BEST PRACTICE

1   General – distance learning for rural population

For mostly rural area, there should be a lot of opportunities for distance learning of rural population. However, despite that fact, the situation with distance learning is entirely different. The main reason is in, like with the rest of vulnerable target groups, insufficient knowledge of IT tools. There is also the fact that rural area does not have such good internet coverage. Rural areas are historically less wealthy than urban ones, so many inhabitants of rural areas do not have necessary IT equipment.

Still, some younger members of rural population, which are handy with IT equipment and in possession of it, are interested in participation in online education, because it is convenient for them not to travel from surrounding villages to the city. For the older generations, as a majority of the rural population, there are big problems with their involvement in anything connected with computers.

2   Characteristics and barriers of the target group

The village communities are smaller in area than the urban communities. As the village communities are small, the population is also low. As the density of population is low, the people have intimate relationships and face-to-face contacts with each other. In a village, everyone knows everyone. Agriculture is the fundamental occupation of the rural people and forms the basis of rural economy. A farmer has to perform various agricultural activities for which he needs the cooperation of other members. Usually, these members are from his family. Thus, the members of the entire family share agricultural activities. The rural people are in close contact with nature as most of their daily activities revolve around the natural environment. The villagers consider land as their real mother as they depend on it for their food, clothing and shelter. The village communities are homogenous in nature. Most of their inhabitants are connected with agriculture and its allied occupations. The frequency of social interaction in rural areas is lower than in urban areas. However, the interaction level possesses more stability and continuity. The family fulfills the needs of the members. Common experience, purposes, customs and traditions form the basis of unity in the villages.

Lack of permanent income, high average age, low level of education, neglected architectural heritage, unsatisfactory provision of basic services and infrastructure and the unsettled property situation (land, building and other properties) result in the abandonment of rural settlements and loss of younger age working population.

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3   Motivation of the target group for involvement in distance learning activities

With all preconditions fulfilled, such as possession of adequate IT tools and good internet coverage, rural population would be motivated to include in distance learning activities. Especially, when the subject of these activities is agriculture, that is, learning to get better performance of agricultural activities resulting with higher returns. This is motivation enough for those rare ones who did not leave rural areas and left to urban areas. In addition, recently many people upon retirement move to rural areas. These are usually IT skilled individuals interested in anything concerning learning new things.

4   Distance learning methods for the target group

Name of the workshop	GIVING FEEDBACK
Method	Moderated discussion
Purpose/goals	By the principles of microlearning, the participants learn the basics of giving feedback.
Short description	This tool is a learning path in a downloadable app which allows teachers in adult education to quickly learn the basics about giving feedback to students. It uses the principles of micro learning.
Online tools	Zoom, MS Teams
Didactic accessories	https://web.edapp.com/
Recommended number of participant	3-6
Duration	60-90
Step-by-step instructions for the workshop	- Step 1: Go to https://web.edapp.com/ - Step 2: Click on USE AN INVITE CODE. Enter the code: DIDO and click on the arrow. - Step 3: Fill out the short form. Give an e-mail address and create a password. Click on REGISTER MY ACCOUNT. - Step 4: Click on FEEDBACK IN ADULT EDUCATION

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	• Step 5: Start with the course: FROM TEACHER TO STUDENT part 1 (Afterwards you can also follow parts 2 & 3) • Step 6: Click on START LESSON. • Step 7: Follow the instructions during this micro lesson.
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	• Difficult to be used by rural participants since many of them dont have the basic digital education

Name of the workshop	**ONE, TWO, THREE, SOLD!**
Method	**Representation**
Purpose/goals	Participants work in a group to present their chosen product in the context of a commercial, using various internet tools (PowerPoint, Prezi, etc.), while others listen and evaluate their presentation. The aim is to learn what to look out for when presenting a product, how to attract an audience, how to be an interesting speaker, etc.
Short description	The method allows participants to work in pairs or groups to make a ''commercial'' or presentation for a particular service or product. The listeners form a panel which evaluates their presentation according to predefined criteria. With each presentation, the participants are more aware of their own and others' mistakes, and of the good points of each presentation
Online tools	Video conferencing tool (e.g. Zoom, MS Teams ...)
Didactic accessories	If needed PowerPoint, Prezi..
Recommended number of participant	6 – 8
Duration	90 min
Step-by-step instructions for the workshop	1. The mentor presents the guidelines for presenting products or services in the context of advertising and the criteria for evaluating each presentation. The evaluation

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	criteria are published e.g. in a 'Chat' or in a file format that should be accessible to all. 2. The mentor divides the participants into pairs or groups. The pairs/triplets are divided into individual "rooms" in an online tool (e.g. Zoom). The participants prepare their presentations and then present them in front of the others. 3. The mentor assists each pair/group as needed. 4. When everyone is ready, the mentor calls on the first pair/group to give a presentation of the product or service. Meanwhile, others listen, observe and evaluate according to the criteria given in advance. At the end of each presentation, everyone says one thing that was good and one thing that could be improved. The mentor also gives an evaluation - a compliment or a weakness.
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	1. Participants should already know each other a little better, as many may find presenting in front of others stressful. Therefore, form groups, but if you wish, participants can make presentations individually. 2. The mentor should point out from the outset that participants should not make comments based on personality traits, but only on objective facts related to the presentation. 3. The mentor should have the criteria for evaluating the presentation prepared in advance.

