TURN ONLINE

Guidelines:
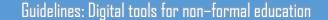Digital Tools for
non-formal education

Chapters

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Chapter 1
Introduction

Though the technology behind online education is relatively new, the concept has been around for about 20 years. At its core, online education is merely an extended and modern form of distance learning. Before computers and the Internet arrived, students would send letters back and forth with their teacher, to keep up with their classes. Unfortunately, this was a slow and tedious process. Letters would take weeks to get delivered and could sometimes get lost and never reach their intended recipient.

Today we have moved on from sending letters and attending classes inside a building. For many people, part of their learning takes place virtually. In today's world, being a full time student may be costly. Many students are nowadays balancing work and studies at once. So, by taking courses online, students can attempt to save money on tuition fees, transportation costs and books. They can also set their own pace and attend classes they cannot physically attend. And for people with mobility impairments, online courses offer them the opportunity to study despite their physical difficulties. Sometimes traditional classrooms lack the facilities to aid these students, making it harder for them to attend regular courses.

Another added element to online education is its intercultural dimension. Because the classes are online, students from anywhere in the world can enroll. A student from Spain can be enlightened by the perspective of a Malaysian student, and vice versa, widening the scope of learning. And whereas in the traditional classroom the teacher is the main source of information, the virtual classroom allows for students to teach each other about elements the teacher might not have covered or mentioned. This makes online education not only intercultural, but also multi-directional. Though many argue that in person debates are more interesting and beneficial for students, we cannot forget that students with fewer opportunities, whether geographical, physical or economical gain a lot from these virtual forms of learning.

As online education gains more and more traction, other parties have now started to take advantage of the benefits it brings. NGOs in particular, use online education to enlarge their scope of impact. Through online courses, NGOs can multiply the effect of their transmitted knowledge. So rather than reaching 50 people, they can reach 500 at once. Online courses can also be spread out over a longer period of time. This releases the intensity that regular courses have, so that students can spend more time properly digesting what they are learning. And teachers can also give more in depth explanations too.

So even though the efficiency of online education can be debatable, we cannot disregard the above-mentioned benefits. Access to education is a universal right for all. And as

educators, whether in the formal or non-formal education fields, one of our main aims is to help expand the borders of knowledge and information sharing.

Through this publication we want to offer qualitative education on a wide variety of online learning subjects, making knowledge accessible for all those who seek it. We particularly focus on the following:

- Types e-learning
- How to develop of online course
- Basic elements of online course
- How to work with online groups
- Most popular online tools among youth NGO's

We hope that you - youth organizations working in the topics of Human Rights and Peacebuilding as well as everybody else will find it useful.

Chapter 2
Types of E-learning

What Is E-Learning?

Online learning defined in simple terms, is the ability to learn on a virtual platform. The usual recognized method of learning involves a physical meeting with an educator in the class where they feed you knowledge. This means that you have to physically go to the educational venue (i.e. school, campus etc.) and attend a class.

Characteristics of Online Learning

Online learning, even though similar to the usual method of learning, has certain unique characteristics.

a) Efficiency- Online learning should allow students to focus on different elements of their lives, such as working and taking certain courses at the same time. This means that students can be, in many cases, in different locations than their educators.

b) Recognition- A student who takes an online course is not different from the one who takes a course in a physical class. Once you successfully complete the course and pass all the tests associated with it, you should be able to graduate in that course, just like the other students, and receive a recognized document stating the same. Therefore, you will be able to access all the advantages associated with the receipt of that certification regardless of being an online learner.

c) Technology- Taking an online course, unlike the alternative, requires you to have access to certain technology. For instance, you must have an internet enabled device, whether a laptop, mobile device, or even a desktop computer. This will allow your device to connect to your course and your educator's device. You also need access to the internet for this to work.

Types of E-learning

We would like to focus your attention on 4 main types of e-learning: synchronous, asynchronous, blended and game-based e-learning.

Synchronous e-learning

Synchronous e-learning is one of the basic and most popular e-learning types.

As it is easy to guess from the name, synchronous e-learning is learning where the interaction between the tutor and students occurs at the same time. This means that knowledge exchange is happening simultaneously for both sides through the help of

digital technologies. It is an e-learning that is similar to classroom-based, there is an educator who provides the knowledge and leads the session and multiple students. Since the classroom is virtual learners can be anywhere in the world – all they need is a suitable device and internet connection.

Synchronous e-learning mostly refers to a network of learners who are involved together in organized synchronous activities form different locations and time zones all over the world.

Examples of synchronous e-learning are online chat and videoconferencing. Any other learning tool that is in real-time, such as instant messaging that allows students and educator to ask and answer questions immediately, is synchronous.

Another characteristic of the presented e-learning type is apart that the activities take place in real time, the synchronous communication is not limited to a certain number of people. The minimum requires at least two persons to be both present at a given time to interact. There is no maximum limitation. Synchronous e-learning can involve five, twenty-five, a hundred or more people.

Students who participate in synchronous learning courses can attend live-broadcasted lectures and have an active part in it. They can interact with the tutor and ask questions or additional information and clarifying examples during the knowledge exchange. Participants in this type of e-learning can interact instantly with their peers also. They can share external sources of information, ask for advice or help and actively express their points of view on course subjects. This is an opportunity for self-driven motivated participants to go deeper into the topics through peer to peer communication and knowledge exchange.

The information flow is continual and reciprocal. This means the communication is alive, led by the tutor, but can be reshaped and modified by the whole group. The fact that feedback can be given from both sides is a serious time saver which smooths the communication channels.

Now, when the basic definitions of synchronous e-learning are clear, we can go deeper into the topic and evaluate the strengths of this learning method. Synchronous type of e-learning has its pros and cons. It is important to know all of them in a little bit more detailed way, so we can choose for ourselves if this is an appropriate method to learn online. Let's start with the advantages that this type of learning is bringing.

One of the main advantages of synchronous e-learning is the live connection between participants. Real-time interaction means instant feedback, and instant feedback allows learners to immediately get their questions answered. This is useful because some people need more explanations or more detailed information and examples to fully understand new knowledge.

Other positive effect of immediate feedback is the possibility for trainers and instructors to make adequate changes if needed. Depending on the understanding of online course materials, the tutor can recognize difficulties the group encounters during the learning process and find the most suitable way to present the program.

Moreover, real-time interaction can keep the level of audience attention high and participants active through the sessions. Provocative questions help students to explore the subject through their own perception and have a deeper understanding of it. Also, mistakes pointed out early, encourage the group to learn from their mistakes and to eliminate the chances of repeating them in the future.

