■ ACADEMY OF DIGITAL WELLBEING

Training
Programme

Training Programme "@Academy of Digital
Wellbeing for Trainers of Adults"

November 2022

cc creative commons

KRE-AKTYWNI

PREVIFORM
Laboratório, Formação, Higiene
e Segurança do Trabalho, Lda.

PEOPLE to PEOPLE
Estonia

Co-funded by the
Erasmus+ Programme
of the European Union

Spis treści

Training Programme "@Academy of Digital Wellbeing for Trainers of Adults"

ABOUT THE PROJECT

The presented training program is the result of the "Academy of Digital Well-being" project implemented as part of the Strategic Partnerships of the Erasmus + program in the adult education sector.

Because of the COVID-19 pandemic and rapid grow of new technologies adult education has been faced with many new challenges. In most cases, training services have started to be offered on-line. A huge part of the professional and private activity has moved to the Internet. For this reason, a necessity to raise competencies related to the use of new technologies in on-line education and work arose. The competence for distance teaching is not only about the competence of transferring knowledge utilizing new technologies, but also a set of specific soft competencies, which serve the purpose of proper organization of the online work, information retrieval and which also protect the trainer from professional burnout.

The long-term goal of the project is to better prepare trainers of adults to conduct on-line education, as well as to improve their digital well-being, which will result in more effective work in an online environment.

The main material results created in the project will be:

» a test and diagnosis tool of infoobecity phenomena with 30 questions. The test will help trainers to check their knowledge about information management and their current diagnosis of online behavior,
» a new, innovative training programme "@Academy of Digital Wellbeing" addressed to the trainers of adults to improve classes conducted by them,
» guide "Digital wellbeing in adult education" for trainers and adult learners, which will be supporting material training programme, but also self-learning tool,
» web page and Facebook group of sharing ideas.

The main activities organize in the project will be:

» one edition of pilot training for "@Academy" in each partner country – with 45 participants in total,

» 3 multiplier events in each partner country with at least 40 participants per country to increase the level of understanding for digital wellbeing and promote results of the project.

The partnership of the project create 3 institutions from 3 EU countries:

1. Cre-active Association (Poland),
2. Previform - Laboratório, Formação, Higiene e Segurança do Trabalho, Lda (Portugal),
3. EESTI PEOPLE TO PEOPLE (Estonia).

Project website: www.academyofdigitalwellbeing.eu

Project FB profile: Digital Wellbeing for adult education

AIM OF THE TRAINING

The objective of the training is to prepare trainers of adults to use principles of digital well-being during online education work with trainees. The training is designed to help understand the needs of trainers and trainees to function well in the digital world, to teach how to enjoy using technology in education and how to deal with the risks that this involves.

A trainer who is better prepared for his or her on-line work is more effective in transferring his or her knowledge and subsequently, his or her adult audience receives a better quality education. Trainers/Educators from NGOs have less funding and opportunities to further their education compared to universities or companies.

The operational objectives of the training are:

» increase the knowledge among trainers of adults about online information management,

» increase the competencies among trainers of adults how to check online information credibility,

» increase the knowledge among trainers of adults about tools for checking online news & moderating online time,

» equip trainers of adults with methods, tools of information management & recognition, ready to use training program about information overload.

Thanks to the participation in the training the trainees will achieve:

» improvement of the digital wellbeing,
» awareness how important is digital well-being in the present time,
» better preparation for providing online adult education from a soft skills point of view,
» knowledge how to balance time spent at the computer for professional and private reasons,
» more effective information searching,
» better online time moderation,
» better fake news recognition.

TARGET GROUPS

Direct target group of the training:

» trainers and educators of adults, who do not feel as experts in on-line education, but they have to be engaged in providing remote classes. People who feel overworked and tired of information overload.

Indirect target groups:

» local, regional and national institutions of adult education, who could offer new educational materials into own trainers, but also add new training into their in-service offer;
» trainers, who would like to run this training.

INITIAL EXPECTATIONS FOR PARTICIPANTS

» Participants should have already experiences in providing courses/training/activities in the adult education,
» preferred age 40-65 years old,
» professional connection with 3rd sector will be very welcome,
» some experiences in providing on-line education with the intention to improve skills connected with that kind of teaching.

LEARNING CONTENT AND TRAINING ORGANIZATION

The training will be conducted using the traditional method in a theoretical and practical form with the interaction of participants, with elements of exercises, self-reflection and conclusions. Although during some exercises participants are expected to use laptops, tablets, mobile phones.

The content has been divided into 6 thematic modules:

1. "General info about the info-obesity with a background in adult training– threats and impact"
2. "Effective information searching"
3. "Online Time Management. Online tools in communication"
4. "Fake news recognition"
5. "Digital Security"
6. "Balance between work (also on-line) and private life" (with a focus on the symptoms of burnout)

Each module lasts about 5 hours, and the entire training is planned for 40 contact hours.

It is suggested that training takes place over 6 days, but these days need not be consecutive. Although their length in time should also not be longer than 6 weeks (1 module per week).

Suggested size of the training group: about 15 participants.

It is suggested that the training be conducted by at least 2 people. Although this decision remains at the discretion of the organizers.

Before the training begins, each participant will complete the test on infobecity phenomena with 30 questions available on the project website.

The number of exercises in modules 2 and 6 is greater than in the other modules. Trainers do not have to implement all of them, they can choose a number convenient for them, so that the subject of the module is exhausted.

People actively participating in the training will receive certificates after its completion, confirming their participation and the learning outcomes achieved.

In order to evaluate the knowledge and skills of the participants, the trainers conducting the training will be able to choose tasks posted at the end of each module.

LEARNING OUTCOMES FOR THE TRAINING

Knowledge:

» participants will know concept of digital well-being,
» participants will know programmes and tools useful during providing on-line training,
» participant will know IT tools, which improve their on-line educational work,
» participant will know how important is to keep the balance between work and private life,
» participant will know how to avoid professional burnout.

