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Flipping the Classroom for Better Learning in Adult Education

2024-2-RO01-KA210-ADU-000286418

LESSON PLANS (EN)

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Lesson Plan

Unit 3 – How to Design a Flipped Classroom Lesson

General information

- **Lesson title:** ***Supporting autonomy in Flipped Learning*** *through the use of accessible and relevant digital resources.*
- **Target group of learners:** adult trainers, educators, and professionals in the field.
- **Level:** Intermediate.
- **Lesson duration and structure:**
  - ✓ **Pre-course learning activities:** 30 minutes.
  - ✓ **In-course learning activities:** 80 minutes.
  - ✓ **Post-course learning activities:** 15 minutes.
  - ✓ **Learning objectives**

By the end of this learning activity, learners (trainers) will be able to:

- apply **principles of autonomy and flexibility** in designing a flipped lesson, respecting adults' busy schedules.
- select or create **short digital content** (maximum 15 minutes), according to the "Golden Rule" of attention.
- integrate strategies for monitoring individual preparation that do not excessively consume the learner's time.

Lesson implementation

Pre-course learning activities (self-paced)

- **Materials (digital resources) to consult:**
  - A 5-7 minute video about "Learning Culture" and shifting the center of gravity from teacher to learner / a short audio material (maximum 10 min) podcast-style about autonomy in adult learning created with **NotebookLM**

- An infographic created with **NotebookLM** about the 5 stages of the flipped learning design process.

- **Tasks for learners:**
  - ✓ **Reading:** Review a short article about andragogy and adults' need for self-directed learning.
  - ✓ **Identification:** Identify an existing digital resource (e.g., a YouTube tutorial) relevant to their field that could replace a theoretical lecture.
  - ✓ **Reflection:** Note a professional challenge where increased learner autonomy could improve outcomes.

In-course learning activities

- **Warm-up (15 min):**
  - ✓ Quick survey via **Mentimeter**: "What is the main barrier to your learners' autonomy?".
  - ✓ Brief Q&A session based on the video watched at home or the podcast listened to.
- **Group work – Design Workshop (40 min):**
  - ✓ Trainers work in groups of 3-4 people to sketch a "Flipped Micro-Lesson".
  - ✓ The task is to choose a topic and decide on 2-3 "autonomy-type" activities using short, relevant, and impactful digital resources; trainee trainers can select open digital resources or create their own multimedia digital resources (video, audio podcast, or infographic with NotebookLM) based on informational materials from the guide – Unit 3.
- **Hands-on activities (25 min):**
  - ✓ Design a short quiz (5-10 questions) with automatic feedback (using Google Forms) to verify preparation without overloading the learner.
  - ✓ The instructor circulates among groups, providing real-time feedback as a coach/facilitator.

Post-course learning activities – continued learning

- **Learning journal:**
  - ✓ Posting a reflection on a **Padlet** digital wall about how their perception of the trainer role has changed (from "sage on the stage" to "guide on the side").

- **Using content in other contexts:**
  - ✓ Trainers will report (after 2 weeks) the result of practical application of a short digital resource in their own courses.

Tools, instruments, resources

- **Reading Resources:** Materials about andragogy and Knowles' 4 principles.
- **Online Resources:**
  - ✓ **NotebookLM** for creating relevant visual resources.
  - ✓ **Mentimeter** for interaction and instant feedback.
  - ✓ **YouTube** for accessing identified educational content.

Assessment and monitoring

- **Collaboration and engagement:** Observing the quality of contributions during the group workshop.
- **Communication and reflection:** Using thematic flashcards with key questions and answers regarding supporting autonomous learning based on digital resources; Assessing trainers' ability to explain the relevance of the chosen digital resource for their professional activity, from the perspective of supporting adult learning autonomy.
- **Useful tools:** Short anonymous feedback form at the end of the session regarding the usefulness of practical activities.

Trainer's notes / Observations

- Ensure that pre-course materials are accessible on multiple devices (mobile, desktop) to respect participants' time autonomy.
- **Analogy:** Flipped learning works like a **GPS for travelers**: the learner has the destination and map in hand before starting (digital resources), and the trainer intervenes only when the road becomes difficult or complex intersections appear (class time).

Lesson Plan

Unit 3 – How to design a Flipped Classroom lesson / Integrating active collaborative learning strategies into Flipped Classroom courses

General Information

- **Lesson Title:** Experiential Learning Integrated into the Flipped Classroom Model.
- **Target Learner Group:** Adult Trainers, Educators, and Professionals in the field.
- **Level:** Intermediate - Advanced
- **Lesson Duration and Structure:**
  - ✓ **Pre-Course Learning Activities:** 45 minutes.
  - ✓ **In-Course Learning Activities:** 90 minutes.
  - ✓ **Post-Course Learning Activities:** 20 minutes.