One of the most appreciated advantages of synchronous e-learning is that it is a highly motivating way to gain new knowledge. In general, when learning as part of a group, individual participants can feel more motivated and readier to learn because of the spirit of competition that appears. Using performance goals is a successful tool to inspire students to demonstrate and develop their skills and abilities while competing and engaging in team e-learning (e.g. e-learning games).

Also, a synchronous learning environment enhances learning, as real-time interactions may provide a more engaging environment than learning on your own. Learners and educators share this e-learning way as more social since participants do not feel as isolated individuals communicating with a computer, but they feel as members of a community. This is possible thanks to the constant communication with others throughout the learning process.

Synchronous e-learning has a lot of positive aspects regarding the learning process, but it has its weak points. In the following paragraphs we will present the main challenges and obstacles learners meet while joining a synchronous e-learning program.

One of the most common disadvantages of synchronous e-learning is the high dependence on technologies, although this applies to online learning in general. This means that to join a webinar or live chat/conference we need to have suitable device first. Second, which is a bigger challenge, is the lack of sufficient computer skills of people in order to enroll in an e-learning platform. This means that participants who have poor computer skills might struggle to engage in a synchronous online training program. The lack of technical knowledge and inability to handle the various technologies involved in synchronous e-learning may give a serious feeling of frustration and discourage them.

Asynchronous e-learning

Asynchronous e-learning is the other popular type of online learning. The main difference with synchronous e-learning is the lack of live element. This means that there is no simultaneous interaction between educator and learner. Asynchronous learning can be done even when one of the involved parts is offline. Learners can go through the courses at a time and pace that suits them. More, they can go over and over a part or the whole

course as many times as needed (if applicable). This is a student-centered teaching method where learners have a common virtual space (e.g. blackboard, e-mail, chat room) available where everyone can post a message, read a message or respond to a message all within the same shared spaced.

Similar to synchronous e-learning, asynchronous can also be in the form of a virtual classroom but without the need to meet at a scheduled time. Courses are designed in various authoring tools such as Adobe Captivate, Articulate Storyline, Lectora Inspire, etc. Unlike synchronous learning, this training is delivered online, i.e., via the web. Typical examples of synchronous e-learning platforms are e-mail, discussion forums, Wikipedia and blogs.

One of the greatest advantages of asynchronous e-learning is the high level of flexibility and freedom that is provides. As already mentioned, the learner decides on their own where, when and how much time to spend learning. There are some courses/ platforms that give the learners the ability to choose whether they want to continue their learning journey or not. Students are given usually a timeframe during which they need to connect to their class at least once or twice. The good news here is that in asynchronous e-courses, you can go through the materials no matter what hour of day or night it is. You can adjust the learning schedule to your life.

Another plus, there is no concrete physical space where participants have to meet. That's why asynchronous e-learning is often called Location Independent Learning (LIL). Asynchronous e-learning is great because it is adaptable. Learners differ from each other and so their learning pace varies. You don't need to speed up or slow down your learning process, according to others. Participants can proceed through course topics at a pace that suits them. They can search for additional information and references, ask questions and evaluate answers on their own.

This links directly to next positive aspect of asynchronous type of e-learning – learners have all the time they need to go through materials. They can reflect and spend time to fully "digest" the information for better understanding. Also, they can repeat and go over parts of the content if needed. This is especially useful when, at the end, learners have to answer question or express a specific opinion on a matter. Content can be explored and discussed in great depth - allowing learners the time to reflect and formulate thoughtful responses.

This method of e-learning overcomes more the time barriers imposed by time differences. It allows learners to interact with their peers and online facilitator no matter which time zone they live in. Discussion boards, blogs, and emails are always available to ensure that online interaction is effective, and conversation takes place over distance and place.

Asynchronous type of e-learning is of good use for introverted learners. They do not think about social relationships and interaction and put all their focus onto the process of

gaining knowledge. They feel comfortable and at ease. The moment of group isolation or that they can be overshadowed by dominant and more expressive peers is not present.

Last, but not least it has the potential be low cost. Generally, many platforms offer inexpensive asynchronous e-learning. The Internet space has also many options of diverse courses, free of charge.

Blended e-learning

Blended e-learning is maybe one of the most common and applied type of learning all over the world. For some educators it is what they are or have already been including successfully in their work, but for many others, it is still an innovative and not so well known approach. At its core, it is a blend between asynchronous and synchronous types of e-learning where, hence the name. This approach is mixing characteristics of both previously mentioned types of e-learning. It could be also called hybrid or mixed e-learning.

There have been many different definitions over the years and people don't always agree on them. Many of them are quite technology centered, focusing on mixes of technology and online and offline work. But blended learning is perhaps more commonly understood as a mixture of online and face-to-face classes. Although technology has started to be used as a support in learning process many years ago, the standard definition of blended learning as being a mix of technology supported learning and face-to-face learning probably emerged more seriously in the late 1990s with the massive entry of CD-ROM-based courses and then online courses. Blended e-learning platforms/applications evolve in parallel with technological advancements and the accumulated experience. This means that blended e-learning programs can be both designed and delivered using the most appropriate channels to maximize the impact.

For many years, face-to-face lectures and presentations, the use of visual material, paper-based assessments and group activities have been the pillars around which teaching has been organized. Recently, in the last 20-30 years, technological developments have expanded opportunities for learning. Blended e-learning is a combination of all these approaches. It is about effectively integrating information and communication technologies (ICT) into learning programs to enhance the whole experience for both sides: learners and tutors. This is possible thanks to the enabled opportunity to engage them in ways that won't be normally available or effective in their usual setting, whether it is happening face-to-face or by distance mode. In many cases, the act of "blending" achieves better learning experiences and outcomes and comes out to be a more efficient practice.

Blended e-learning has major advantages that effectively smooth the process of absorbing new knowledge. Hereinafter are stated some of the most known and valued positive effects of its inclusion into educational systems.

Many times, it is hard for teachers and tutors to make classes appealing and interesting for students. That's one of the strongest pros of blended e-learning since it is combining technologies and learning in one place. The IT generation is so habituated to the constant use of laptops, mobile phones and tablet that it is impossible for most of the students to learn without their support. Thanks to their incorporation, learning is becoming more engaging and not a boring process. It is giving new colors to classic education.

Blended e-learning is a huge time saver. All learning materials are gathered in one place like a common shared space or a cloud service that is easily accessible from any device. Students can go through the course materials, check pdf files etc. on the go. All the materials are gathered online at one place, available to download, read, edit, and send back.