Skills and Competences:

» participants will be able to use strategies to prevent the negative impact of information overload on trainer online work,
» participants will be able to manage their on-line work in more effective way,
» participants will be able of verify news and internet information,
» participants will be able to check online information credibility and transparency to avoid being manipulate,
» participants will be able protect own computer from digital attack.

Attitudes:

» participants will be ready to introduce digital well-being into their on-line work,
» participants will be ready to introduce different strategies to improve effectives of their on-line work,
» participants will be careful with online information and will be ready to check its credibility,
» participants will be ready to take care about work-life balance.

CONDITIONS FOR POSITIVE COMPLETION OF THE TRAINING

» Participation in at least 80% of 6 training meetings.
» Active participation in the exercises proposed in each module.
» Positive completion of 75% of the tasks selected by the trainer at the end of each module.

Module 1 – "General info about the info-obesity with a background in adult training– threats and impact"

INTRODUCTION

Nowadays, with the advance in technology, there is more and more information overload, anyone has the power to share something on the internet, on websites, television programs, and they are daily providing an absurd amount of information, and for the human being, it becomes complicated to know how to deal with this excess of information.

We deal with an information flood when we receive more information than we are able to process to make meaningful decisions. This may concern both too much information that is important to us as well as unwanted information that is delivered to our e-mail in excessive amounts. As a result, we make wrong or delayed decisions. The brain is able to accept and process about 34 gigabytes of data per day, which translates into a more visual value of about 100,000 words.

One of the big problems with the excess of information is knowing how to filter the true data from the false ones, the human being feels outdated for not being able to distinguish false information from the true one. Therefore, it is necessary to use critical thinking to analyze the information, being able to interpret it differently.

The following are some reasons why an individual believes fake news:

» to believe only the title of the news,
» unknown sites,
» do not check the date of the news,
» not interpreting the news from other perspectives, they only capture what is written.

The information that is given by the trainers in the classroom must be very well selected, as too much information can confuse the trainees. With so much information, it becomes difficult to reflect, elaborate thinking, and develop ideas, and for the trainees, it is necessary that the information be simple, clear, and without exaggeration.

Having access to a lot of information on a certain topic can be an advantage because it allows you to select the best content to deliver the training.

INFO-OBESITY CONTRIBUTION OF THE TO DEVELOPMENT OF THE DIGITAL WELLBEING OF THE TRAINERS

The basic symptoms of info-obesity are the feeling of constant fatigue, attention deficit, memory disorders. Chronic information overload leads to professional burnout and carries the risk of problems with conceptual thinking, creativity and in-depth analysis.

The most important tools to combat info-obesity are: a good structure of the working day, assuming its beginning with the implementation of the most difficult tasks, the division of complex activities into simple tasks that can be performed in a few steps, as well as the ability to achieve a repeatable state of deep concentration separated by periods of total relaxation.

Some practical advice on how to prevent info-obesity:

» rational use of social media, not all the time,
» resignation from reading news portals every day,
» disable voice and graphic notifications on the phone,
» limiting the time of professional meetings, e.g. to 90 minutes,
» do not do more than 2 things at once,
» getting to know own daily biorhythm and setting the time for the right activities at the right time of the day,
» spending more time in silence.

Skills that are helpful in the fight against info-obesity:

» the ability to distinguish entertainment information from necessary information, and then apply an "information" diet,
» the ability to create valuable information (self-evaluation of sent content),
» the ability to control dissociation from information channels,
» filtering information using tools, e.g. using RSS reader. Yahoo Pipes,
» the ability to organize information, give it importance and set priorities.

INFO-OBESITY CONTRIBUTION INTO ON-LINE WORK OF THE TRAINER

The competences given below are direct connected with info-obesity phenomena and could be very useful during conducting online training for adults.

Critical Thinking

Critical thinking is the ability of human beings to analyze and evaluate the consistency of information (facts/reasoning). More clearly, it is essentially a questioning approach to acquired information where the individual questions himself through his values, attitudes, and knowledge.

Information has brought the possibility that, in addition to accessing it, human beings can transform preexisting data or produce new data. Nowadays the trend is reinforced by the desire for instant information. Therefore, it is necessary that the human being has the ability to analyze available information, and that critical thinking should be used whenever there is information in front of us, reading and interpreting the information obtained from different perspectives.

For human beings to make balanced and assertive decisions, the use of critical thinking is necessary.

Through critical thinking, trainers can understand what content is most suitable for training and also pass on this message to the trainees. The message is that they have to look at the material, take out what is most important, and ask about any doubts.

High availability of information

Currently, we are going through a phase of excessive consumption of information. The internet is an inexhaustible source of knowledge and useful information. If one searches on a certain topic one can find different approaches and opinions, which has contributed to the human being left with some uncertainties. However, too much information can also bring advantages.

It is possible to find answers to everything a human being wants through the internet. Regarding trainers, since there is an excess of information, they have the opportunity to select the best content to give in training.

From this, it follows that if the individual knows how to use the information available, he can become more competent, more knowledgeable, and with a promising future.

Therefore, having access to a lot of information is not always a bad thing, it's only bad if you don't know how to use and interpret it.

The information can be useful for trainers in accessing content and they can also use it to adopt different methods of delivering training, acquire new interactive mechanisms through the available information, ensuring greater attention from adult learners. Access to information is thus considered an advantage.

However, wide access to information can mislead the trainer into confusing it with information overload and is therefore considered a disadvantage.

Source Selection

Reliable sources can be considered to be content published by authors who are seen as authorities on the subject. These qualifications can and should be disclosed to others.

Not all information disseminated on the internet is reliable. When one searches on Google, many times what the human being wants is a quick answer. Sometimes, one gets carried away by the position in which the results appear and opts for the easiest and most accessible choice. It is necessary to check who the author is and his reputation, as well as to verify if it is current, original, and well written.

The material that is taught by trainers in a training needs to have credibility from the moment they are passing important information to other people. The content selected comes from a huge search for information and credible sources.

Fact checking

Fact Checking is an analysis of facts through data, research, and records. One should check all the information one acquires in everyday life. All information has an origin and this tool helps human being to distinguish fake news from real news.