Learning Objectives

By the end of this learning activity, learners (trainers) will be able to:

- identify and apply at least 3 collaborative learning strategies (Jigsaw, Think-Pair-Share, Fishbowl) in designing face-to-face sessions;
- design interactive activities that leverage pre-session individual work and integrate it into group dynamics;
- differentiate the role of an active facilitator from that of a traditional instructor and apply it concretely in the Flipped session;
- create simple collective accountability mechanisms that stimulate participants' individual preparation.

Pre-Course Learning Activities (self-paced - 45 min)

Materials (digital resources) to consult:

- An 8–10 minute video on group dynamics and collaborative learning (e.g., “Collaborative Learning in Adult Education” on YouTube or an Edutopia tutorial);
- A short podcast (10–12 min) generated with NotebookLM on the theme “From lecture to dialogue – how adults learn better together”;
- A visual infographic (created with Canva or NotebookLM) that comparatively presents 5 collaborative strategies: Jigsaw, Think-Pair-Share, Fishbowl, World Café, Peer Teaching.

Learner Tasks

- Reading: Going through a short article about the benefits of collaborative learning in adult education (andragogy and social constructivism);
- Identification: Choosing one of the 5 collaborative strategies from the infographic and noting two concrete professional contexts where it could be applied;
- Reflection: Written response (5–7 sentences) to the question “What prevents authentic collaboration in the courses you facilitate?” – to be sent on Padlet or Google Classroom before the session.

In-Course Learning Activities

Connection & Recap (15 min)

Quick Mentimeter Poll: "What collaborative strategy have you most recently experimented with as a trainer?" – the generated word cloud becomes the starting point for the discussion.

"Think-Pair-Share" Warm-up Activity (5 min): Each participant tells their partner the collaborative strategy identified at home and a context for its application. 2–3 pairs present to the whole group.

Mini-Debrief (5 min): The trainer summarizes the common themes that emerged in the reflections prepared at home.

Jigsaw Workshop – Expertise & Transfer (40 min)

Phase 1 – Expert Groups (20 min): participants are divided into 5 groups, each delving into one strategy (Jigsaw, Think-Pair-Share, Fishbowl, World Café, Peer Teaching).

Phase 2 – Mixed Groups & Transfer (20 min): new groups, with one expert from each category. Each expert teaches their strategy to their colleagues; the group then decides which strategy best fits a professional scenario provided by the trainer.

Working materials: worksheets with strategy descriptions + space for notes + common professional scenario.

Fishbowl & Practical Design (25 min)

Fishbowl Demonstration (10 min): the trainer facilitates a short Fishbowl session with 4–5 volunteers in the center, discussing the barriers to authentic collaboration. The rest of the group observes and notes the facilitation techniques used.

Rapid Design (15 min): each trainer individually sketches a 20-minute segment of their own face-to-face session, integrating one of the discussed collaborative strategies. A structured template is completed: objective, chosen strategy, instructions for participants, rapid evaluation method.

Synthesis & Planning (10 min)

2–3 trainers present their segment sketch in plenary (1.5 min each).

Collective Feedforward: the group offers a single constructive comment per presentation (the "one star, one wish" technique).

Facilitator Conclusion: the connection between home work, practiced strategies, and transfer into one's own practice.

Post-Course Learning Activities – Continuing the Learning

Learning Journal

- Posting the designed segment sketch on Padlet + a comment about what strategies they would change/improve in their own courses;
- Each trainer comments on a colleague's sketch (asynchronous, peer-to-peer feedback).

Practical Application (2-week follow-up)

- Trainers test one of the practiced collaborative strategies in their own context;
- Briefly report (3–5 sentences) on Padlet or Google Classroom: what worked, what they adjusted, what questions arose.

Instruments, tools, resources

- Mentimeter – interactive polls and word clouds;
- Padlet – digital wall for asynchronous reflections and feedback;
- Google Forms – checking pre-session preparation;
- NotebookLM – generating pre-session podcast and infographic;
- Canva – visual materials about collaborative strategies;
- Printed or digital worksheets for the Jigsaw workshop;
- Structured template for designing the session segment (shared Google Docs).

Anticipated challenges and practical solutions

The Challenge	Possible Causes	Solutions
Participants did not prepare at home	• Materials are perceived as irrelevant • Lack of connection to own practice • Insufficient time	• Simplify: maximum 2 resources, maximum 15 min total • Link explicitly to a course they facilitate • Accountability partners in pairs
Jigsaw dynamics encounter confusion	• Unclear instructions for transitioning between groups • Participants with different levels	• Visible timer + written instructions on sheets • Clear roles for each expert in the group

Resistance to Fishbowl	• Discomfort speaking in public • Feeling of being "tested"	• Volunteers – not mandatory • Reframing: "we observe facilitation, not the person"
Insufficient time in the session	• Discussions exceeding the agenda • Groups with non-homogeneous rhythms	• Visible timer on screen • Rotation stations with fixed durations

Evaluation and monitoring

During the session

- Direct observation: the quality of contributions in the Jigsaw workshop and in the Fishbowl;
- Quick Mentimeter poll at the end of the session: "What did you learn today that you will use next week?";
- Peer evaluation: peer feedback on the segment sketches (the "one star, one wish" technique).