Online exam practice is already part of scoring methodologies and system. *Which educator would not want their students to practice more?* It's easy to convert all paper tests into their online versions. It allows them to have more control over time and place and they can make repetitions if needed. (Plus, it's ecological!) Thanks to online discussions, instant messages and quick communication, group collaboration is enhanced to be productive as much as possible.

Blended e-learning platforms are a real key to make online group task work and to have participation of all students. Technology gives the flexibility to students to organize themselves and to cooperate in the best way.

There are numerous advantages of blended e-learning but there is still one main disadvantage left – the technology dependence. You can learn from anywhere, whenever you want and for as long as you want but you always need a PC/smartphone or any other "smart" device with Internet connection. This side of the coin is easily able to overcome. The other side of the coin is a bigger challenge. Different levels of IT literacy may be a significant barrier for masses. The availability of solid tech support and good trainers is a possible solution but not always.

Disadvantages do exist, but they are not unsurpassable. Negative aspects can be minimized, and efforts can be made to channel them into productive results. Blended e-learning can be an effective way to learn for a certain number of people with different skill sets and possibilities. To make sure this type of e-learning is the most suitable, the key is to discover what is best for you and your learners' needs. Blended e-learning is not only limited to learning with the use of a digital tool. It is a bigger educational shift from a face-to-face classic classroom to web-based content and instructions.

Game based e-learning (GML)

Game based e-learning is type of learning becoming more popular in the last 20 years with the fast technology development. It's a type of learning based on the form of a game. It uses different strategies to stimulate students to learn. One way is to make them

compete against each other or to get them to challenge themselves, in order to motivate them to learn better. Typical trait for many of games designed for learning is to have a fantasy element which engages players in a learning activity through a certain storyline.

Game based e-learning has its own specifics, not through every game, learning goals can be met. One of the main elements that define an activity as a GBL is its competitive character. There is always present the scoring element and/ or winning conditions which motivates players to continue. Usually players are not against each other. In fact, a lot of games have players working as a team to overcome some obstacle or opponent which is built into the game.

Next important element is the process of engagement. Once players enroll to the game, they do not want to stop before the game is over. When a child for example is playing a game that engages their curiosity and imagination, the learner does not feel stressed about the learning process itself.

Finally, there are the immediate rewards players receive. Either they are under the form of victory points or medals, they are a way to acknowledge that goals are met. This is vital to keep the learner invested and coming back for more as well as helping the learning process. The challenge for the designer of e-learning games is to combine it in such a way as to enhance the strengths of each approach, to make learning fun and to make games more useful.

Most of the games designed for e-learning are video games. These are played over the Internet, on personal computers, or on specific game consoles hooked up to televisions. They are most appealing because of their design and the feeling they provoke – you become part of the game.

Game based learning is especially suitable for topics that are harder to "digest" for students in general like science. Through putting the materials in a game-based format, students get motivated to learn. They do not feel as having to learn something complex thanks to the virtual reality that immerses them in the material, so they learn more effectively. Also, there is the element of learning from one's mistakes – in a game you can go over and over a level as many times as you wish (until a student gains the new knowledge, they cannot go on another level).

Game based e-learning is effective for many reasons. First, it increases the memory capacity. Many of the games are designed in a way that learners need to challenge their memory to surpass an obstacle for example. Second, most games require quick thinking and fast decision making. Often, some logical steps are included so the players must utilize their logical thinking to advance. More, game-based e-learning is developing the digital literacy that is well known to be an important skill for a lifetime of technology use. Learners also learn how to think creatively and plan out their moves a few steps ahead. The game-based learning environment results in higher retention rates compared to book learning.

Through this type of e-learning many and various competences and skills can be easily stimulated and developed. Nevertheless, several challenges exist in front of e-learning games designers. One of the biggest challenges is that sometimes the element of fun and engagement overshadows the learning goals. The learning materials are minimized, and the focus is displaced on amusement. Another one, it is hard to find an appropriate way to create a good e-learning game and design it properly to meet the learners needs. The fact that it requires specific often very expensive methods to create good e-learning games, is making harder the process of inclusion of game-based learning into educational systems.
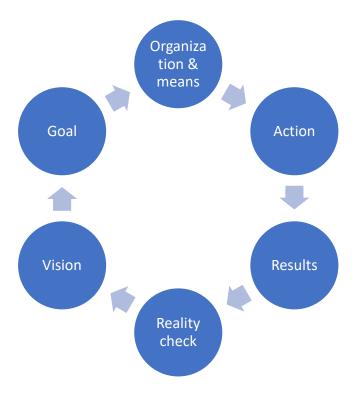
Chapter 3

How to develop online course

In this chapter, we give you a tool you can use when developing your online course – from scratch to feedback and revision

What is the Circle of creativity?

It's a general planning method that can be used to create something, an important tool if you find yourself "lost in the forest" As it allows planning for anything, we will use it to demonstrate some crucial aspects of developing an online course. Walking through the steps of a circle, we introduce you the general planning guidelines as well as giving tips and examples relevant for online courses.

Circle of creativity tackles projects as an ongoing process – it doesn't necessarily end with the last step, but rather improves and continues.

STEP 1: Reality check

This is the starting point: stop and look to know what is there and what isn't. You need to understand the environment and reality in which you work and want to put your online course out there. It involves general features of our current digital tools and questions related to your project.

- Why did you choose the online platform? What are the characteristics that make it appealing to you?

- Are there similar contents (including online and offline courses, etc.) available? If yes, what is your relation towards them?
- What are the physical possibilities and constraints? Do you expect participants with stable internet connections, or do you need to keep such issues it in mind?
- Where are the prospective users located? Is it for a worldwide multicultural audience, with different time zones, or a more restricted target group?

STEP 2: Vision
This is something you or your organization should have clarified for any projects. Even if you have it well defined, it's important to remind yourself at the start of each project. Your vision might change in the moment, and it requires a decision to commit yourself to it. The main question you need to answer:
- What do I want to create in the world?