All the material presented in a training course must have truthfulness, and it is also through this method that credibility and certainty arise.

RECOMMENDED ON-LINE TOOLS CONNECTED WITH INFO-OBESITY TOPIC

These days with information overload it is hard to be sure about anything we hear or read. However, there are already some online tools that solve this problem. The following are some of those tools:

Fake Check

Fake Check is an online tool that automatically detects fake news. The text entered should be at least 100 words long, so that the percentage of effectiveness is higher.

In tests performed on this tool, the system obtained 89% effectiveness, i.e., according to the information that the human being puts in the body text there is an 89% probability of getting it right (true or false information).

Polygraph

The polygraph is a lie detector, often used on people. However, there is one place where the polygraph is used to detect fake news. This system is an online journalistic project whose function is to ascertain the truth. It has also been prominent in all quarters, winning several accolades in just two years of activity. Its foundation comes from credible sources, sharing, whenever possible, links, videos, photos, or any other type of resource that can be used to clarify the news.

DebunkEU

DebunkEU is a system that has the function of researching disinformation and conducting literacy education campaigns. It also provides disinformation analysis in several countries. This tool has become an effective system because it has a team of experienced analysts and also because there are national institutions in the partner countries providing them with true and important information.

Fake News Detection

Fake News Detection is a system that aims to detect fake news and thus help readers identify the veracity of the information. In this tool, it is only necessary to write something in the place where it says "please type your text" and you immediately get a response. It is an innovative system and widely used by human beings. With the excessive consumption of information, these tools are very useful.

EXERCISES

EXERCISE 1 – MY PROFESSIONAL EXPERIENCES WITH INFO-OBESITY

Duration	45 minutes
Material	[Video](), device on which the video can be show
Learning outcomes of the exercises	» Gaining knowledge about info-obesity based on own example » Increase ability to recognise the symptoms of the info-obesity in professional life » Increased reflection on info-obesity » Exchange experiences between participants about info-obesity at work
Method	Discussion between participants after watching video
Implementation	» The trainer presenting the video to the participants » After video, the trainer asks participants to consider whether they have experienced information overload syndrome in their work, asks them for examples and share their experiences with other participants » Discussion among participants moderated by the trainer.
Summarize	The trainer concludes that the discussion shows that info-obesity is a common phenomenon that negatively affects the

quality of our work. Awareness of the occurrence of this phenomenon will help us in the fight against it.

EXERCISE 2 – BRAINSTORMING ON "ADVANTAGES AND DISADVANTAGES OF INFORMATION OVERLOAD"

Duration	30 minutes
Material	Blackboard, markers
Learning outcomes of the exercises	» Increased reflection on info-obesity » Exchange experiences between participants about info-obesity » Increased teamwork skills » Improve argumentation skills » Improve critical thinking » Increased interaction
Implementation	» The trainer, together with the participants, create a catalogue of advantages and disadvantages of information overload » Participants' answers are written on the board » Discuss the ideas together with all the participants
Summarize	The trainer points out that every phenomenon has good and bad sides and it is important to be aware that info-obesity also has good and bad sides. Wisdom should consist in using the positive effects of mass access to information and limiting the negative ones.

PROPOSAL OF THE QUESTIONS FOR THE FINAL EXAM ON THE MODULE

Questions (duration 7 minutes)

1. Isn't knowing how to filter the real data from the false ones one of the big problems of information overload?
   a. True
   b. <u>False</u>

2. Which of the following does not contribute to the development of trainers' welfare?
   a. Critical Thinking
   b. Source selection
   c. Fact checking
   d. <u>Doubtful sites</u>

3. Information overload can be an advantage for trainers because:
   a. All of it is reliable
   b. It does not cause anxiety
   c. <u>They can select the best content</u>
   d. None of the above

4. What aspects should be considered in the veracity of a source?
   a. Author
   b. Date
   c. Writing
   d. <u>All of the above</u>

5. Which of the following is not an online information verification tool?
   a. Fake Check
   b. Fake News Detection
   c. <u>Tumblr</u>
   d. Polygraph

REFERENCE

» https://www.iberdrola.com/talent/what-is-critical-thinking-how-to-develop

» https://www.lumapps.com/insights/blog/infobesity-in-the-workplace/

» https://www.alinebetter.com/blog/infobesity-how-information-overload-is-impacting-your-productivity

» https://www.interaction-design.org/literature/topics/information-overload

» https://hcommons.org/deposits/objects/hc:41676/datastreams/CONTENT/content

» https://www.debunkeu.org/about

» http://fakenews.research.sfu.ca/

» http://nilc-fakenews.herokuapp.com/

Module 2 – „Effective information searching"

INTRODUCTION

The internet as a whole is home to trillions of different pages. Studies show that the estimated number of web pages only in the Google index is around 30 to 50 billion. Also, there are **more than 2.4 million** searches happen through the search **engine every minute**. And to give you the best search results Google crawls hundreds of billions of webpages before showing and indexing them. More than **60%** of Google searches come from **mobile devices**.

Google dominates the field of search engines with more than a 90% market portion. The second most popular search engine on the market is Bing with 2.78% and other companies have even smaller percentages: Yahoo 1.6%, Baidu 0.92%, Yandex 0.85%, and DuckDuckGo 0.5% (sources).

The key to being effective online searcher is to use common search techniques that can apply to almost any database. This is important because searching library databases is a bit different from searching Google. The techniques enable you to quickly retrieve relevant information from the thousands of records in a database. When you search a database and do not get the results you expect, you can ask for advice online.

EFFECTIVE INFORMATION SEARCHING CONTRIBUTION INTO DEVELOPMENT OF THE DIGITAL WELLBEING OF THE TRAINERS

Effective information searching strategy techniques help trainers in:

- » choosing search terms,
- » searching with keywords,
- » searching for exact phrases,
- » using truncated and wildcard searches,
- » searching with subject headings,
- » using Boolean logic,
- » citation searching.

As a result, trainers become more self-confident online, get better satisfaction at work and achieve own goals faster when are working with information, images, tabs, maps, videos, news, etc.