Post-session

- Anonymous Google Forms survey: clarity of activities, practical utility, suggestions;
- Analysis of the 2-week follow-up reports: what strategies were applied, what obstacles aros

Trainer's notes / observations

✓ Pre-session checklist

- ✓ Pre-session materials (video, podcast, infographic) are accessible on mobile and desktop;
- ✓ Jigsaw sheets are printed or distributed digitally before the session;
- ✓ The segment design template is shared on Google Drive;
- ✓ The Mentimeter poll is tested and the QR code or link is ready;
- ✓ The Padlet wall is created and shared with participants before the session;
- ✓ The professional scenario for Jigsaw Phase 2 is adapted to the group's field.

Analogy for participants:

Collaborative learning in a Flipped course works like an orchestra: each musician practices their scores at home (pre-session), but the magic only happens when they meet on stage (face-to-face session) and transform individual notes into a symphony. The trainer's role is not to play for them, but to conduct the harmony.

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Lesson Plan

Unit 3 – How to Design a Flipped Classroom Lesson / Experiential Learning in the Flipped Classroom

General information

Lesson title: Experiential Learning Integrated into the Flipped Classroom Model.

Target group of learners: Adult trainers, educators, and professionals in the field.

Level: Intermediate - Advanced

Lesson duration and structure:

- ✓ **Pre-course learning activities: 40 minutes.**
- ✓ **In-course learning activities: 90 minutes.**
- ✓ **Post-course learning activities: 25 minutes** + follow-up in 3 weeks .

Learning objectives

At the end of this learning activity, participants (trainers) will be able to:

- Explain Kolb's experiential learning cycle and map it onto the structure of a Flipped Classroom course;
- Design pre-session activities that deliberately activate Stage 1 (Concrete Experience) and Stage 2 (Reflective Observation) of the cycle;
- Build face-to-face session scenarios focused on Conceptualization and Active Experimentation, leveraging experiences brought by participants from their own practice;
- Evaluate the quality of experiential learning using structured reflection tools and transfer to the workplace.

Pre-course learning activities (self-paced) - 40 minutes

Materials (digital resources) to consult:

- 8–10 minute video: an animation or presentation about the Kolb Experiential Learning Cycle (available on YouTube – search for "Kolb Learning Cycle explained");

- 10-minute podcast generated with NotebookLM on the topic "Why adults learn better through experience than through lecture", based on the materials in the Unit 3 Guide;
- Visual infographic (Canva or NotebookLM): the Kolb cycle represented as a ring with the 4 stages + concrete examples from adult education for each stage.

Tasks for the learner – Kolb Stages 1 & 2 activated at home

Concrete Experience (Stage 1): Think of a training session you facilitated recently. Identify a moment when participants seemed disengaged or unsure. Briefly note: what happened, how you reacted, and what result followed.

Reflective Observation (Stage 2): Review the Kolb infographic and answer two questions: (a) in which Kolb stage was that moment of disengagement? (b) What type of activity could have re-engaged the participants? Send your answer on Padlet (maximum 150 words).

Preparation Check: A short 5-question Google Forms quiz to recognize Kolb stages in given scenarios (with automatic feedback).

The Golden Rule – Pre-session à Session Connection

Homework assignments are not abstract exercises. They deliberately activate Kolb Stages 1 and 2, so that participants come to the session with a real experience already analyzed. The face-to-face session can begin directly with Stage 3 – Conceptualization and Stage 4 – Active Experimentation, maximizing the value of the shared time.

In-course learning activities

Connection & Recap (15 min)

- **Experience Gallery (10 min):** participants briefly display the moment of disengagement noted at home on Padlet. Each participant reads 2–3 posts from colleagues and notes a common keyword on a digital (or physical) sticky note. The trainer aggregates the keywords in real-time.

- **Connection to the Kolb cycle (5 min):** the trainer quickly presents the Kolb infographic on screen and invites 2–3 participants to place their own moment noted at home into one of the 4 stages. Guided discussion: "Which stage is most often omitted in our courses?"

Conceptualization Workshop – Kolb Stage 3 (25 min)

- **Interactive Mini-lecture (10 min):** The trainer presents the key principles of experiential learning applied in Flipped Classroom – not a lecture, but a Socratic dialogue: asking questions, participants responding from the experience brought from home.
- **Kolb-Flipped Mapping (15 min):** groups of 3–4 people receive a template with the structure of a Flipped course (Pre-session / In-session / Post-session) and the task of placing each Kolb stage in the appropriate place in the structure. Groups present in plenary and compare solutions – discussion about differences.

Practical Design – Kolb Stage 4: Active Experimentation (35 min)

- **Individual task (20 min):** Each trainer designs an experiential learning sequence for their own course, deliberately distributing the 4 Kolb stages between pre-session, face-to-face session, and post-course. A structured template is completed (Objective – Kolb Stage – Activity – Tool – Time).
- **Peer review (15 min):** Exchange templates in pairs. Each reviews the colleague's project with a single guiding question: "Is the Kolb stage actually activated, or is it just mentioned?" Verbal feedback, 3 minutes per pair, after which the author revises.