STEP 2: Goal
The goal is something smaller, more defined than the vision. It's something you need to do to help your vision. Defining your goal might include narrowing down the topic and the audience you want to reach, the scope and number of your courses. You need to pick a goal, one that supports your vision and is attractive. It is important to make it SMART:
- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime bound

STEP 3: Organizational means
You need to organize what resources, tools and people you will need for your goal. It's important to understand how to implement what you already have and what you might need from outside of the organization
- What kind of expertise and human resources do you have?
- Based on your goal, and the topic you chose, who is responsible for the content and the execution?
- Do you have the needed video making, graphic design, online content management tools and knowledge? If not, what is missing? If something is missing within the organization, can you hire an external expert? Is that an essential part of your course, or is it possible to substitute with other means?
- What about the physical environment? Are you able to develop and maintain your own platform, or would you use something already existing? If so, which one fits your needs?

STEP 4: Put into Action!
By the steps on your goals and available tools, you already have a clear view of what your course should and can include. This is the most practical step, but without the preceding and following steps, it's more likely to fail.
Depending on the nature of your course it can take different routes and challenges.
- If there are multiple tutors, how do you coordinate their work?

- How do you divide the content into chapters?
- How do you find/recruit the participants?
- How do you measure their level of previous knowledge and lead their preparation? What kind of preparatory materials do you offer to your participants?

STEP 5: Results

After your course has finished, you need to evaluate it. If the results are not the expected ones we can start reflecting or even questioning our vision & get creative in action.
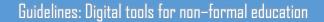- How do you plan on measuring your impact and evaluating your goal?
- How do you assess the learning experience of your course? Do you send a post-course survey for the participants?
- Is there any assessment at the end of your test? If yes, what is the best method to understand the learning journey of the participants (a closing test, essay, personal or group work that needs to be submitted)? If not, how do you measure the efficiency of your course?
- Are there any parts of the course that felt unnecessary or some topics you should dedicate more attention to?
- Which parts of the course generated more engagement with the participants, and which did not? What could be the reason and how can you use it to improve your course?

Chapter 4
Elements of online course

There is no standard recipe that can produce a successful online course. But the practical experience, the expert's knowledge and the feedback of the learners can conclude some key elements or components of an online course:

Introduction
This is your first interaction with the learners and it prepares them of what they can expect. It should reflect the tone of your course. Think of it as an opportunity to make a great first impression and make your learners feel welcomed. As to the design of your introduction, be sure to include eye catching colors or designs that will attract them right from the start.

Learning goals and objectives
Give clear learning goals and objectives. The entire e-learning course design process is based on these components. They keep the learners on track and ensure that every activity, material and assessment achieve the desired result. Your learning goals and objectives depend on the needs and expectations of your learners. In other words, what they want to get out of the e-learning experience.

Instructions
No e-learning course is complete without detailed instructions that clearly explain how the e-learning platform works, what are the first steps and the overall process and what is expected of the learner. Have in mind that a learner might not have technical knowledge, so they may need your help to start and proceed.

Structure and content
Something important is for the learner to be able to easily understand and see the logic in the structure of the course. The course should be divided into sections/chapters. Each section/chapter should include a brief description of aims and topics, as also an introduction and a conclusion. Moreover, it is advisable to separate theoretical and practical material, and to includes additional resources in case the learner wants to deepen their knowledge.
Content is probably the most important element of any (online) course. The quality of content is essential in provoking student interest and maintaining their engagement. Be sure you provide a manageable amount of content. It is important to consider the level

of work that is reasonable to expect of learners while ensuring that the aims of the course are covered.

We need visual stimuli to retain more information and store it away in our long-term memory. As such, visual stimuli are an integral e-learning course element. This includes infographics, images, graphics and videos. If your e-learning course has an abundance of text, consider chunking the content and converting it to visual elements. These interactive, engaging features will help to keep your learners' interest.

Group interaction and collaboration

By nature, e-learning can be done individually and doesn't require interaction. A way to create an engaging and enjoyable learning experience is to encourage classroom communication. Even if a lesson is asynchronous, group discussions via forums, chat rooms or social media groups, can be helpful for the learners. Moreover, creating collaborative environments for your learners, adds a much-needed human element to the online environment and allows them to learn from their classmates who may have insights that they don't.

Assessment

Assessment is a critical part of any successful course. It gives the learners the opportunity to continuously check and improve their knowledge during the course. Despite the fact that e-learning lacks physical presence, tests and quizzes are still an essential part of the educational process. Through them, the instructor/teacher/trainer can track the progress of learners and assess the effectiveness of the learning process, while at the same time the learners could track their own progress and improve their skills, if needed.

Recap and Review

This is the section devoted to summarizing the key ideas and reviewing all the benefits, applications, competences and takeaways of the e-learning course. It can be helpful for many learners.

Certification

Due to the increase in professional competition, getting a certification course has become necessary for many people to stay ahead of others. Certificates help a person showcase their competencies, commitment for their profession, build expertise in the subject area and help in their advancement in general. It is a designation earned by a person giving a kind of assurance to the company of their competencies when performing a job.

So, it's important while developing an e-learning course to have in mind that certification can be a major cause for a person to choose attending this course, in contrast to "waste time" to a course that doesn't give any proof of its completion or the competencies

acquired. Of course, the entity or the expert that issues or validates the certification, is also an important part that can elevate the demand of the course.

Feedback

Feedback is a critical component. It serves many purposes for both the learner and the educators or the course developers. Course feedback must be timely if it is to be effective. Asking for learners' feedback promptly after the course completion or right after sections/chapters completion is important because the material is still fresh in their minds, giving them the best possible opportunity to improve their understanding of the subject. The process is especially effective if the course is still in progress, allowing the learner to act upon any insights and feedback the educators offer.

Feedback needs to be corrective and targeted. Fortunately, the use of technology can allow for instantaneous learner and educator feedback. Educators can check how a group of learners is doing and can identify trends or areas which require further engagement. They can reflect into their methods and improve or fix arising issues. Subsequently, learners can visualize their progress and gain an understanding of where they stand, identifying areas where they should invest more time and efforts into.

Chapter 5

How to work with online groups

Introduction

Working with online groups has never been easier than it is in the 21st century. Due to the high level of mobility, people have the ability and the resources to organize and coordinate people online has become crucial.

No matter if you consider multinational organizations, national companies or local non-governmental organizations, all units should make it possible nowadays for people involved to be able to communicate and collaborate online.

And now the question remains: How can we start the digital transformation of our organizations and how we can involve youth in online educational learning from a young age?

How to work with online groups

The rise of information and communication technology is transforming education. Going online is shifting the focus from teaching to learning. Going online increases accessibility to education and changes the way knowledge is transferred from source to recipients: ICT allows mobility, variety of tools, instant connection across geographical boundaries, and data sharing between multiple environments.