EFFECTIVE INFORMATION SEARCHING CONTRIBUTION TO THE EFFECTIVE ON-LINE WORK OF TRAINERS

» Trainer will learn about most popular search engines.
» Trainer will use various specific strategy techniques in the effective information searching.
» Trainer will learn tips of the effective information searching.

Keyword searching is how we typically search web search engines. It is important to think about keywords or phrases and type them in to get good results. If your keyword search retrieves too many records (more than 50), try narrowing your search to retrieve a more manageable result. Information overload with many results can be a worse situation than finding only 10 very relevant results.

Use **AND** in a search to:

» narrow your results,
» tell the database that ALL search terms must be present in the resulting records.

Be aware that in many, but not all, databases, the AND is implied. For example, Google automatically puts an AND in between search terms.

Use **OR** in a search to:

» connect two or more similar concepts (synonyms),
» broaden your results, telling the database that ANY of your search terms can be present in the resulting records.

Use **NOT** in a search to:

» exclude words from the search,
» narrow your search, telling the database to ignore concepts that may be implied by search terms.

Most databases allow you to specify that adjacent words be **searched as phrases**. Using parentheses or quotes around search words is a common way to do phrase searching, but not all databases or search engines use them.

Most search engines have **advanced search features**, allowing you to be more specific and refine your search results. You can use the following search limits:

> » Published date or web page
> » Search terms appearing only in the web page title, URL, page links
> » Search for phrases /quotation marks
> » Eliminate from results those page that include unwanted search terms (NOT or -)
> » Identify some search terms as optional (OR)
> » Reading level
> » Filetype (doc, docx, ppt, pptx, pdf, xls, xlsx, jpg)
> » Domain of site (government - gov; education - edu; organisations - org)
> » Wildcard/truncation (*, to find variations of a root word)

If the search engine does not have a separate advanced search screen, use the search filters that appear on the search results page (Google, Yahoo, DuckDuckGo, Google Scholar).

We apply **specific strategy techniques** to support trainers in effective information searching in social media:

Put **@** in front of a word to search social media. For example: **@instagram**

Put **$** in front of a number. For example for price: table **$400**.

Put **#** - hashtags - in front of a word. For example: **#education**

Put **-** in front of a word if you want to exclude or leave out from your search. For example, **speed -car**

Put a word or phrase inside quotes. For example, **"biggest building"**

Put **..** between two numbers for price. For example, photo camera **$50..$100**.

Put **OR** between each search query. For example, **marathon OR race**.

Put **site:** in front of a specific site or domain. For example, **site:youtube.com** or **site:.gov**

Put **`related:`** in front of a web address you already know. For example, **`related:time.com`**

Truncation, also called **stemming**, is a technique that broadens search to include various word endings and spellings. To use truncation, enter the root of a word and put the truncation symbol at the end. The database will return results that include any ending of that root word. Fo example:

`child* = child, childs, children, childrens, childhood`

Truncation symbols may vary by database; common symbols include: *, !, ?, or #

Similar to truncation, **wildcards** substitute a symbol for one letter of a word. This is useful if a word is spelled in different ways, but still has the same meaning. For example: `colo?r = color, colour`.

Truncation allows to search for a root word with all of its different endings by placing a symbol at the end of the word. Symbols vary by database so check the help section on each database. Common symbols are:

- » **`*`** (asterisk)
- » **`!`** (exclamation mark)
- » **`?`** (question mark)

For example: if you write `femini*` the computer will search for `feminist`, `feminism`, `feminists`, `feminine`, `feminize`.

Spelling: Google's spell checker automatically uses the most common spelling of a given word, whether or not you spell it correctly.

Capitalization: A search for `European Union` is the same as a search for `european union`.

You can narrow your search results in databases by filtering the appropriate fields.

For example:

- » year (for up-to-date research)
- » type (e.g. article or book)
- » subject (for relevance)

We suggest you to practice searching by using also your own assessment question.

RECOMMENDED ON-LINE TOOLS CONNECTED WITH THE EFFECTIVE INFORMATION SEARCHING

Google search

Yahoo search

How to search on Google:

» https://support.google.com/websearch/answer/134479?hl=en&ref_topic=3081620
» https://mclennan.libguides.com/searchingInternet/searchInternet/effective
» https://www.google.com/advanced_image_search
» https://scholar.google.com.au/
» https://info.lse.ac.uk/current-students/careers/Assets/Documents/job-searching/Effective-searching-techniques.pdf

EXERCISES

EXERCISE 1 – INFORMATION SEARCH ON GOOGLE

Duration	30 minutes
Material	Computer or mobile phone
Learning outcomes of the exercises	» Understand how to search information » Using in practice strategies and tips for searching information
Methods used for the exercises	» Reading of theoretical materials. » Practical session in the Internet to find useful information – websites, articles, etc. (for example, about digital wellbeing or non-formal methods for digital education using keywords and phrases).

Short proposal how to summarize the exercise	» Recognize the need for new information. » Plan your search carefully and you are likely to find more relevant material more quickly. » Articulate clearly information you need. » Use strategies and tips for effective information searching. » Choose words carefully. » Avoid putting too much keywords into one search, pick the best keywords. Search for two or more words in an exact order, place quotation marks around the phrase.
Link	https://google.com/advanced_search

EXERCISE 2 – SEARCHING OF VISUAL MATERIALS ON GOOGLE

Duration	30 minutes
Material	Computer or mobile phone
Learning outcomes of the exercises	» Understand how to search visual materials » Using in practice strategies and tips for searching information
Short proposal how to summarize the exercise	» Search with keywords on Google information you need. » Find images on Google and at the top select **Images**. » Go to images.google.com » Click an image.