Synthesis & Transfer (15 min)

- **A Minute of Crystallization:** each participant completes an exit ticket (digital or physical): "The most important thing I learned today + the first concrete step I will take in the next course."
- **3 volunteers read their tickets.** The trainer concludes by drawing the explicit connection between the Kolb cycle, the Flipped model, and the participants' own practice.

Post-course learning activities – Continuing the learning

Immediately after the session

- Posting the completed template on Padlet (the Kolb-Flipped sequence for one's own course), with a reflection of 3–5 sentences: "What did I design differently compared to my usual approach?";
- Anonymous Google Forms (5 questions): activity clarity, practical utility, suggestions for improvement

3 weeks follow-up

Trainers implement at least one Kolb-Flipped sequence in their own course and report briefly (5–7 sentences) on Padlet or Google Classroom:

- Which Kolb stage worked best and why;
- Which stage was difficult to activate and what they adjusted;
- A question that remained open after implementation.

Instruments, Tools, Resources

- NotebookLM – generation of the podcast and Kolb infographic pre-session;
- Canva – visual infographic of the Kolb cycle with examples from adult education;
- Padlet – experience gallery, posting reflections and completed templates;
- Google Forms – readiness check quiz (with automatic feedback) and post-session feedback form;

- Mentimeter – session opening poll and interactive exit tickets;
- Structured Google Docs Template (Objective – Kolb Stage – Activity – Tool – Time) – shared with participants before the session;
- Physical sticky notes or Jamboard – for the experience gallery

Anticipated challenges and practical solutions

Challenge	Possible causes	Solutions
Participants do not recognize Kolb stages in their own practice	• The theoretical framework seems abstract at first meeting • Lack of connection with own experiences	• Start with the trainer's example (controlled self-disclosure) • Use the infographic as a visual anchor throughout the session
Homework tasks remain at a superficial level	• Reflection is perceived as an extra task • Guiding questions are too broad	• Limit reflection to a single concrete, well-circumscribed moment • Provide examples of possible responses on Padlet as a model
Individual design gets stuck	• Insecurity in applying the Kolb framework • The template seems too structured	• Full example in the template (first line completed by the trainer) • Peer review immediately after the first 5 minutes of work
Resistance to structured reflection	• Professional culture oriented towards action, not reflection • Perception: reflection is a waste of time	• Reframing: reflection = rapid professional diagnosis • Limit to 5 minutes – emphasize efficiency, not depth

Evaluation and monitoring

- Observing the quality of the Kolb-Flipped mapping in group activities (conceptual accuracy + ability to apply to own context);

- Structured peer review of templates: the quality of the feedback offered reflects the understanding of the Kolb cycle;
- Exit tickets: clarity of concrete transfer steps – an indicator of applied learning.

Post-session

- Anonymous form: practical utility, clarity, suggestions;
- Analysis of the 3-week follow-up reports: which Kolb stage was most frequently implemented and which remained unexplored – useful information for adjusting future sessions.

Trainer Notes / Observations

✓ Checklist pre-session

✓ Checklist pre-session

- ✓ Kolb podcast and infographic are accessible on mobile and desktop;
- ✓ Google Forms quiz tested – automatic feedback enabled for each response;
- ✓ Padlet created and link/QR distributed at least 24h in advance;
- ✓ Google Docs template shared with editing rights for participants;
- ✓ Completed example of the template (first line) prepared by the trainer;
- ✓ Kolb infographic available on the room screen throughout the session;
- ✓ Visible timer prepared for time-limited activities.

Analogie pentru participanți:

"The Kolb cycle in a Flipped course works like a test-drive before buying a car: before the session, you drive on a known route and note how you feel (Stages 1 & 2). During the session, we understand together why the car behaves this way (Stage 3) and you test it on new, more complex routes (Stage 4). Nobody buys a car after a lecture about engines."

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Lesson Plan 1

Metacognition as a learning strategy using Flipped Learning method

Target audience: adult educators, teachers, professionals

Learning objectives:

- Understanding the metacognition strategy
- Applying the metacognition strategy in the learning process

1. Pre-course learning activities – Self-directed learning, lower-order skills

a. Presentation of content:

Read the material on metacognition by clicking on the link:
https://theelearningcoach.com/learning/metacognition-and-learning/

and highlight any aspects that are not clear enough to you

1.1. Principles of Instructional Design:

- Autonomy: Learners have control over their own pace of learning
- What you need to know: The text will highlight the most important aspects of metacognition: its definition and its two stages: 1. awareness of cognition: identifying the factors that promote learning and those that hinder it, and determining which strategies work best for the learner – becoming aware of how they learn; 2. Self-regulation of cognition: setting goals, planning, monitoring, and evaluating learning.
- Personal experiences: As you read the text, think about the different experiences you have had during the learning process

1.2. Activity. Before coming to class, choose a learning experience and reflect on it from a metacognitive perspective – focusing on the following aspects: awareness of cognition and self-regulation of cognition.