Students are taking control of their learning process. At the same time, learning becomes a conversation between individuals and facilitator to construct meaning (Asoodar, Atai, Vaezi, & Marandi, 2014), to transfer knowledge through social interaction (Nonaka & Takeuchi, 1995), to create communities that allow human emotion and engagement with their peers (Beth, Jordan, Schallert, Reed, & Kim, 2015).

Group Dynamics

To start a conversation, the participants must introduce themselves, state their business, engage, negotiate, persuade, convince, discuss, agree, disagree, collaborate, work together, create, present. In short, the participants constitute a group which comes together, engages and produces an outcome according to a specific group dynamic. Bruce Tuckman (Wilson, 2010) proposed a four-stages model for groups dynamics (completed later with a fifth stage called "adjourning" = closure).

The four stages are:

1. Forming – introduction. This sets the tone of the conversation, it is the first contact the members of the group-to-be have with each other. It can take multiple forms, from small

talk, like asking about the weather to stating name and countries, or using funny videos, drawings or games.

During the project's training session *"Online tools for non-formal education"* in Holloko, between May 30th and June 3rd 2018, participants discovered several online tools such as Boomerang, Padlet, Pinup that allowed them to share information about themselves and their purpose for attending the training in an amusing and engaging manner, which encouraged social interaction and led to a smooth transition to the next stage.

2. Storming – this is the stage when individuals reveal personal agendas and experiences and compete for control.

It is also a sensitive stage in group formation where facilitation is often needed to smooth out possible conflicts. To help participants avoid conflict(s) and minimize misunderstandings, it is important to have clear instructions in place before the beginning of the task, with the purpose of outlining the lines of engagement and encouraging the participants to view the work as a collaboration, as a shared project.

These instructions include (but are not limited to): *subject/ theme* of the project, *rules* (number of words/ videos), *time frames* (calendar, duration), *who is presenting, clear description of the desired outcome*. The clearer the instructions, the less time it takes the group to clarify the task at hand and find cohesion to proceed to work and to the next stage (Savery, 2010).

Chaos can occur, when opinions bounce off each other, methods and details are analyzed and discussed, and participants are confused about their roles in the group. Confusions may ensue due to individuals having different modes of interaction and control (from timidity to aggression) or language issues (not related necessarily to the spoken language, but rather to the idiom specific to the project). Because the course of the project should have been decided by this stage, the participants must agree on the language and terms they will use next.

3. Norming – this is the stage where all the issues above have been discussed and agreed upon. Trust and productivity are the key words. The participants begin to function as a group, assuming their roles to endure the desired outcome.

4. Performing – the group operates smoothly and produces valuable artifacts. There is trust and bonding, every participant knows his/her strengths and uses them to maximum profit. It is a time of creativity and action.

The Role of the Facilitator

Current research reveals that, although in the virtual environment physical proximity and minutiae of the face-to-face interaction are lost, participants go through the same stages of group dynamics. The facilitator holds a very important role in ensuring groups do pass the storming stage, especially in online environments.

The facilitator's role is to ensure the conversation is moving forward and groups reach the performing stage as smoothly as possible. The facilitator has the responsibility of

mediating disputes or conflicts, providing additional information/ assistance, offering support, and following up on the completion of the project. The VOCAL approach considers a facilitator must be "Visible, Organized, Compassionate, Analytical and Leader-by-example" (Savery, 2010).

Use of online tools in meetings and trainings can sometimes cause delays, interruptions, frustration. Some of them come from participants not being familiar with the software. In synchronous environments, there are some delays in logging in, sound problems, connection failure, etc. Verifying that all the participants are familiar with the tools they are using, and prepared for the unexpected, is part of the facilitator's role.

How to be a good facilitator

1. Be present - keep the conversation open, follow the salient points and intervene if/when necessary. Something as small as a greeting or an encouragement at the right moment can boost the confidence of the group. Being aware of the strengths and weaknesses of the group is key to managing misunderstandings or potential conflicts. In the online environment, presence can be expressed through various methods: comments, likes, add-ons, suggestions, questions, sharing content, posting on connected sites.

2. Be available - for questions, for clarification, for support if needed.

3. Set clear rules - clear rules in the beginning will help clarify the task at hand and potentially make easier the storming phase for the group.

4. Set clear expectations – DO's and DON'Ts are equally important from the beginning of the conversation.

5. Engage in discussion - usually participants in a group have different level of expertise. It is important to tap that, to open the space for useful discussion. Once the participants become familiar with each other and they start to engage creatively, the facilitator may take a step down and allow the group to perform.

6. Encourage - sometimes participants need reminders or nudges to move the project along. In online groups, there will be active participant roles (people engage and comment extensively) and less active roles (called "lurkers" in social media research). These roles might change within the group for different tasks - the facilitator, based on the group dynamics, should encourage sharing between participants.

7. Follow-up - on the group progress, on assignments, on outcomes. Periodic checks could lead to timely intervention and support, should the group need it.

8. The value of feedback - positive, constructive, truthful feedback can help improve the learning process and make the participants more aware of the learning process. Promoting peer feedback within the group is a useful method to learn from the others, to share useful experiences and tacit knowledge.

9. Reflection - debriefing and reflection makes the group aware of the learning process itself, not only of the final result. Focusing on the learning process drives unexpected insight and more connectedness within the group

Due to the comfort and anonymity given by the computer interface, in online asynchronous environments, participants give more personal information and express fear, hesitation, confusion. It is also possible they use online groups to vent personal frustrations. The opposite is also true, people in online groups express sympathy and share advice and understanding of each other's experiences and grievances. It is the facilitator's role to recognize the signs of trust building or to step in to stop the negative and/or inappropriate discussions. It comes down to his/her knowledge of the group and how the storming phase took place. As with face-to-face trainings, people need to feel the human touch.

One proposal when working with online groups is to deliberately direct the conversation towards the creation of a learning community. A community is more than a group coming together to perform a certain task and then adjourn (which is the 5th Tuckman stage). In a community, members trust each other, they have common interests, they co-create meaning and learn collaboratively (Wenger, 2002), sharing not only their expertise, but also their tacit knowledge and understanding of the world to their peers.

Best practices

GEYC

Within GEYC (Group of the European Youth for Change) organization, we have learnt how digital tools can improve online work. Since it has been founded, most of the volunteers and people involved have started changing their places of residence across the world. Due to this high level of mobility that we also encourage, we found ourselves at a point where we had to find a way to work online efficiently. In this order of ideas, one of the most useful and effective tools for digital collaboration we use is Google Drive. This platform allows our volunteers not only to share information, work together on projects and offer feedback, but also communicate in real time while working and completing tasks.