	» **In the right panel** scroll to find images related to the image that you clicked.
	» **In the left panel** scroll to find images related to your search.
	» Search for an exact image size. Right after the word you are looking for add the text `imagesize:widthxheight` Make sure to add the dimensions in pixels. **Example:** `imagesize:500x400`
	» Remember that images may be subject to copyright. If you want an image to reuse, you can narrow your results.
	» Add an image to your collection:
	o On your computer, go to images.google.com
	o If you have not already, sign in to your Google Account.
	o Search for an image.
	o Click the image ☉.
	o At the top right, click ⋮ › Add to collection 🔖
Link	https://google.com/advanced_image_search

PROPOSAL OF THE TASKS FOR THE FINAL EXAM ON THE MODULE

Questions

1. Name the tips of effective information searching you use and plan to use in your daily work. Explain why you choose these tips.

2. Create your collection of materials/links on the topics you need in your daily work as trainer (maximum 5 links) and explain why you choose them.

3. Create your images collection on the topics you need in your daily work as trainer (maximum 5 images) and explain for what activities you need them.

Module 3 – "Online Time Management. Online tools in communication"

INTRODUCTION

Effective self-management in time, good organisation of the day, efficiency in planning the week or the month are skills that make it easier to achieve one's goals. These skills are crucial in both private and professional life. Poor time management, leaving difficult or unloved tasks to the last minute, increases stress, causes exhaustion and disorganizes private life. In order to be professionally successful, it is necessary to have a balance in all areas of life: health, family, finances, intellect, environment, work and spiritual life. If one element is out of balance, the other elements are disrupted, so better use of time allows you to: get rid of the stress that accompanies backlogs and delays; get many things done; better organise and plan work and personal life; prioritise what is most important; allocate more time to study, leisure and family life.

Time is a non-renewable resource and cannot be saved or stored. Time runs continuously and irrevocably. Time cannot be managed in the literal sense of the word, we can only change our behaviour towards it. One such behaviour is the selection of tasks to be performed, in order of priority. Many people spend most of their time dealing with many, sometimes marginal problems and tasks, instead of concentrating on a small number of life-important issues.

Regaining control of our time and improving our concentration levels while working or educating ourselves is possible, but it requires some sacrifices. The biggest adversary we face when working on digital wellbeing… is ourselves and our habits.

Managing one's own time is not an easy matter, as it requires skilful and efficient organisation of one's activities, work, responsibilities. Many people do not follow the basic principles of time management, which include setting goals, planning, prioritising, having a positive attitude towards the tasks at hand, delegating work to others and using time planning tools. Meanwhile, the ability to manage our time improves the quality of our lives both personally and professionally. Efficient self-organisation increases creativity and productivity.

ON-LINE TIME MANAGEMENT CONTRIBUTION TO THE DIGITAL WELLBEING OF ADULT TRAINERS

The right work organisation makes efficient use of time, while the wrong one makes even simple activities take more time. A small mistake in the organisation of work reduces efficiency because it is repeated in many activities. The end result is that despite redoubled effort, time is still wasted, deadlines are not met and work results are unsatisfactory. Improper time management in remote working can cause a number of negative effects that will affect productivity and work motivation. People who work in such a system and who mismanage their time may experience difficulties with concentration, managing emotions, self-motivation, meeting deadlines, organising work at home, planning team work, setting and achieving strategic goals, delegating tasks and supervising their completion.

Proper time management, on the other hand, increases work efficiency and improves quality of life. Proper time management in the home office leads to:

» reducing your effort on the same tasks - you are able to put yourself in a state of 'results focus', you manage your resources better;

» getting better results at work - you meet deadlines and complete strategic tasks, conduct effective business meetings, get more time for important tasks;

» better work-life organisation - you take responsibility for your time, have the ability to regenerate and find time for things that are important to you;

» lower stress levels - you take care of work-life balance, manage stress more effectively, pressure and exhaustion at work are reduced;

» increased job satisfaction and motivation - you are able to release your energy to perform, you are less overtired, your creativity and innovation increases;

» eliminating errors during tasks - your work is structured and the results are transparent, you communicate better with colleagues, you make fewer mistakes and omissions;

» achieving your goals faster - you have more confidence and consistency in your collaboration, you find it easier to plan large projects or long-term tasks.

USING TIME MANAGEMENT TO MAKE ONLINE ADULT TRAINERS MORE EFFECTIVE

With efficient organisation of activities, it is easier to control chaos, avoid unnecessary tension and stress and, above all, to complete assigned or planned tasks. This is possible if we apply specific techniques to support time management.

Setting Priorities

Prioritising and planning activities according to appropriate rules translates into effective time management. Prioritising tasks increases efficiency and helps to achieve goals faster. The key to efficient time management is the skilful prioritisation of planned tasks. This can be helped by the so-called Eisenhower Matrix, which is one of the best methods for time management and prioritisation. Prioritisation means deciding which issues are most important, which are secondary and which can wait. According to this principle, the highest priority tasks should be dealt with first.

Efficiency in line with the rhythm of the day

A method conducive to effective time organisation, based on the REFA curve, (Commission for the Study of Work), is to adapt one's schedule to a specific time pattern. The most difficult and prioritised tasks should be scheduled for typical periods of efficiency gains and check that the work actually gets done more effectively then. It is important to know one's own rhythm of the day, to plan to deal with complex and important matters during peak productivity before noon. During a drop in productivity, one should not work against one's biological rhythm, but try to relax and use this phase for human contact and routine, automated activities that do not require one's special commitment. When the productivity curve rises in the late afternoon, you can get back to more important things.

"Time eaters"

By putting time management principles into practice, it is possible to find out quite quickly which activities take more time than they should. These are so-called "time eaters" that reduce efficiency. "Time eaters" are habits or situations that we cannot cope with and that distract us from doing the important things. During the day, many factors can distract you from your work. Your productivity can be affected by a short phone call, an exchange of words, answering an email or taking too long to analyse a task. You may also be distracted by your surroundings, such as noise or a lack of good

tools. The sources of the problem can vary, and identifying them is the first step to finding a solution.

In conclusion, it is very important to be realistic, trying to do too many tasks can reduce productivity and willingness to work. Maintaining concentration during meetings, avoiding unnecessary meetings that do not require our presence, creating lists with priority tasks for the day, eliminating distractions, adequate rest and breaks during work will improve the situation and will reduce stress, minimise mistakes and increase productivity.