2. During classroom activities – Active learning – Higher-order skills

2.1. Course introduction (10 mins): A quick review of the text that the adult learners were asked to read. Using the 'Pair and Share' method, they will answer the following two questions:

i. What do you understand by metacognition?

ii. How useful do you think it could be for you?

The trainer will use an OER on metacognition (this may be created using AI or other digital tools, or will be provided in the guide)

https://www.youtube.com/watch?v=pmz7eqKzbuU

2.2. Learning Activity 1 (25 mins) Learners will watch a short video on metacognition https://www.youtube.com/watch?v=HKFOhd5sMEc

i. In small groups, learners will discuss the main ideas in the video and ask questions about how metacognitive principles might apply in their own context

ii. The facilitator will help learners understand the benefits of metacognitive strategies

2.3. Learning Activity 2 (10 mins) Reflection exercise. Learners will spend 10 minutes reflecting on their own learning process during the session. They will ask themselves metacognitive questions, such as:

- Have I understood what metacognition is?
- When did I learn best: when I was reading, when I watched the video, when I discussed it in a group, etc.?
- What did I find difficult in the learning process?
- What else could I have done to learn better?
- What will I do differently next time?

2.4. End of the lesson

The facilitator will summarise the content, check whether the learning objectives have been met, and encourage the group to continue learning.

3. ***Post-course activities***

Participants will be invited to read a case study on the use of metacognition in adult learning and to write down their thoughts on how it might be applied in their own context.

Assessment of learning

- Formative assessment
  - ✓ During the course: moments of reflection and sharing with group members
  - ✓ After the course: applying the metacognitive approach in the training session
- Summative assessment: concept map on metacognition

Conclusions

In this activity, I used the flipped learning approach and addressed the topic of metacognition in three stages, as follows:

1. **Before the course** – we focused on knowledge acquisition.

2. **During the course** – I focused on applying the content, in-depth understanding, collaboration and reflection

3. **After the course** – we consolidated reflection and the transfer of learning to real-life experiences

4. Digital applications and AI resources for flipped learning

Lesson plans and learning design

- Chat GPT / Gemini, Claude – for lesson plans, reading summaries, case studies
- Canva
- Google tools for presentations, images

Learner engagement

- Mentimeter
- Kahoot AI, Quizizz

Feedback and assessment

- ChatGPT for tests and questions

Reflection

- ChatGPT
- Gemini
- AI Tutor

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Lesson Plan 2

Topic: Introduction to Artificial Intelligence using the Flipped Learning method

General information:

Lesson topic: Introduction to Artificial Intelligence (AI) using the Flipped Learning method

Duration: 2 hours (120 minutes)

Target group: Adults (learners aged 25+, mixed level of digital skills)

Number of participants: 10–20 people

Main method: Flipped Learning

Format: face-to-face / online / hybrid

Trainer:

General skills

1. Developing basic digital skills in the use of AI

2. Responsible use of AI tools

3. Critical thinking and analysis of information

4. Practical application of AI in professional practice

Specific skills

By the end of the activity, participants will be able to:

1. define the concept of Artificial Intelligence

2. identify concrete examples of AI in their personal and professional lives

3. use an AI tool (e.g. ChatGPT) for a simple task

4. analyse the advantages and limitations of using AI

5. formulate rules for the ethical use of AI

Learning objectives

By the end of the lesson, learners will be able to:

O1: explain the concept of AI in their own words

O2: List at least 3 AI applications used on a daily basis

O3: Create a simple prompt to solve a task

O4: compare the responses provided by AI with their own analysis

O5: Identify at least two risks associated with the uncritical use of AI

1. Pre-session stage (Flipped Learning)

Asynchronous activity (at home): Resources sent before the lesson

1. a short video (5–7 mins): 'What is Artificial Intelligence?'

2. an introductory article on AI

3. a practical example of using ChatGPT

4. a short Google Forms questionnaire (5 questions)

Students' task

- watching the video
- read the article
- completing the questionnaire
- identify two examples where they believe AI can help them professionally

2. Stage: Synchronous session

1. Attention-grabbing – 10 mins

2. Pre-class check – 15 mins

3. Clarifying concepts (15 mins): Introduction to AI and prompts

A few key principles for effective prompts:

Be specific and clear: Say exactly what you want; leave no room for interpretation. Instead of *"write something about AI"*, say *"write a 200-word summary of the benefits of AI in adult education, for an audience with no technical background*".

Provide context: The more the AI knows about your situation, the more relevant the response will be. Who you are, who the content is for, and what the purpose is.

Specify the desired format: If you want a table, a list, continuous text, an outline, or a presentation — state it explicitly. Otherwise, the AI will choose for itself.

Define the role: *"You are an adult educator..."* or *"Act as a marketing expert..."* — assigning a role significantly improves the quality of the response.

