of buying good quality shoes with a very discounted price, she discovered that her credit card was charged multiple times from different unknown stores. Unfortunately, her credit card has been hacked leading to losing significant amount of money. Confused and worried, she realized that she didn't know how to protect herself and to manage online risks. What would you recommend to Maria?

Module 3: Digital Privacy

Martin enjoys sharing his life on social media, posting photos, videos and updates without a second thought. One day, he noticed suspicious activities on his social media accounts and received strange messages from unknown people. These people created many documents with Martin`s personal data, causing a big trouble for him. He was alarmed and realized that his personal data had been compromised and that he did not know what to do. This was because he didn't know how to

distinguish public from private information or manage the risks related to his personal data. What would you do if you were Martin?

Module 4: Digital Citizenship

Peter was browsing the internet and he came across some of his old photos containing private information related to his previous job. He knew this information and photos should never have been public as it contained secret information related to the company he previously worked for. He was alarmed, confused, and concerned, but he didn't know his rights or responsibilities for getting this sensitive data removed. What do you think Peter should do as a digital citizen?

3.3 Potential Benefits of the Training

Trainers can introduce the **potential benefits** of the training, which is coincided with adult learners' expectations to know about what real life benefits of the information is. More specifically, the potential benefits of the digital resilience building training are as follows:

Digital Resilience Building Training Program is highly beneficial for learners as it aims to gain adult learners insights and perspectives about digital resilience, and endow them with competences necessary to be digitally resilient. The program covers critical topics including digital wellbeing, digital security, digital privacy and digital citizenship, all of which are key issues to navigate today's digital world in a secure and mindful way. Furthermore, the training program has been designed considering the principles of adult learning. This enables learners to be informed about the plan and delivery of the training, to match its content with their real-life needs, discover their potential benefits in advance, and to be involved in a self-directed environment which can be adjusted to their preferences. The training program both provides a vast amount of beneficial information and presents an opportunity for adults to check their level of understanding. It is thereby easier to revisit and discover which part of the program needs more attention and understanding. In addition to the training program`s overall benefits, the content of **each training module** will provide the following benefits to adult learners:

Module 1: Digital Wellbeing

This module is beneficial for adult learners as it aims to help adults understand and manage the impact of technology on their digital wellbeing. By completing this module, adult learners will be able to define the relationship between technology use and digital wellbeing. It also facilitates adult learners` forming a personal strategy to develop healthy digital habits. It furthermore presents many best practices on how to enhance digital wellbeing.

Module 2: Digital Security

This module is providing many opportunities as it aims to endow learners with necessary competences to protect their digital identity and to develop secure digital habits. By completing this module, adult learners will be able to take actions to protect and manage their valuable online information and to develop secure practices while using technology. It discusses beneficial topics from managing online risks and digital footprint to safe browsing and device security.

Module 3: Digital Privacy

This module provides a comprehensive skill set for ensuring digital privacy. It will provide learners a digital privacy awareness and skills to protect personal data. By completing this module, learners will be able to distinguish public and private information, identify and manage online risks and threats related to their personal data. It provides ways to have a digital privacy culture for adult learners.

Module 4: Digital Citizenship

This module is key for exploring the concepts of digital citizenship which is mainly including users` rights and responsibilities online on one hand, and ethical ways of technology use on the other hand. By completing this module, learners will understand the importance of ethical and responsible use of technology, advocate their digital rights and responsibilities, and embed ethical principles in their use of digital technologies.

3.4 Adapting Training into Needs and Digital Competences of Learners

Depending on if the training is delivered face-to face or online, trainers can **adapt the training materials to the needs and digital competences of adults.**

In face-to-face training, trainers can initiate a **discussion** to check the digital competence levels of learners. In this way, trainers have possibility to arrange the pace of training and involve learners in the training. It is highly advised to organize **practical work sessions or workshops** where it is easy to create an active learning environment especially for learners with lower digital competences. The discussion session can be blended with introducing potential benefits of training program.

In the online / self-paced training, **self-declaration** for their digital competency level could be requested. Learners can be asked to select one of the digital competence levels (beginner, intermediate, advanced). Based on their selection, learners can be presented the advised components of the materials. For example:

For Beginner Learners

Visiting Training Dictionary + Watching Videos + Reviewing Presentations + Completion of Quizzes, Participation into Discussion Forum

For Intermediate Learners

Watching Videos + Reviewing Presentations + Completion of Quizzes, Participation into Discussion Forum

For Advanced Learners

Overview of Training, Completion of Quizzes, Participation into Discussion Forum

Also, **control questions** from the bank of items with three suggested answers can be inserted to presentations to adapt the training to the digital competences of learners. Test could be repeated

as long as answers are correct. **Feedback** for each control question can help learners with lower digital competencies to follow the true step for successful completion of the training.