New Media Ambassadors

New Media Ambassadors is an online volunteering program that GEYC NGO coordinated and implemented in seven successful editions. The 3 months online practical training in the field of social media, multimedia, PR and communication gathered volunteers across the world that were motivated to develop their project management, social media and digital skills.

The program was implemented in the digital field, by using Facebook Groups and Google Drive, in order to keep all resources and people involved together. Youth workers around the world, who were part of this program were able to meet online, experiment different online learning methods, such as video editing, online presenting, creating social media content, team leading, and last but not least, using their digital knowledge to implement offline activities in their local communities as well.

GEYC Community

GEYC Community is another best practice through which GEYC gets in touch with more than 2000 young Romanian activists, trainers, volunteers, youth leaders who are interested in self-development, youth work and volunteering. The community is actually a Facebook Group, that helps our NGO engage with the audience and get to better understand youth`s needs while continuously working on the development of future programs.

Conclusions

To conclude, working with online groups should not be a challenge nowadays, as the main principles we use when collaborating offline, apply in the digital field as well. When talking about online collaboration, we should actively and intentionally build a high involvement space of learning since we do not benefit from first hand observation and impact of body language. As constant change has become part of our reality, we should be open to adapt to the digital ways of communication and collaboration to have a greater impact through our initiatives on the audience we target.

Chapter 6

Presentation of Online Tools (based on the VERA criteria)

How to choose the most suitable online tool for educational needs of youth NGOs?

There are so many applications and tools that exist on the Internet. To make this task easier the VERA criteria were developed. What does VERA criteria mean? It is, *Very Easy Review for Apps* that helps to recollect feedback about the usage of certain tools and present them in a structural way. It was developed during the training EducatiON LINE by one of the team members Vera Becsér from Egyesek (Hungary).

We used this tool to describe online tools that we propose for youth workers and trainers for their educational work.

Moodle

by Alla Krinitsyna, (iWith.org, Spain)

1	**Name of the App or Platform**

Moodle - open source learning platform https://moodle.com/

2	**What's the aim or purpose of the App or Platform?**

Moodle is a learning platform designed to provide educators, administrators and learners with a **single robust, secure and integrated system** to create personalized learning environments, both blended learning and 100% online courses.

3 Overall, how do you rate the user-friendliness of the App or Platform?

Very Unfriendly | Manageable | Easy | It's a pleasure

The platform has a simple interface and drag-and-drop features, but it is quite complex because of the wide variety of tools that it offers. In order to support its users, the platform has a developed support system:

- clear explanations and support during the process of creation of the course,

- Moodle documentation,

- user forums,

- video tutorials,

- free courses,

- multilingual capacity (120 languages),

- plugin pack.

4 How do you evaluate the price/benefit ratio?

Moodle is open source and completely free https://moodle.org/

5 User Experience

How do you feel while using it? What are your impressions?

Suggestions:

Intuitive | Clumsy | Smooth | Chunky | Hard | Easy as Checkers | Fun | Confusing | Complex | Disappointing | Amazing |

*Describe your experience with this app in **a few words**.*

As a student, I used Moodle during my studies in University. It has a very intuitive interface. It helps to organize all your study process in one place:

- to have all materials of the courses,
- to send works to the professors,
- to communicate with the professors and other students,
- to receive news from the University / faculty.

As an educator I used Moodle twice for creating some courses within my educational projects.

6 Technical Difficulties

What problems could happen? What problems are you having with this app or platform?
I didn´t have any problems with this platform.

7 Time

What are your observations about **time**? Does it feel like a long time to explore this app? How long would it take to create quality content for this platform?   Any other comments?
It took me more or less three hours to understand how to organize the course, to structure the course content, to learn all sets of tools for learning, to enroll participants, to learn how to organize communication process during the course, how to evaluate participants. From my point of view, it is quite short period of time to understand how to work with a such complex platform as Moodle.

8 Content & Target Group

Who could use this app or platform? What kind of content can it be used for? What type of content works BEST on this app or platform? Is there content that You could imagine using with this app or platform?
Moodle is a very flexible platform that can be used for: - any type of content,   - any educational needs,   It's better to use it for long-term courses with different variety of educational activities.

Google Classroom

by Konstantinos Douvris (InterMediaKT, Greece)

1   Name of the App or Platform

Google Classroom

2   What's the Aim or Purpose of the App or Platform?

The aim of this platform is to let people create a web space where everyone can join from everywhere, interact with each other and follow the whole curriculum from afar, for the ultimate goal to promote knowledge.

3   Overall, how do you rate the user-friendliness of the App or Platform?

Very Unfriendly | *Manageable* *| Easy | It's a pleasure*

Personally, I would rate the platform manageable because on the one hand it is a platform that lets you create different types of content, organize them and let everyone join just through their google account. But on the other hand, it is a little bit complicated to figure out how to do the things you want, it is kind of strict on the way it lets you organize your courses and the interface is not that friendly to the user.

4   How do you evaluate the price/benefit ratio?

The platform is a completely free collaboration between teachers and learners, so I would say the price/benefit ratio is amazing since we get such a great platform, created and supported by Google for free.

5   User Experience

How do you feel while using it? What are your impressions?

Suggestions:

Intuitive | Clumsy | Smooth | Chunky | Hard | Easy as Checkers | Fun | Confusing | Complex | Disappointing | Amazing |

*Describe your experience with this app in **a few words**.*

The experience was **smooth**, kind of **confusing** but **easy to use** once you got the point, but **not disappointing** at all.

6   Technical Difficulties

What problems could happen? What problems are you having with this app or platform?

The main problem I encountered was the inability to edit the topics' order in the left quick bar and I was forced to let them appear in the order they were created and that was a struggle. Also, in the main page, where all the different topics are displayed, the only option was to move a topic to the top rather than up and down, which made the organizing a real puzzle in case you wanted a different order. As a user apart from some minor troubles in singing in the program, everything was smooth.

7   Time

*What are your observations about **time**? Does it feel like a long time to explore this app? How long would it take to create quality content for this platform?*

Any other comments?

It is neither time consuming nor quick to get it. It takes some time to figure out how to use it and how to explore it, but once you get it, there are not many things to trouble you. So, after solving your problems and finding a way to upload and control your content everything will be fast and easy.

8   Content & Target Group

Who could use this app or platform? What kind of content can it be used for? What type of content works BEST on this app or platform? Is there content that You could imagine using with this app or platform?