Indicate length and tone: Short or detailed? Formal or friendly? Technical or accessible? These details matter a lot.

Use examples: If you have a model to follow, show it. *"I want something similar to this example: ..."*

Break down complex tasks: One long, complicated prompt works less well than several clear, step-by-step prompts — just as you did today with the lesson plan.

Iterate and refine: Your first answer doesn't have to be perfect. You can say *"keep it shorter"*, *"add a section about…"*, *"change the tone"* — the conversation continues!

4. Practical activity – 20 mins

Create a prompt about digitalisation in 3–4 conversations with the AI assistant

5. Group work – 40 mins

Analysis of the prompts created

6. Reflection and feedback – 15 mins

7. Final assessment – 10 mins

Teaching methods

- Flipped Learning
- brainstorming
- case study
- collaborative learning
- guided reflection
- self-assessment

8. Tools and resources

- Laptop / phone / tablet
- Internet connection
- Video projector
- Video platform

- Google Forms
- Mentimeter / Padlet
- AI applications
- Worksheets
- Flipchart

Assessment

1. *Initial assessment* – checking the pre-class questionnaire

2. *Formative assessment*

- participation in discussions
- quality of prompts created
- analysis of the case study

3. *Final assessment* – Exit ticket

a. What new things have I learnt about AI?
b. How can I use AI in my work?
c. What precautions should I take?

3. After the session. Assignment for further learning

Participants will use an AI tool and practise creating prompts for a real-life task from their professional work, and will write a short reflection:

- what they asked the AI to do
- what result they received
- what they kept / changed
- what they learnt from the experience

A few observations:

The focus is not on technology, but on:

- critical thinking
- responsibility in the use of digital tools
- practical applicability
- autonomy in learning

The Flipped Learning method is particularly well-suited to adult education as it builds on participants' prior experience and maximises the time spent on practical work during face-to-face sessions.

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Lesson Plan 3

The Use of Digital Tools and AI in Adult Education

Method: Flipped Learning

1. Information

Lesson Topic	The use of digital tools/AI in adult education
Training Level	Beginner – Intermediate
Target group	Adults
Number of participants	12–20
Session duration	120 minutes + 60 minutes of home preparation
Format	Face-to-face / online / blended
Date	

2. General skills

- Critical and responsible use of digital tools and AI in educational contexts
- Developing autonomy in learning through technology
- Collaboration and communication in digital environments

3. Specific competences

- Identifying the main AI tools useful in adult education
- Using NotebookLM to organise and retrieve information
- Applying the Flipped Learning model in one's own training practice
- Critically evaluating AI-generated content
- Creating a mini digital portfolio of resources

4. Introduction to the Flipped Learning method

The Flipped Learning method restructures the relationship between home-based and classroom-based activities. Theoretical content is covered individually in advance using digital and written resources, whilst face-to-face time is devoted entirely to application, discussion and collaboration.

PHASE	TOOL	MAIN ACTIVITY	TIME
BEFORE (At home)	NotebookLM	Watching AI-generated podcast, reading materials, reflection in digital journal	**60 min**
IN CLASS (during the session)	Miro / Jamboard	Debates, case studies, collaborative projects, presentations	**90 mins**
AFTER (at home)	NotebookLM / AI	Creating your own resources, portfolio, reflective assessment	**30 mins**

5. How to create resources using NotebookLM

NotebookLM is the main tool of this plan: the trainer creates a learning space ('notebook') into which they upload all the session materials. Learners can listen to an automatically generated podcast, ask questions and explore the resources at their own pace.

5.1. What is NotebookLM?

NotebookLM (notebook.google.com) is an AI tool from Google, designed for study and research. It allows you to upload documents, PDFs, links and notes, after which it can generate summaries, answers to questions and even an audio podcast based on your materials.

Some examples of resources created using NotebookLM will be provided

5.2. Preparation steps for the trainer

1. Create a Google account and go to notebook.google.com
2. Create a new notebook with the session title
3. Upload: articles on AI in education, the session presentation, case studies, relevant links

4. Share the access link with learners 48 hours before the session

5.3. Tasks for learners (pre-session)

1. Read at least 2 of the documents in the notebook
2. Ask 2–3 questions in the Q&A section of NotebookLM
3. Note down: one thing that surprised you, one concern regarding AI in education

6. Session format (90-minute face-to-face session)

Activity	Format	Time allocated	Description
Connecting with learners	**Frontal**	**10 mins**	Questions about AI from students
Accessing NotebookLM	**Individual**	**10 min**	Learners access the space created by the trainer in NotebookLM containing the session documents.
Question guide	**Pairs**	**10 min**	Each participant formulates 3 questions based on the materials. The Q&A function in NotebookLM is used.
Discussions on the questions	**Frontal**	**30 mins**	The trainer facilitates a discussion based on the questions collected. The AI responses are used as a starting point.
Creating resources using NotebookLM	**Groups of 4 people**	**20 mins**	Each group is given a topic for which they must create a resource using AI and NotebookLM
Presentation and feedback	**Whole-class**	**10 mins**	The groups present their resources. Peers provide structured feedback.
Reflection and evaluation of the session	**Individual**	**10 mins**	Each learner receives a feedback and reflection form