4 How to Go Further? A Blended Instructional Design

Trainers have flexibility to tailor the digital resilience training program to the needs of target group. For this, they can benefit from a blended instructional design to adapt the form of delivery (face to face/ online), content, and strategies to needs and expectations of target group. For this, the following chapter first reveals the essence and nature of blended learning approach, provides a blended instructional design and then reveals the implementation of the suggested blended instructional design.
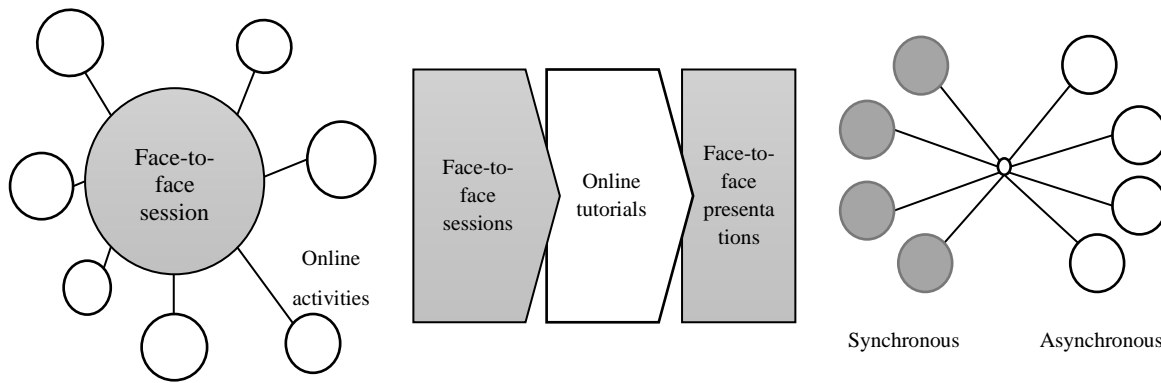
4.1 Blended Learning

The simplest definition of blended learning is the combination of traditional teaching and learning methods with e-learning (Guangying, 2014). In a broad sense, blended learning can be defined initially based on a sequence of mixing face-to-face and online education (Graham, 2004; Brew, 2008). Blended learning, a sub-type of e-learning, is also defined in different terms as conducting learning activities in electronic environments, transferring knowledge and skills through electronic technologies, or using web and Internet technologies to create learning experiences (Horton & Horton, 2003). What all these definitions have in common is that blended learning aims to bring together the beneficial dimensions of the two learning approaches by integrating the experience of face-to-face teaching with the innovations offered by digital technologies.

The advantages of blended learning for learners include increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities to both learn with others and teach others. Recent research reveals the following key benefits of blended learning (Cleveland-Innes & Wilson, 2018):

a. Opportunity for remote collaboration: Individual learners work together virtually in an intellectual endeavor as a learning practice.

b. Increased flexibility: Technology-enhanced learning allows for anytime and anywhere learning, enabling learners to learn without the barriers of time and space, but with the possible support of face-to-face participation.

c. Increased interactivity: Blended learning provides a platform to facilitate greater interaction between learners as well as between learners and instructors.

d. Enhanced learning: Additional learning activities increase engagement and can help learners achieve higher and more meaningful levels of learning.

e. Learning to become virtual citizens: Learners practice the ability to reflect on themselves socially and academically in an online community of inquiry. Digital learning skills are becoming essential to become lifelong learners and blended courses help learners master the skills to use various technologies.

There are different classifications and models of blended learning. Basically, blended learning can be classified into three main models (Cleveland-Innes & Wilson, 2018), all of which can be recommended to be used in adult training.

Figure 1. Models of blended learning

The first model, blended presentation and interaction, has in-class participation as the primary component, supported by out-of-class online exercises. The flipped classroom or flipped curriculum approach is a common example of this model, where students independently watch or listen podcasts or other online resources (sound record, video, animation, interactive video, etc.), followed by classroom-based tutorials or seminars for group learning based on these resources.