RECOMMENDED ONLINE TOOLS FOR TIME MANAGEMENT

RescueTime

An app that provides the ability to track the amount of time spent browsing non-work related sites. It is an ideal tool for those who are easily distracted by their responsibilities. Only the most basic features of the app are available for free. Notifications, tracking offline activities, or blocking websites are all included in the premium version.

Trello

A tool that allows managing projects in a simple way and in one place. It helps you organise tasks, plan, organise work, create lists and work on projects. In the application, you create your boards, while the boards are divided into lists with cards. The app uses a kind of virtual whiteboard, providing an efficient form of task planning. The ability to personalise increases productivity and creativity when working on collaborative projects. Trello in its basic version is free and allows you to create as many teams and boards as you like.

Todoist

An application that allows creating lists and sharing them with other users. It allows you to delegate tasks to selected people in the group and monitor their progress. Todoist facilitates collaboration but allows limited access to team activities.

Toggl Track

I.e. time tracking and working hours log. It is an app that allows you to easily report on your work performance, tracking the time spent on a specific task. The app's ability to integrate with a calendar makes it easy to keep track of deadlines and maintain schedules.

RECOMMENDED TOOLS FOR ON-LINE COMMUNICATIONS

Microsoft Teams

A comprehensive information sharing tool used in corporations, medium and large institutions, schools, universities, for online lessons, content sharing, uploading materials (10 GB available in the free version). It enables conversations, video conferencing, private and group chats, desktop sharing, as well as splitting participants into groups and working in teams. The tool features a search engine and the ability to call users and groups, there is also an option to set a status, as well as changing the colour theme and blurring the background to avoid distracting participants.

Microsoft Teams is a free tool that is designed for group communication and the exchange of information in collaborative projects and is integrated with the Microsoft family of applications. It offers video calling for up to 250 participants and advanced options for collaboration, as well as integration with Microsoft Office 365. Teams can be used by anyone; it is not necessary to have a corporate Microsoft account or even to be joined to a project by someone who has one. The app is available in consumer beta version for iOS and Android mobile devices. Teams for standard users allows you to communicate better, share files and collaborate and, most importantly, to do it all inside one app.

Microsoft Teams is a shared workspace visible as a chat room for people working together. However, unlike regular chat, Teams brings together in one place not only conversations, but also files, tools, calendar, meeting scheduling, access to various productivity bots and much more. MS Teams can be accessed via the website; in which case we use the web application. It is also possible to download a desktop client for Windows, as well as a mobile client in an Android or iOS release (just search for 'Microsoft Teams' mobile app in Google Play or iTunes).

Google Meet

Google Meet is the successor to Hangout, allowing you to hold video meetings. To take advantage of Google's secure and free video conferencing, go to meet.google.com or download the Google Meet mobile app for iOS or Android. To start a video conference, you will need a Google account, which can be created in just a minute, using your work or personal email address (this step is required for security reasons and needs to be done only once).

The service allows free video conferences with up to 100 participants and uses features such as split-screen, real-time captioning and extended "tiled" view. There is a time limit for meetings in the free version (60 minutes). Single-user connections, even in the free version, will still be limited to 24 hours. The Google Meet interface is simple and laconic. Use is convenient and uncomplicated.

Zoom

An environment designed for online communication; it works well in educational situations. Although the educational plan is paid, it is worth using the free version, which supports basic functionality sufficient for everyday communication. The advantages are very fast operation, great mobile applications, good quality of conversations. Disadvantages are the lack of a Polish language version, in the free version, group meeting up to 40 minutes. The Zoom videoconferencing platform provides high quality video and HD audio. The platform allows you to participate in online meetings from any device, PC, Mac, tablets, and smartphones.

Its main features include the ability to share video in very high quality, file sharing from OneDrive and Google Drive, the ability to communicate simultaneously with up to 100 people and a very simple mode for adding members to a group for video conferencing. The Zoom programme does not require people who join a meeting to have an account. All they need is an installed programme, app or browser plug-in. The account requirement and the need to choose from a range of offerings arises when you want to organise online meetings yourself. The free, basic (so-called Basic) version of Zoom allows for meetings of up to 100 people and a maximum duration of 40 minutes. If we organise a meeting for just two people (us and the interviewee), it can last up to 30 hours.

Skype

The most popular and widely used tool for video conferencing, online teaching, with the ability to record calls. Skype's features are much more extensive - it allows you to transfer files and even share your own desktop with the background music on. While video-chatting, you can see a chat room where additional messages can be exchanged. Skype also allows you to set a status, so you can see which participants are currently on and which are not.

Skype online is a way to communicate and connect anywhere in the world. Depending on what you need, you can incorporate voice, text and video for online classes. Skype is free to use. All you have to do is download the software to your computer and ask the participant to do the same. Skype gives you the option of screen sharing. This way

you can access any content on your computer or go to different browser tabs to access media.

Slack

A free cloud-based web service containing a set of tools and services for team collaboration developed on the Electron software platform. The application acts as an instant messaging service allowing text and voice communication along with the ability to send multimedia. Slack is an instant messaging tool designed for team communication. The tool allows conversations in topic channels, chats, and file exchange. The main advantage of communicating in channels on Slack is the ability to participate only in selected threads and to receive notifications only for those issues where we are actually needed. The strength of Slack messaging is its ability to integrate with other popular applications and services. In this way, the team is able to save some of the valuable time they would normally spend jumping between tools. As part of the free account, users are given access to most functions. The most important limitation concerns the archive, which only contains the last 10,000 messages. However, Slack supports community organisations with free access to its basic paid version.

Jitsi Meet

A free and fully functional alternative to Google Meet, Zoom and Microsoft Teams.

Jitsi Meet is an online tool that is used to organise online meetings. It is simple, intuitive, and completely free. With its help, you can set up a meeting in minutes and invite participants to join without requiring them to log in. Jitsi combines all the key features available in the paid versions of the most popular tools, and its interface is hassle-free. Jitsi Meeto features include meetings of up to 100 users, HD video with recording, screen sharing, end-to-end encryption, the ability to lock a room with a password, the option to divide users into rooms (so-called breakout rooms), integration with popular tools (Google, Microsoft, Slack), and meeting statistics.