7. Digital tools used

Tool	Stage at which it can be used	Link
NotebookLM	Pre-session podcast, Q&A, portfolio	notebook.google.com
ChatGPT / Claude AI	Case studies, response generation, AI comparison	chat.openai.com / claude.ai
Kahoot	Pre-session knowledge check quiz	kahoot.com
Google Forms	Post-session reflection sheet	forms.google.com

8. Materials prepared by the trainer

- Notebook NotebookLM with uploaded documents + generated podcast
- Sheets with the topics to be covered/case study scenarios (printed or digital)
- Reflection sheet (Google Forms or printed)
- Summary presentation (10 slides) – available in NotebookLM

9. Assessment

Form of assessment	Point in the session	Type of assessment	Assessment tools
Direct observation	During activities	Formative	Active participation observation sheet
Questions in NotebookLM	Preparation phase	Formative	Quality and relevance of the questions asked
Presentation of the resource	In class	Summative	Assessment rubric for the proposed topic
Reflection sheet	At the end of the session	Reflective	What have I learnt? What will I apply? What questions do I still have?

Digital portfolio	Post-session	Continue	Resources added to NotebookLM, personal notes

10. Success criteria for learners

- ✓ Active participation in discussions during the session (at least one contribution)
- ✓ Relevant contribution to the group's resource
- ✓ Completion of the reflection sheet
- ✓ Formulation of at least 3 questions in NotebookLM prior to the session

Methodological recommendations:

1. Managing learners' different levels of learning

Participants with limited digital experience

- Access to a video tutorial (2 mins) on how to use NotebookLM
- Opportunity to work with a colleague before the session
- The trainer provides individual support during the session, or a more advanced learner

Participants with advanced digital/AI skills

- Explore the advanced features of NotebookLM
- Compare the responses of 2–3 different AI tools to the same question
- Suggest additional resources to add to the notebook

2. Trainer's reflection after the session:

What went well?	What will I do differently?	Other observations

Lesson plan using Flipped Learning approach

1. General information

Lesson title: Sustainable Living and Waste Management

Target group of learners: Adults, parents.

Level: Mixed.

Duration and structure of the lesson:

A. Learning activities before class: 30 minutes
B. Learning activities during the class: 90 minutes
C. Learning activities post-class: 20 minutes

2. Learning objectives

By the end of this lesson / learning activity, learners will be able to (verbs):

- Explain the concepts of circular economy, recycling, and composting.
- Demonstrate the correct method for sorting household waste.
- Develop a personal action plan to reduce single-use plastics.

3. Lesson implementation

A. Learning activities before class (self-paced)

- ✓ **Materials:** "Home Waste Sorting Guide" video and a checklist of local municipal recycling symbols.
- ✓ **Learner Tasks:** Take a photo or list the contents of their household trash bin for one full day.

B. Learning activities during te class

- ✓ **Warm up (15 min):** Kahoot quiz: "Which bin does it go in?" featuring common but confusing household items.
- ✓ **Group Work (50 min):** "Station Rotation": 1. Paper/Plastic, 2. Organic/Compost, 3. Hazardous waste. Groups practice sorting physical items at each station.

- ✓ **Hands-on Activities (25 min):** Brainstorming session: "Small steps for a zero-waste home" - creating a collective list of local plastic-free alternatives.

C. *Learning activities post-class – Continuing learning*

- ✓ **Continuing Learning:** Implementing a "7-Day Waste Reduction Challenge" and posting progress/photos on a shared Padlet wall.

1. Instruments, tools, resources

- ✓ **Reading Resources:** Municipal Waste Guidelines, Composting 101 Handout.
- ✓ **Online Resources:** Kahoot, Padlet, YouTube..

2. Assessment and evaluation

- ✓ **Collaboration and Engagement:** Observing interaction during station work and knowledge sharing about local recycling dilemmas.
- ✓ **Communication and Reflection:** Using "Waste-Sorting Scenarios" to assess participants' ability to justify their choices.
- ✓ **Useful Tools:** Visual "Before & After" check on Padlet.

3. Trainer‘s notes / observations

- ✓ Adult learners appreciate practical, immediate applications. Ensure the examples used (e.g., local milk cartons or battery types) are relevant to their specific city/neighborhood.

- ✓ **Analogy:** Waste management is like **"Household Logistics"**: Pre-course material is the inventory list; class time is where we optimize the workflow.

Lesson plan using Flipped Learning approach

1. General information

Lesson title: Polite and Effective Communication in the Digital World.

Target group of learners: Adult trainees (all branches).

Level: Beginner / Intermediate.

Duration and structure of the lesson:

A. Learning activities before class: 20 minutes

B. Learning activities during the class: 60 minutes

C. Learning activities post-class: 15 minutes

2. Learning objectives

By the end of this lesson / learning activity, learners will be able to (verbs):

- Ability to define basic ethical rules (netiquette) in digital communication.
- Use professional language in emails and messaging.