The second model is the mixed block model where a series of activities or "blocks" are structured to include both face-to-face learning and online work, often with both pedagogical goals and practical constraints in mind. For example, a course for adult learners or working professionals to develop digital resilience may have limited opportunities for classroom-based learning and so may start with a block of intensive face-to-face sessions, followed by blocks of online work and collaboration through online tutorials and possibly another block of face-to-face learning or group presentations.

The third model is fully online but can still be considered blended if it includes both synchronous learning (e.g. online lectures) and asynchronous activities (e.g. discussion forums). Thus, blended learning encompasses one or more of the following three situations:

- Combining teaching modalities (or media).
- Combining teaching methods.
- Combining online and face-to-face instruction.

The characteristics of these models are listed in Table 2.

Table 2. Three Models of Blended Learning (Hannon & Macken, 2014)

MODEL 1	MODEL 2	MODEL 3
Blended presentation and Interaction Activity-focused face-to-face sessions blended with online resources. For example, the flipped curriculum model combines: • short lecture podcasts, online resources with • face-to-face tutorial/seminars for interaction and presentation of group work.	**Blended block** Combination of: • intensive face-to-face sessions as one day or half days • weekly online tutorial/seminars for activities and interaction • online content and resources	**Fully online** Combination of: • short lecture podcasts with online resources and learning activities • online tutorials (synchronous) • interaction via online collaboration, discussion forums and/or group work

All these models can be utilized in accordance with the instructors' main purpose intended to be achieved in a blended learning process and any of them can be selected and implemented when working with the target group of adult learners.

Osguthorpe and Graham (2003) form the basis of blended learning with the idea that both physical classroom and online interactions have benefits in learning, so mixing them in a blended sense by adjusting the balance is a reasonable way to motivate students with different learning behaviors and patterns. In defining the nature and basis of blended learning as a dynamic system, various models and frameworks have been drawn according to its demands. This systematic and dynamic design of a learning process for blended learning can only be achieved by following the steps of an instructional design model.

Instructional design models are simplified representations of complex plans and procedures for improving learning and teaching in specific contexts to serve various purposes (Dick et al., 2015). The main purpose of instructional design models is to make changes in the delivery of instruction, learning materials, learning environments, types of media, etc. to improve learner investment, engagement, motivation and achievement levels. One of the most effective instructional design approaches is called as the ADDIE model.

4.2 Instructional Design: The ADDIE Model

The ADDIE model stands for Analysis, Design, Development, Implementation and Evaluation. ADDIE is effective both in evaluation as a general approach and in the systematic development of performance-based learning products. The fact that ADDIE, which is among the most effective product development models today, puts the learner at the center and has innovative, original and inspiring qualities reveals the educational philosophy behind it. ADDIE developed for use in purposeful learning environments, is used for the structuring of performance-based courses. When the phases of the ADDIE model are followed, it can be easily applied in online or face-to-face environments (Aldoobie, 2015).

The ADDIE framework provides a reliable way for course developers and educators to integrate their plans into their syllabi and/or curricula (Peterson, 2003). ADDIE puts the student at the center and has innovative, original and inspiring qualities, revealing the educational philosophy behind it.

Together with the integration of ADDIE model into blended learning process, an effective learning environment can be achieved. Information regarding the phases of ADDIE and what to do in each phase is given below.

Analysis	Design	Development	Implementation	Evaluation
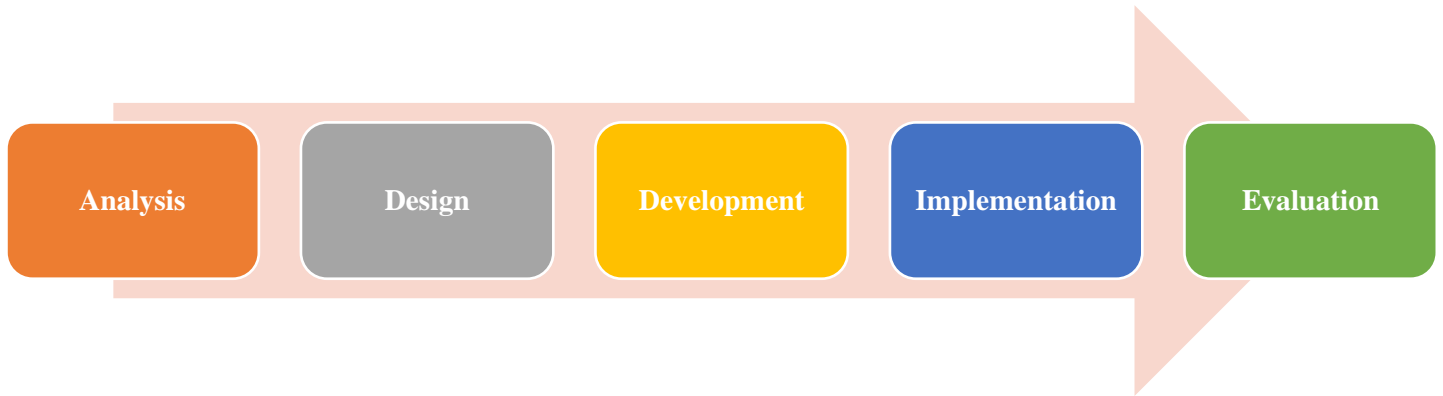
Figure 2. The ADDIE Framework: Five Phases (Branch, 2009)