This platform is a great tool for schools and NGOs and it can be used for texts, videos and picture-based content and it can also provide direct access to other google tools such as google forms. I found this platform to work great with videos alongside some texts, so it is a good tool to combine different content together because once you get inside a topic, it is all there, plain and simple. It is a platform that seems more professional, so it can rather be used for some more formal and less fun classes to promote knowledge and the ability for it to be evaluated. I can imagine using this platform for my work to provide a class, open for everyone interested to join, that includes knowledge, tips and guides on how to be physically healthier.

Kahoot!

by Velichka Ikonomova, (Alternativi International, Bulgaria)

1 Name of the App or Platform

Kahoot!

2 What's the Aim or Purpose of the App or Platform?

I think the main aim of the platform is to teach new knowledge through a game-based approach. At the same time, Kahoot! can be also used as a tool to check how the new information is understood without putting too much burden on the examining element.

3 Overall, how do you rate the user-friendliness of the App or Platform?

Very Unfriendly | Manageable | Easy | It's a pleasure

I would rate the app as easy. I have experienced both sides – creating a Kahoot! game and being a participant. The steps to create a Kahoot! questionnaires are simple. You only need to put the questions and answers, and everything is ready.

On the other side, as a participant, sometimes people get confused what they need to download on their phones and where to write the game code to enter. But it's manageable in a few minutes.

4 How much does it cost? How do you evaluate the price/benefit ratio?

The basic version of the app/platform is totally free. The benefit ratio is quite good because without any cost you can use an engaging and funny platform/app. I know that there are higher levels (Kahoot! Plus and Kahoot! Pro) you need to pay for, but I have never used them.

5 User Experience

How do you feel while using it? What are your impressions?

Suggestions:

Intuitive | Clumsy | Smooth | Chunky | Hard | Easy as Checkers | Fun | Confusing | Complex | Disappointing | Amazing |

*Describe your experience with this app in **a few words**.*

The app for me is totally amazing and fun! It's super engaging and exciting. There is also the competitiveness between different players/teams that brings even more excitement while playing.

6 Technical Difficulties

What problems could happen? What problems are you having with this app or platform?

The main problem could be slow or bad Internet connection. If the Internet connection is not good, it is really annoying to disconnect and try to reconnect during the game. I haven't experienced any other difficulties with the app.

7 Time

*What are your observations about **time**? Does it feel like a long time to explore this app? How long would it take to create quality content for this platform?*

Any other comments?

It doesn't take long to explore, in my opinion. It's easy to orientate and to navigate through the platform. It depends on how many questions you want to include, but if you already have the content ready, it won't take too long to create the questionnaire.

8 Content & Target Group

Who could use this app or platform? What kind of content can it be used for? What type of content works BEST on this app or platform? Is there content that You could imagine using with this app or platform?
The platform/app could be used by different people in various spheres. It could be successfully included in many educational activities in high schools, universities, summer camps etc. Teachers can use it as an interactive tool in their programs. Besides it can be used as a great teambuilding approach since participants may work in groups. On my opinion, the most appropriate target group would be young people – teenagers, students, youngsters. It is also possible to be used by adults, but the content should be carefully considered.

Edmodo

Debora Dimova (Asociación PROJUVEN, Spain)

1   Name of the App or Platform

Edmodo

2   What's the Aim or Purpose of the App or Platform?

| Edmodo is a global education network that connects all learners with the people and resources they need to reach. The platform looks and feels similar to Facebook, as communication is delivered in a forum format. For example, educators can create and deploy assignments, tests, quizzes, and polls to enhance and consolidate their real-world classrooms, discussing virtually. In addition, Edmodo encourage a peer-learning and peer-support environment. Although Edmodo is primary marketed as a classroom tool for schools, companies that conduct in-house training sessions as well non-profit organizations, also find it |

useful. Edmodo could serve as an online learning platform through which to deliver course content to a small group of professionals, volunteers or youth workers.

3   Overall, how do you rate the user-friendliness of the App or Platform?

Very Unfriendly | Manageable | Easy | It's a pleasure

The platform is Manageable. You can sign up for a free account via Edmodo's website and implementation takes as little as a few minutes. We recommend you before doing a registration, to think about how you want to use Edmodo within your group of volunteers, students, co-workers and if it´s possible to find people around you who currently are using the platform, so they can give you some advice.

4   How do you evaluate the price/benefit ratio?

Edmodo is free to use, but it also offers premium accounts to cater the more demanding needs. There is a Freemium account that you can use for your NGO. With this one, you get mobile access, unlimited document storage space, security and privacy tools, and you can integrate it with Google Apps and Microsoft Office. On the other hand, with the paid packet called Premium, all users are given premium accounts, advanced instructional tools for coursework monitoring are available, priority customer support and analytical tools for admins to track participant's performance.

5   User Experience

How do you feel while using it? What are your impressions?

Using Edmodo is comfortable once all parties get used with the platform. In one of our previous projects, we utilized the Edmodo quiz builder to assess volunteer´s learning during and after each e-learning module. In a small group, participants were invited to post their work for peer review and feedback. In addition, the group can be used for different workshops. There you can share and discuss contents before, during and after the events. Moreover, we think that the platform is very appropriate for foreign language practice, as well as spelling and grammar, and for building digital citizenship skills in volunteers/youth workers.

6   Technical Difficulties

What problems could happen? What problems are you having with this app or platform?

Edmodo has a mobile version but, in our opinion, is not working properly compared to the website version. The mobile version needs some improvements as also the comment section of the platform. Now, we get used with another similar platform that has the same functions as Edmodo – Google Classroom. However, we believe that also Edmodo is a good option for you, so you can easily engage your volunteers, students, teams to collaborate in the digital environment and participate on forums and online discussions. It´s important to highlight that Edmodo connects educators across the globe.

7   Time

*What are your observations about **time**? Does it feel like a long time to explore this app? How long would it take to create quality content for this platform?*
Any other comments?

Not so long time is needed to explore the platform. Once you create an account, we recommend, to sign for some webinars. They are free and can help you get started quickly. Mini-lessons are also available for your volunteers once you invite them in the group. To save time, we suggest, to connect with other educators and learn some tips on how they are working with the platform and check some of their available resources. In case you have some questions on how to work with Edmodo just ask for help to the support community and they will get in contact with you.

8   Content & Target Group

Who could use this app or platform? What kind of content can it be used for? What type of content works BEST on this app or platform? Is there content that You could imagine using with this app or platform?