3. Lesson implementation

A. Learning activities before class (self-paced)

✓ A 5-minute short video titled "What is Netiquette?" and a one-page infographic outlining the basic rules.

✓ Trainees are asked to make a note of an example of rude or inappropriate digital communication they have encountered and bring it to class.

B. Learning activities during te class

✓ Warm-up (10 min): Conduct a survey using Mentimeter asking "What annoys you most on the internet?".

✓ Group Work (30 min): "Critical Incident Analysis": Groups are given scenarios of poorly written emails. The groups rework these messages according to ethical guidelines.

✓ Application (20 min): Each group presents their messages to the class and receives feedback.

C. *Learning activities post-class – Contininuing learning*

✓ Assignment: Prepare a draft of a real email, adhering to course guidelines, addressed to a colleague or a government agency, and share it digitally.

1. Instruments, tools, resources

- Reading resources
  - ✓ Texts or articles about digital ethics.
- Online resources
  - ✓ **Mentimeter** for interaction and instant feedback.
  - ✓ **YouTube** for accessing identified educational content.

2. Assessment and evaluation

✓ **Collaboration and Engagement:** Observing the quality of contributions during the group workshop, specifically focusing on how effectively participants identify breaches of etiquette in the provided scenarios and their willingness to negotiate better alternatives within their teams.

✓ **Communication and Reflection:** Using "Etiquette Challenge" flashcards with key scenarios and correct/incorrect response pairs regarding professional digital tone; Assessing trainers' ability to explain how specific netiquette rules (like "The Human Rule" or "Respecting Bandwidth") directly impact the professional image and efficiency of an adult education center.

✓ **Useful Tools:** Short anonymous feedback form (via Microsoft Forms or paper-based) at the end of the session to evaluate the practical relevance of the e-mail restructuring activities.

3. Trainer‘s notes / observations

✓ Provide the pre-course video and infographic in responsive formats (e.g., a mobile-friendly PDF or a YouTube link with captions) to ensure participants can engage with the material during a commute or break, respecting their adult learning autonomy.

- ✓ Analogy: Digital etiquette is like the **"Traffic Rules of the Information Superhighway"**: The pre-course materials provide the driver's manual (the rules), while the classroom session is the "driving simulation" where we practice avoiding collisions and navigating complex social intersections together before hitting the real road.

Lesson plan using Flipped Learning approach

1. General information

Lesson title: Critical Thinking and Media Literacy

Target group of learners: Adult learners, seniors, lifelong learners

Level: Intermediate.

Duration and structure of the lesson:

A. Learning activities before class: 25 minutes
B. Learning activities during the class: 80 minutes
C. Learning activities post-class: 20 minutes

2. Learning objectives

By the end of this lesson / learning activity, learners will be able to (verbs):

- Apply critical thinking questions (Who? Why? Source?) to digital news.
- Utilize digital fact-checking platforms (e.g., Teyit.org, Snopes) to verify claims.
- Recognize the emotional triggers used in "Clickbait" and "Fake News."

3. Lesson implementation

A. Learning activities before class (self-paced)

- ✓ **Materials:** Short article: "How to Spot Fake News" and a 3-minute video on how algorithms create "filter bubbles."
- ✓ **Learner Tasks:** Save one suspicious-looking headline or post from their personal social media feed.

B. Learning activities during te class

- ✓ **Warm up (15 min):** Rapid-fire sharing of the suspicious headlines brought by learners. Initial "gut-feeling" discussion.
- ✓ **Group Work (40 min):** "The Fact-Check Lab": Groups use verification tools to analyze a set of "mystery stories" provided by the trainer.

- ✓ **Hands-on Activities (25 min):** Simulation role-play: Demonstrating how quickly unverified news spreads and the real-world consequences of misinformation.

C. *Learning activities post-class – Continuing learning*

- ✓ **Continuing Learning:** Create a 5-point "Personal Verification Checklist" to be kept near their computer or phone.

1. Instruments, tools, resources

- ✓ **Reading Resources:** "Critical Thinking Toolkit" PDF.
- ✓ **Online Resources:** Teyit.org, FactCheck.org, Google Reverse Image Search.

2. Assessment and evaluation

- **Collaboration and Engagement:** Monitoring the "Fact-Checking Simulation" to evaluate team-based tool utilization.
- **Communication and Reflection:** Using "Source Credibility" flashcards; assessing the ability to explain the "Why" behind misinformation.
- **Useful Tools:** A "Truth-O-Meter" exit ticket (Confidence self-assessment).

3. Trainer‘s notes / observations

- ✓ Be sensitive to pre-existing political or social beliefs. Focus on the *process* of verification rather than the *content* of the belief itself.

- ✓ **Analogy:** Media literacy is like **"Having a High-Quality Filter for a Water System"**: Pre-course teaches how it works; class is the "stress test" with murky data.