4.2.1 Analysis

Analysis

- Needs analysis (focusing the target audience)
- Goal analysis (identifying the main objectives)
- Task analysis (determining the roles and responsinilities of learners and teacher)
- Content analysis (specifying what will be learned)

The five stages form the structural basis of instructional development on which new or adapted instructional design models can be built. The Analysis phase is the phase where the focus is on the target audience. In connection with this, it is first necessary to conduct a needs analysis to gather information about what students already know and what they should know at the end of the program. In other words, a Current State Analysis and a Target State Analysis in order to determine the main objectives are conducted to compare pre-existing knowledge and objectives. In this phase, a task analysis is also needed to be done to create a framework for the content and required skills by analyzing course-related texts, sample syllabi, course websites and sample course structures. These sample courses can be found on the Internet and especially on the websites of educational institutions. These lessons and sample contents are put together

to draw a framework for the targeted program. Finally, an instructional analysis is needed to determine the amount of instruction needed according to the needs of the learners and the task analysis.

4.2.2 Design

Design

Writing the objectives (detailed and concrete)

Planning the instruction (instructional strategies, methos, digital tools, media or materials and resources)

Planning the assessment process (assessment methods, techniques, forms and digital tools, media or materials and resources)

The design phase includes specific steps that need to be taken to initiate the creation of a curriculum or a training program. The first step is to identify the objectives of the program. Then, the objectives set as the ultimate goal of the program should be reviewed to meet its requirements. As a next step, instructional strategies and methods to achieve the objectives should be defined in the program. Finally, the type of media and methods (digital tools, materials or resources) most compatible with the planned process should be selected. At the design stage, evaluation plays a vital role as it serves the other components of the plan. When properly aligned with the goals and objectives, evaluation can be used to set new goals or modify existing goals to better fit the needs of the program.

4.2.3 Development

Development

Drafting and producing (developing the content, course plans or programs, teaching materials and media)

Preparing guidance for teachers and learners

Evaluation (pilot test-formative assessment)

In the development phase of the model, the ultimate goal is to roughly shape the product for the delivery of information and content. This phase serves as a transitional ground where the instructor no longer functions only as a researcher and planner, but as a producer of the program. The development phase consists of the sub-steps of drafting, production and evaluation. The designer makes rough sketches of product details and tries to select materials and media based on the sketch. The production is then reviewed through formative evaluations. These evaluation routines ensure the integrity of the product in terms of the selected media and materials and quality standards. In other words, the formative assessment steps strengthen the product so that it can be improved when needed. The main objective is therefore to determine whether learners or audiences will benefit from the product and how it can be further improved before implementation. The Development phase builds on both the Analysis and Design phases. The purpose of this phase is to create lesson plans and lesson materials. In this phase the instructor creates and develops the package with the help of media software and supporting documentation. In the development phase, it is recommended to use "Gagne's Nine Stage Model" developed by Gagne to apply different teaching strategies in the lesson. These nine stages are: gain attention, inform learners of objectives, stimulate recall of prior learning, present stimulus, provide learner guidance, elicit performance, provide feedback, assess performance, and enhance retention and transfer.

4.2.4   Implementation

Implementation

Delivering the instruction

Learner implementation (active participation)

Management and guidance of the learner activities (by the instructor)

The implementation phase encourages the instructor to take a more active role in the creation of the program. Continuous analysis and redesign procedures come into play to improve the quality and integrity of the product. An evaluation and necessary revisions need to be made at this stage for the product to be effective. In addition, learners and the trainer can be actively involved as contributing members during the implementation. The effectiveness and efficiency of the program can be ensured by making instant changes with the contributions of learners and/or teachers (Peterson, 2003).