Cisco Webex Meetings

A free instant messenger that can successfully replace Microsoft Teams and Zoom. The application allows you to conduct face-to-face video conferences in HD quality and share a screen during a business meeting. The programme allows for a variety of meetings: online meetings, video conferences, training and online training. For these purposes, WebEx offers various functions including: displaying presentations and an online whiteboard for shared notes. Using the service is easy if you speak English. Set-up will take no more than 30 minutes. WebEx is convenient for listeners because

they do not need to register or install the programme on their computer to participate in the conference. Webex makes it easy to conduct online lessons or teleconferences with your students - whether you use Webex videoconferencing equipment, your computer or your own phone. It contains all the tools you need for team collaboration and integrates with other tools you use to make your work easier. File and screen sharing is quick and easy. Files are organised, searchable and saved along with all your communications, making it easy to find what you are looking for.

ADDITIONAL TOOLS SUPPOTING ON-LINE COMMUNICATION

Facebook

A social networking site that allows users to create networks and groups, share messages, photos and files. A Messenger application is available for users of this portal, through which it is possible to communicate by text, voice and video calls.

WhatsApp

An instant messaging tool that allows users to exchange text messages, voice calls, video calls, transfer files, share photos and videos. This tool also features easy access from a smartphone.

Google Calendar

Online calendar to facilitate time management and event organisation. The calendar can be used, for example, to communicate upcoming tasks or to arrange work schedules. A shared calendar sheet can be completed by anyone to whom an 'invitation' has been sent, i.e. an editing option has been shared. To use Google Calendar, as with other Google applications, you need to set up Gmail.

Doodle

A simple, intuitive (existing since 2007) web application for planning meetings (e.g. project or business meetings). The tool involves the creation of online surveys that do not require registration on the part of the people involved (only the person creating the survey needs to create a user account). To determine a convenient date for everyone, simply enter the name of the activity and possible dates, after which participants vote for one of the options. The Doodle tool has also been developed in a mobile app version for phones and mobile devices. In order to use Doodle on a smartphone, an account needs to be created - this can be done after launching the app, using an email address. It is also possible to register by logging in with your

Google or Facebook accounts. The mobile version of Doodle has a clear design and a simple operating system.

EXERCISES

EXERCISE 1 – "WARM-UP TIME"

Duration	10 minutes
Material	Stopwatch
Learning outcomes of the exercises	» introduction to the subject of the exercise, » warm-up, » exchange of experiences, » orientation on understanding the concept of time
Implementation	The trainer makes sure that all the clocks in the room are covered and that participants have taken off their watches and put away their mobile phones. He/she asks everyone to sit comfortably. On a given signal they close their eyes. The trainer tells the group to open their eyes when exactly 30 seconds have passed since the word 'start'. He/she then prepares a stopwatch and says the word 'start'. In the second part, everyone stands up with their eyes already open and the task is to sit down when they think 60 seconds have passed.
Summarize	Was there anything difficult about this task; was it easier for them in the first or second part of the exercise; do you see any differences / similarities and where they

might come from; does this affect your understanding of time somehow?

EXERCISE 2 – "FIVE REASONS"

Duration	10 minutes
Material	none
Learning outcomes of the exercises	» integration, » getting to know each other as a group, » exchange of experiences, » focus on insight skills
Implementation	The trainer asks the participants to reflect for a while on the reasons they got up today. He/she then asks them to list these reasons and indicate which one is the most important to them and why.
Summarize	In the conclusion of the exercise, the trainer points out that we do many activities as a matter of habit, without thinking too much about whether they really need to be done. It turns out, however, that there are some important reasons among them, often linked to life goals.

EXERCISE 3 – "HOW DO YOU MANAGE YOUR TIME?"

Duration	15 minutes
Material	flipchart, flipchart paper, markers, trainer's attachment nr 1
Learning outcomes of the exercises	» development of the ability to self-evaluate time management » exchange of experiences
Implementation	On the board, the trainer draws an arrow (Appendix 1) above which he/she writes the question "How do you manage your time". On the left side of the arrow the trainer writes the sentence: 'I have a big problem with this' and on the right side: 'I am a master'. He then asks the participants to judge for themselves where they would place themselves on the arrow and asks them to come up to the board, one by one, and mark this place with their initials.
Summarize	Discussion about why they marked such a place on the arrow and why, what similarities and differences in the group are apparent to them and where these might come from.
Methods	Individual work, discussion

EXERCISE 4 – "EXCUSES AND REASONS"

Duration	20 minutes
Material	flipchart board, flipchart paper, markers, sticky notes, pens/erasers, <u>trainer's appendix nr 2</u>
Learning outcomes of the exercises	» to find out the reasons for poor organisation of working time, excuses for not planning, » exchange of experiences
Implementation	The trainer divides the participants into 2 groups and asks them to reflect upon and write on cards their answers about what they think might be the reasons for poor time management and what excuses they know for not planning. He then asks one person in each group to collect the answers and sort them and eliminate repetitive answers. A representative of each group reads the answers set by the group, which the teacher writes down it on the board under two groups: *Reasons for poor organisation of working time* and *Excuses for not planning.*
Summarize	Discussion about whether the participants are familiar with these reasons and excuses, what their reasons are, whether they are surprised by any answers. In discussing the exercise, the facilitator notes what answers were given and adds and completes the information as necessary (<u>Appendix 2</u>).
Methods	Group work, discussion

EXERCISE 5 – "MY DAY"

