



# Induction Training Programme

Lesson Plans of Workshop 8  
Topic: Managing the Learning in Online Environments



A Family Learning Model to Promote Financial Literacy

## INTRODUCTION

The Piggy Bank project team has created a series of eight half-day workshops for parents and guardians. The goal of workshops number one to six is to develop the financial literacy capacity of parents and guardians. The purpose of workshops number seven and eight is to support parents and guardians in their role as facilitators of family learning.

### **Welcome to the workshop number 8!**

The topic of this workshop is 'Managing the Learning in Online Environments'. After completing this workshop, parents and guardians will be able to:

- Be aware of the main challenges and worries of learning online environments.
- Identify risks related with cyber-security and safety and strategies to cope with it.
- Use practical tips and strategies to get a good use of internet for effective learning.
- Evaluate the importance of having a motivated attitude regarding learning online environments.
- Identify initiatives to help to keep up with new trends regarding learning online environments.

In addition, during the workshop, they will exchange practical experience with other parents and guardians on the topic of raising children and managing the learning in online environments. Simply stated, the workshop will make them better parents and guardians.



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10 min

### ACTIVITY 1

#### Opening of the workshop, the introduction of learning objectives

At the beginning of the workshop, the trainer should welcome the participants and briefly introduce them with the workshop schedule and the learning objectives. The learning objectives of this workshop are as follows.

#### Learning objectives

After completing this workshop, parents and guardians will be able to:

- Be aware of the main challenges and worries of learning online environments.
- Identify risks related with cyber-security and safety and strategies to cope with it
- Use practical tips and strategies to get a good use of internet for effective learning.
- Evaluate the importance of having a motivated attitude regarding learning online environments.
- Identify initiatives to help to keep up with new trends regarding learning online environments.



30 min

### ACTIVITY 2

#### Learning in online environments – parents' challenges and worries

In this part of the workshop, the trainer will invite participants to discuss and share their opinion about challenges and worries regarding learning in online environment, encouraging them to exchanging their practical experiences related with it.

A trainer can say a few words as an introduction to the topic, for example:

Nowadays our children are more technologically advanced and they are confident about their ability. Sometimes their ability regarding an online environment overcome their parents' ability. However, sometimes this ability is not accompanied by maturity. Hence, lack of supervision can pave the way to mischief and troublesome acts. Covid-19 has accentuated this with the majority of schools teaching with online learning programmes and possibly reinforced this trend of being more technologically adept than their parents.

The trainer can lead the group to talk about their own experiences, focusing on what are the issues they feel as the main challenges and what situations worries them as parents regarding learning in online environments.

The trainer then asks the participants the following questions for discussion:

- From your own experience, what are your major challenges regarding learning in online platforms?
- What worries you most about this situation?



Of course, the trainer can use other suitable questions. The workshop activities can be modified according to the needs of the participants and the trainer.

At the end of this educational activity, the trainer can summarize the discussion.

- What have we shared in this activity?
- What seems most important about what has been shared?
- What should we remember about what was shared?
- Etc.



40 min

### ACTIVITY 3 Cyber-security and safety

The trainer can say a few words at the beginning of the activity, for example:

We all are aware that with exposure to the internet and unfiltered and uncensored content, children may access inappropriate content, be subject to cyberbullying, accidentally overshare private information, or be exposed to addictive online games. Hence, we need to educate them about digital citizenship and how to stay connected but be safe.

Then the trainer will invite participants to do some research about good practices regarding cyber-security and safety. In order to do that, the trainer may say:

To help us reflect and identifying good practices regarding cyber-security and safety, I ask you to organize yourself in two groups. Then, each group will research on the internet, information about this subject, discuss within the group and will sum up their ideas and then present to the rest of the group. We will then all reflect and make some conclusions together about what we found.

The trainer should help participants creating the groups and while groups are working may help them, answering any question or issues they find in their task. The objective is to give participants the opportunity of finding their own tips and information by using the internet.

After the groups shared their opinions and all discuss the ideas presented, the trainer should ask the group to sum up the conclusions, saying for example:

- What are the main conclusions that we can take from this activity?
- What initiative do you think you may apply from those mentioned?



Do not forget to appreciate the participants' activity and opinions at the end of each learning activity. Before the first break, tell the participants what refreshments are available, where the toilets are, and what time the next learning activity starts.



10 min

### COFFEE BREAK



50 min

### ACTIVITY 4 Motivate and encourage

In this activity, the trainer will talk about the importance of parents motivating their children. At the end, the trainer asks participants to share their opinion about what they have learnt.

The trainer may say a few words as it follows:

Let's accept the fact that the gadgets which are used by our children for recreational purposes like games, cartoons and movies, are now also used for educational purposes. Hence, we need to encourage them to have open-ended communication with us about their views on online learning. Also encouraging them to consider their feedback worthy enough to be discussed with us. We need to accept the fact that in their generation, these gadgets will be part of their world. They are growing up in different times from those that we lived when we were their age. Just like we lived differently from the years our parents did when they were children.