4.2.5 Evaluation

Evaluation

☐ Evaluating the perceptions of learners

☐ Evaluating the achievement of learning goals by learners

☐ Evaluating the performance and products of learnes

The final stage of the ADDIE core concepts, the evaluation stage, is very important for the design of a curriculum because it can take many purposes and forms in the previous steps as well as serve as the final decisive step of the whole model. The evaluation dimension is intertwined with all the stages in the model and helps to ensure the quality of the final product at every possible level. First, it appears as a formative evaluation in the development phase, where quality standards are observed during the selection of media and materials. Secondly, in the implementation phase, learner and trainer assistance is included to ensure a formative evaluation so that immediate changes can be made to improve the program in terms of serving the final goals. Third and finally, at the end of the implementation, it serves as a summative evaluation for instructional improvement. This can be achieved by identifying specific criteria to be considered throughout the course design process. The first of these criteria is to make sure that the problems in the product have been solved. Secondly, the evaluation process asks whether all the objectives set prior to implementation have been achieved. Thirdly, one of the instructor's concerns should be to determine the impact of the product. Finally, the instructor should question the whole process in terms of changes required for the future delivery of the training program (Branch & Kopcha, 2014; Peterson, 2003).

4.3 Implementation of Blended Instructional Design on Digital Resilience

Considering that blended learning consists of face-to-face and online learning and teaching experiences and consists of different components (resources, activities, methods, learning environment, etc.), this section suggests appropriate teaching and assessment methods, approaches, tools and materials for each step called Analysis, Design, Development, Implementation and Evaluation. These suggestions will serve as a guide and facilitator for practitioner instructors.

4.3.1 Analysis

This stage mainly focuses on the target group as it aims to conduct needs analysis, goal analysis, task analysis and content analysis. In this part, both face to face and online activities can be designed by the instructors.

- Face to face meetings or web conferences can be held with the stakeholders (colleagues, peers or learners) as well as online meetings through digital tools such as Zoom, Google Meet, Skype, Adobe Connect, Teamlink
- Face to face and online interviews, questionnaires, readiness tests, scales, rubrics can be prepared and applied by the instructors (Sample Web 2.0 tools for implementation: Google forms, Poll everywhere, Mentimeter, Quiziz, Socrative etc.)
- A comparative analysis of studies conducted on digital resilience in the literature to determine the needs, goals, tasks and content (Active work of instructors)

4.3.2 Design – Development

In these two stages, for writing the objectives, planning the instruction and planning the assessment process, collaborative online and face-to-face work can be recommended to practitioners. Besides, for drafting, preparing guidance for teachers and learners and determining the assessment tools creating visual contents can be suggested to visualize what to do for the next two phases, implementation and evaluation. In addition, a pilot test for testing the effectiveness of these processes and assessing them formatively should be prepared and implemented.

- For both face-to face and online procedure, Learning Management System (LMS) or Classroom Management System (CMS) can be designed by instructors for sharing opinions and experiences, designing the learning process, making necessary arrangements, making decisions mutually with partners, following and evaluating these processes. (Sample LMS or CMS Web 2.0 Tools: Google Classroom, Moodle, Edmodo, Canvas etc.)
- For designing the whole learning and teaching process, collaborative environments are needed to be created by instructors. In face-to-face and online learning environments, such strategies or techniques as "Group works, think-pair-share, small group discussion, jigsaw strategy, problem-based learning, case study, peer teaching and peer editing" can be recommended. Besides, for collaboration in online learning environment such Web 2.0 tools as "LMS and CMS tools, Padlet, Seasaw, Nearpod, Thinglink, Whiteboard-fi, Jamboard, Boardmix etc.", all of which enable collaborative and interactive online works can be proposed.
- For an effective design and development process, creating visual materials such as presentations, images, posters, infographics, concept or mind maps can also be recommended to practitioners to make the following process more comprehensible and applicable. Suggested tools are:
    - Presentations: Prezi, Canva, Emaze, Nearpod etc. and AI Tools (Artifical Intelligence): Popai, Presentations.ai, Slidesgo, Prezo.ai, Gamma etc.
    - Images, posters or infographics: Canva, Easelly, Piktochart, Postermywall, Genially etc.
    - Concept or mind maps: Mindmeister, Bubbl.us, Coggle, Lucidchart, Cacoo etc.
- For formative assessment, a pilot test should be created, and it can be implemented both in face-to-face or online environments.
    - For face-to-face environment, question and answer method, expert opinions, discussions, written or oral tests, quizzes, questionnaires, rubrics can be utilized.
    - For online environment, question and answer method, expert opinions, discussions through LMS or CMS platforms, and tests, quizzes, questionnaires, rubrics prepared through web 2.0 tools such as "Google forms, Seasaw, Flipgrid, Mentimenter, Kahoot, Socrative, Quiziz, Wordwall, Quizlet, Teachermade, Plickers, LearningApps.org etc.