The platform is created mainly for educators who can easily reach their target group (students, volunteers, youth workers, etc.) Edmodo allows educators to teach outside of the classroom. If you want to encourage your youngsters to learn in an interesting way, to assess their performance or to complete their learning plans, you can do it through Edmodo. As we mentioned in the beginning, Edmodo could serve as an online learning platform, to deliver course content to a small group of professionals, volunteers or youth workers.

Padlet & Pinup

by Alla Krinitsyna (iWith.org, Spain)

1   Name of the App or Platform

Interactive online boards

https://padlet.com/

https://pinup.com/

2   What's the Aim or Purpose of the App or Platform?

These platforms promote teamwork, communication and collective learning.

3   Overall, how do you rate the user-friendliness of the App or Platform?

Very Unfriendly | Manageable | Easy | It's a pleasure

Very easy to learn how they work and to use them

4   How do you evaluate the price/benefit ratio?

It is a free tool.

5   User Experience

How do you feel while using it? What are your impressions?

Suggestions:

Intuitive | Clumsy | Smooth | Chunky | Hard | Easy as Checkers | Fun |
Confusing | Complex | Disappointing | Amazing |

*Describe your experience with this app in **a few words**.*

I used these tools for creating short courses. They are amazing because you can collaborate with learners, share photos, videos, links.

6   Technical Difficulties

What problems could happen? What problems are you having with this app or platform?
I didn´t face any problems.

7   Time

*What are your observations about **time**? Does it feel like a long time to explore this app? How long would it take to create quality content for this platform? Any other comments?*
Both tools are very intuitive, and it takes just minutes to understand how they work.

8   Content & Target Group

Who could use this app or platform? What kind of content can it be used for? What type of content works BEST on this app or platform? Is there content that You could imagine using with this app or platform?
The best content for these Apps is pictures, videos and notes. These tools[can be used for educational work with children, young people and adults. It's better to use it as a tool for organizing one lesson or short-time course.

Google forms

by Debora Dimova (Asociación PROJUVEN, Spain)

1   Name of the App or Platform

Google forms for education

2   What's the Aim or Purpose of the App or Platform?

Google Forms is one of the most useful educational technologies that can be used for a huge range of things. You can collect any type of information, data from your youth workers/volunteers or whoever you are working with. A form can be created, customized, and shared with everyone quickly and easily. It´s convenient for internal and external management of tasks of your NGO, work flow assistance and creation of surveys and questionnaires.

3   Overall, how do you rate the user-friendliness of the App or Platform?

*Very Unfriendly	Manageable	Easy	It's a pleasure*
In my opinion, Google forms for education is very EASY tool - flexible and professional. Using available templates, a customized form can be completed in less than five minutes and the responses are collected to a Google Spreadsheet. It´s nice because you can set up Google Spreadsheet and make it private in case you don´t want to share the results with the participants. The responses can be sorted and analysed in a very easy way, including also different infographics.

4   How do you evaluate the price/benefit ratio?

With Google forms you can create your surveys for free but it´s necessary to have your own Gmail account to create Google forms. Once you have it, you can access your Google form, by logging in into your account. In addition, your respondents do not need to have an account to complete the survey Google Forms is a full-featured forms tool that comes free with your Google account, and for being free I think it´s a good opportunity for people to create awesome surveys and share the results with as many people as you like. The best of Google forms is that you can run as many polls and surveys as you like (for FREE), until your Google Drive is full.

5   User Experience

How do you feel while using it? What are your impressions?
From PROJUVEN we really like to use Google Forms because it is an easy way to prepare forms, surveys and quizzes and to collaboratively edit and share the forms with other youth workers/project managers/volunteers, etc. For example, before each training activity, we use Google Forms in order to collect information

regarding the participants, their expectations, knowledge and interest related to the topic. We can also make a course evaluation, receive and give feedback.

6   Technical Difficulties

What problems could happen? What problems are you having with this app or platform?

Sometimes the records can be duplicated since the form records the name of the Gmail account and does not recognize if person by mistake sign twice with the same account and fill the survey. The new answers do not replace the old ones, already existing.

7   Time

*What are your observations about **time**? Does it feel like a long time to explore this app? How long would it take to create quality content for this platform?*
Any other comments?

Google Forms is a very user-friendly tool and no long time is needed for exploring the app. There are a lot of available tutorials and templates on the web, so everyone can easily find out how to work with it.

8   Content & Target Group

Who could use this app or platform? What kind of content can it be used for? What type of content works BEST on this app or platform? Is there content that You could imagine using with this app or platform?

Everyone can use the tool. Organizations can easy track volunteer's performance, collect data, learn about their needs. Google forms are perfect for brainstorming sessions that allow all members to record their ideas and then discuss together. For what are we planning to use this app in the next months? For our next conference, especially for tracking event registration.

Chapter 7
Conclusions

This guide was developed by people who are passionate about education! We are all a group of people closely collaborating with NGOs. We are either members of youth organizations and/ or youth workers. That's why, this document was not meant to be an exclusive list of digital tools for non-formal education or a strict scientific analysis of their pros and cons. Rather, we preferred to give a personal stance on what has been useful for us, in our everyday work. We are people from the field and we hope, we can make digital education more accessible and interesting to our target groups.

Our guidelines for digital tools for non-formal education starts with an introduction into the types of e-learning (synchronous, asynchronous, blended and game-based) and the circumstances these types of learning can be applied to. We also make a small analysis on pros and cons and how e-learning has changed the educational model. We then move onto the question of how to develop online courses and we examine some important parameters and aspects of such an action. Later, we dive into the most prevalent elements of an online course, we examine the role of the facilitator and we stress out the importance of feedback and evaluation. Active engagement is also an important part of online education, an aspect which is closely studied over the next chapter "How to work with online groups", where we closely examine group dynamics and best practices. Finally, our last chapter deals with our hands-on experience with various digital tools. We describe our experience as users, our personal involvement with online management and education in our organizations and how digital tools have helped us. We know many tools can be complicated at first glance and many more can be very pricey, that is why we tried to give a list with user-friendly and mostly freeware tools.

Overall, after an immersing experience in Turn Online project, where we have been exploring the digital era through the lenses of youth NGOs working with human rights ad peace building, we can say we have learnt many new things, and it has made us realize the important role of the digital element in education, as a powerful tool for active citizenship and social development.

If you are looking for more tips, please go carefully through this guide. If you want to know what our most important lesson is, we only have one: always remember to keep in mind our target groups and beneficiaries our main work is done with them!

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