Name of the workshop	SIGHTS
Method	**Video or catalog**
Purpose/goals	Encourage young people in rural areas to explore cultural heritage and respect tradition, and promoting the local environment with the help of ICT knowledge and skills.
Short description	Participants explore cultural heritage. They meet in three workshops. Final product is video or catalogue
Online tools	Zoom Canva Program Photos (for making video)

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Didactic accessories	Camera (can also be on a phone); photos of landmarks of the local environment
Recommended number of participants	6
Duration	3 workshops of 45 minutes each
Step-by-step instructions for the workshop	**Workshop 1:** Step 1: The mentor presents the goal of the workshops, presents a certain rule environment and its attractions with the help of ICT Step 2: The participants choose certain peculiarities of their local environment (e.g. food, natural and cultural insights, customs…), and the sight to catalogue or video. **Workshop 2:** Step 3: They discuss in the topic in pairs. They try to find information via Internet. Mentor can suggest participants to taking photos and combine to personal/family/public stories etc. and involve some feedbacks (comments) from other people from local environment. Step 4: Making catalogue or video **Workshop 3:** Presentation of their final package
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	Participants are required to have certain IT skills to make videos and showing them to other people from local environment either live or online or making content public, such as Blog, Vlog or YouTube.

Name of the workshop	TIME MANAGEMENT
Method	**Method of analysing**
Purpose/goals	Better management of our time to spend it more effectively
Short description	The goal of this tool is for the student to have a better idea of how he actually spends his time and what he can undertake in order to spend his time more efficiently.

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Online tools	Zoom
Didactic accessories	Questionnaires (either online or on paper), Excel
Recommended number of participant	6
Duration	3 workshops with 45 minutes each
Step-by-step instructions for the workshop	Step 1 The student fills out the form 'How do you spend your time'. They have to do it the whole week: - the students tracks their activities each hour. It is important that they write down how they actually spent their time what were they doing, and how were they doing it. Step 2 The mentor discusses about the report student made. - What do you think about your spent time this week? - Is there an activity that you spent more (or less) time on than you would like? Step 3 The student fills out the time tracker (Excel sheet). Based on the schedule they completed in step 1, they estimate the average time they spend sleeping, the average time they spend working and the average time they spend on free time during one day. The sheet than calculates the amount of time students still has available for studying. Step 4 Analysing what students would change in 4 categories: social, personal, professional and health way Step 5 Based on the knowledge students have gathered by now regarding the way they spend their time, they plan how they will spend their next week - organising their time. Step 6 At the end of each day, the student writes down a short reflection. Did I execute all the activities as planned? If yes, what actions did you do to make sure you stick to your planning? If not, what was the reason that your day

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	didn't go as planned? What actions could you undertake in order to stick to your planning?
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	

Name of the workshop	**TRIZ**
Method	**Creative problem solving**
Purpose/goals	To develope creative thinking and to expend systematic approch to problem solving
Short description	Brainstorming how to use any thing or objects by using participants imagination.
Online tools	Zoom
Didactic accessories	Paper, pencil
Recommended number of participant	6-10
Duration	45 min
Step-by-step instructions for the workshop	Step 1. The mentor shows the object and asks participants to come up with 20 examples how to use this object in every day life (including unrealistic ways). The participants do that individually. Step 2. After 10 minutes all participants share their ideas to athe group and celebrate each other creativity.
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	This method can be used as problem solving. In this case the participants offer some problem to solve. Problem solving could be put in catagory (fun, unrealistic, creative, realistic…) Also possible to work in pairs.

Name of the workshop	**YES, AND…**
Method	**Educational didactic game**

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Purpose/goals	The participants will learn trough a improv comedy inspired game
Short description	In a coordinated and moderated fashion participants go through different topics connected with the lesson
Online tools	Zoom, MS Tools
Didactic accessories	List of topics/terms of the subject
Recommended number of participant	3-6
Duration	45-60 min
Step-by-step instructions for the workshop	1. After the lecture the participants are informed of the rules and are given instructions 2. The participants start with a topic and continue one by one until the predetermined time is over or the terms/topics are all have been used
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	The moderator should check if the rules are upheld and if all the topics have been used The difficulty is that participants need to be very concentrated to remember details so as to continue the game.

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