4.3.3 Implementation

In this stage, all the implementation process regarding the instructional design is conducted via instructor's delivering the content and learners' participation in the activities guided and managed by the instructor. Recommended instructional methods, techniques and tools are given below.

- For instructors to deliver the instruction such methods or techniques as "lecture, briefing, seminar, workshop, panel" etc. for both face to face and online environments through LMS, CMS and web-conference tools are recommended.
- For learner implementation and active participation, such methods and techniques as "discussion, question-answer, project-based learning, creative drama and role-plays, collaborative learning (Group works, think-pair-share, small group discussion, jigsaw strategy, problem-based learning, case study, peer teaching and peer editing)" etc. can be suggested in both face to face and online environments through LMS, CMS and web-conference tools. The instructors should maintain and guide the learner activities in this process.
- For effective implementation process in face to face and online environments (both synchronous and asynchronous courses), the use of web 2.0 tools for especially lecturing through digital visual and content development are highly advised. A guide for Web 2.0 tools you can use effectively is given below.
    - Presentations: Prezi, Canva, Emaze, Nearpod etc. and AI Tools (Artifical Intelligence): Popai, Presentations.ai, Slidesgo, Prezo.ai, Gamma etc.
    - (Interactive) Videos and animations: Youtube, Khan Academy, TedEd, Edpuzzle, Playposit, Vizia, Videozen, Powtoon, Vyond, Tondoo etc.
    - Images, posters or infographics: Canva, Easelly, Piktochart, Postermywall, Genially etc.
    - Concept or mind maps: Mindmeister, Bubbl.us, Coggle, Lucidchart, Cacoo etc.

4.3.4 Evaluation

In this stage, the instructor is required to evaluate the perceptions of learners, the achievement of learning goals by learners and the performance and products of learners. Therefore, here are various ways, methods and tools you can use for process and outcome assessment and evaluation of your instructional design.

- For face-to-face environments, "written/ oral exams, quizzes and peer / self-assessment through tests, questionnaires, evaluation forms, rubrics and scales are recommended. Besides, group or individual learner portfolios, performance tasks and projects can also be utilized. In addition, reflective diaries regarding the learning process are also suggested. It can also be recommended to use in-class discussions and question-answer sessions of lectures as an assessment and evaluation tool.
- For online environments, "written/ oral exams, quizzes and peer / self-assessment through tests, questionnaires, evaluation forms, rubrics and scales" by using digital (Web 2.0) tools through LMS, CMS and web-conference platforms are recommended. Some of these tools are: "Google forms, Seasaw, Flipgrid, Wizer.me, Mentimenter, Kahoot, Socrative, Wordwall, Quiziz, Quizlet, Teachermade, Plickers, LearningApps.org, Classkick." Also, group or individual learner e-portfolios, online performance tasks and online projects shared and presented through LMS, CMS and web-conference platforms can also be utilized. Besides, learners' digital reflective diaries prepared on LMS or CMS platforms especially on Moodle and Google Classroom or prepared with OneNote, Google Docs or Google Forms are also suggested. Online discussions and question-answer parts in

web conference tools for synchronous courses and the ones in LMS or CMS platforms for asynchronous courses can also be utilized to evaluate the effectiveness of your instructional design.

5 Conclusion

In this document, trainers have been suggested how they can use and adapt DigiWELL training materials in their future trainings. Also, blended learning approach has been introduced and a recommended blended learning instructional design based on ADDIE model has been provided. Moreover, the implementation of the blended instructional design on digital resilience topic has been revealed. However, adult trainers can develop their own design focusing on their specific target group and objectives; and can diversify the process, especially the methods, techniques and digital tools to be used.

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