The trainer then asks participants to do some research about the risks of using the internet for learning, such as losing focus or playing, and how we as parents need to keep a monitoring and motivated attitude around their digital use.

The trainer can say as it follows:

Now I would like to ask you to do some research about the risks associated with using the internet for learning, such as losing focus or playing, and about the need to monitor, mentor and motivate them, as educators. I may suggest an article, but you can use others you may prefer. Take your notes, please, so that we could discuss afterwards your main conclusions."

Link suggested:

<https://vega.edu.in/how-to-keep-children-motivated-when-they-are-learning-online/>

<https://vega.edu.in/digital-detox/>

The trainer asks the participants the following questions for discussion.

- From what you've researched, what strategies do you recommend to efficiently use the internet for effective learning?
- What specific risks do you think are important to pay attention to, in order to keep your children safe on the internet?

At the end of this educational activity, the trainer can summarize the discussion.

- What have we discovered in this activity?
- What seems most important about what we've learnt?
- What should we remember about this activity?
- Etc.



10 min

## COFFEE BREAK



50 min

## ACTIVITY 5

### Initiatives to bring generations closer

In this activity, the trainer will invite participants to reflect and discuss, in groups, about initiatives that could be implemented in order to get parents more comfortable with online learning environments. In the end, each group should present their suggestions.

To introduce the subject, the trainer may say a few words as it follows:

Nowadays we all have so much information and stimuli that sometimes it's hard to keep up with the new trends regarding technology and all the online environments in which our children are using. What initiatives do you think may be implemented to help you, as parents, to keep up with these new trends, and by doing so, helping you to stay close and help your children in these environments?

The trainer then asks participants to organize in groups to discuss about initiatives that could help them feel more comfortable with online environments as time passes.

The trainer can say as it follows:

Now I would like to ask you to organize in groups and discuss about initiatives that could be implemented to help you feel more comfortable with online environments, that is, initiatives that could help you to keep up with new trends and novelties. Take your notes please and then each group will present their suggestions so that we may discuss a little bit afterwards and take our conclusions.

The trainer then helps each group and manages the discussion between groups.

At the end of this educational activity, the trainer can summarize the discussion.

- What have we discovered in this activity?
- What seems most important from what we've said?
- What should we remember about what we found and shared?
- Etc.



20 min

## ACTIVITY 6

### Summary of the workshop

At the end of the workshop, the trainer should provide participants with an opportunity to summarize the knowledge and skills learned. The trainer should also ask the participants for feedback and a brief evaluation of the workshop. The trainer can use, for example, some of the following questions:

- Which topic interested you the most during the workshop?
- What new knowledge and skills have you learned?
- Why is the topic “Managing the Learning in Online Environments” important to you?
- Is there anything you would like to change or improve in your family based on this workshop?
- How did you like the workshop?
- Which of the workshop activities did you enjoy the most and which the least?
- As this is the last of eight workshops, how do you evaluate your education in the Piggy Bank project?
- In what area do you plan to learn and develop in the future?
- Do you now feel more competent in raising your children in the field of financial literacy??

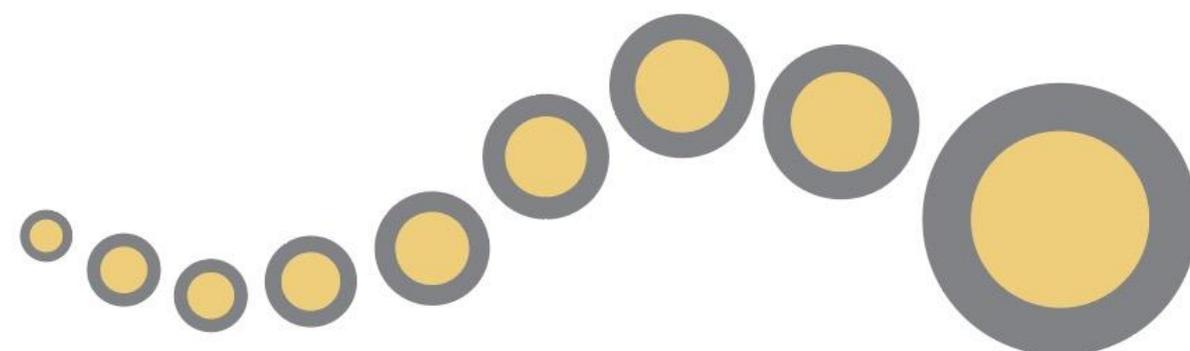


At the end of the workshop, don't forget to thank the participants for their participation and appreciate everything positive, such as the participants' activity, their opinions, creativity, practical experience of family life, cooperation with other participants, role-playing, etc.



# PIGGOY Bank

A Family Learning Model to  
Promote Financial Literacy



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