Duration	20 minutes
Material	Appendix nr 3 for the participant, markers
Learning outcomes of the exercises	» Focusing on the ability to analyse the time spent on different activities, » exchange of experiences.
Implementation	The trainer hands out sheets of paper divided into 3 parts and with squares drawn in them (Appendix 3). He/she asks the participants to color in in the 1st part as many squares as the number of hours taken by their daily routines such as eating, washing, watching TV, sleeping, commuting, etc. He/she then asks them to color the squares in the 2nd part, according to how many hours their workplace activities take them, e.g. coffee breaks, conversations, personal calls and emails, etc. The facilitator then asks them to move all the squares filled in on the previous two to the 3rd part.
Summarize	In conclusion, the trainer points out that the remaining empty squares indicate effective time for action and asks the participants if anything surprised them in this exercise, if they would like to change something in the division of their time, what these changes would involve.
Methods	individual work, discussion

EXERCISE 6 – "SETTING PRIORITIES"

Duration	40 minutes
Material	Appendix nr 5 for the trainer and appendix nr 4 for participants, pens/ markers
Learning outcomes of the exercises	» Developing the ability to set own priorities, » learning the principles of priority setting using the Eisenhower matrix, » exchange of experience.
Implementation	In the first part of the exercise, the trainer hands out cards (Appendix 4) to the participants and asks them to write down all the tasks they do most often (at least 10). He / she then asks them to sort and give each task a criterion of importance (A or B) and urgency (1 or 2). The trainer briefly discusses the Eisenhower Principles (Appendix 5) and asks them to look at their sheet again and make changes if necessary.
Summarize	Discussion on how to put the Eisenhower principles into practice? What are the consequences, in their opinion, of focusing too much on tasks in a particular quarter? According to them, can anything be done to have more time for the important things and to manage the chaos? Where to start? What to look out for? How to avoid fires related to urgent and important tasks in the future? Where do they come from and can procedures be prepared to counteract or deal with them? How to eliminate as many tasks as possible from quadrant 4?

Methods	Individual work, discussion

EXERCISE 7 – "PERFORMANCE CURVE"

Duration	20 minutes
Material	Appendix nr 6 for trainer and appendix nr 7 participants, A4 sheets of paper, markers/pens
Learning outcomes of the exercises	» getting to know the method based on the REFA curve, » increasing the ability to identify one's activity phases and becoming more efficient in the activities, » better time management, » exchange of experiences
Implementation	The trainer describes the time management method based on the REFA curve - what the performance curve says during the day and how to use it (Appendix 6). He then asks participants to try to draw their performance curve (Appendix 7), taking the following cues into account: » let it begin when you wake up and end when you fall asleep; » an activity phase is followed by a rest phase of about 2 hours; » you can have more than two peaks of performance during the day.
Summarize	In conclusion, the trainer points out that in order to determine when to do these most important tasks (i.e. those that bring the most

benefit) before noon, you need to analyse your day (or several days) and answer the questions:

> » when do you find it easy to solve problems?
> » when you come up with the best ideas, think creatively?
> » when you have a so-called sugar crash and tasks start to drag on?
> » when you're sure you won't get anything done?
> » when you need to go out for a walk, exercise?
> » when do you go to bed and when do you get up?

Participants answer questions, thus exchanging experiences and insights. The trainer asks the participants whether they find the method helpful in organising their work and whether they will use it?

Methods	Individual work, discussion

EXERCISE 8 – "TIME KILLERS"

Duration	30 minutes
Material	Appendix nr 8 for the trainer, flipchart, markers, envelopes, A4 sheets of paper, pens
Learning outcomes of the exercises	» getting to know causes of time wasting and ways of coping, » development of self-analysis skills,

	» exchange of experiences
Implementation	The exercise starts with brainstorming about so-called "time killers", i.e. anything that causes us to waste time that we could be spending on something useful. The trainer jots down suggestions on the board. By balloting, participants choose the 5 that get the most votes. On the prepared envelopes, the facilitator writes down the chosen time killers and puts 5 - 8 cards inside. Participants are divided into five teams. Each team is given three minutes to write on one of the cards taken out of the envelope as many suggestions for dealing with the time killer on that envelope as they can think of. After three minutes, participants put the cards into the envelopes and pass the envelope to the next team. The game continues for as many rounds as there are cards in the envelope. At the end, the group takes the suggestions out of the envelope and makes a list of them, structuring them as they prefer, and then presents them to the other participants.
Summarize	Discussion on the participants' answers. In discussing the exercise, the trainer notes what answers were given and adds and completes the information as necessary (Appendix 8). The trainer asks if there was anything difficult about the exercise, if it was easy for them to identify the time killers and the ways to deal with them, which ones most often concern them.
Methods	Brainstorming, discussion, group work

EXERCISE 9 – "BENEFITS OF GOOD PRACTICE"

Duration	20 minutes
Material	Appendix nr 9 for the trainer, flipchart, markers
Learning outcomes of the exercises	» To structure knowledge, » to collect good practices, » to exchange experiences.
Implementation	The trainer, together with the participants, create a catalogue of good practices that are relevant, important and can improve efficiency in remote working and what they see as the benefits for themselves of good time management. Participants' answers are written on the board.
Summarize	Discussion of participants' answers. In discussing the exercise, the trainer notes what answers were given and adds and completes the information as necessary (Appendix 9).
Methods	Brainstorming, discussion

EXERCISE 10 – "ONLINE COMMUNICATION TOOLS"

Duration	30 minutes
Material	none

Learning outcomes of the exercises	» Exploring tools supporting communication in remote work, » exchange of experience in using selected tools.
Implementation	The trainer discusses a selection of instant messengers enhanced with features useful for online communication ([Appendix 10]).
Summarize	The trainer, in summarising the exercise, stresses that among the many tools that support communication and balance between remote work and life, it is important to choose those that are intuitive, do not require technical knowledge of them and have all the necessary functions. At the same time, she emphasises that when looking for tools to support online working, we very often focus on the functions and possibilities they offer us, and much less often think about how we can use them wisely and effectively. Participants share their experiences in using online tools for communication.
Methods	Brainstorming, discussion

EXERCISE 11 – "THE HAND"

Duration	15 minutes
Material	A4 sheets, pens, board/flipchart

Learning outcomes of the exercises	» Closing of group work, » evaluation of exercises.
Implementation	The trainer distributes a sheet of paper to the participants and asks them to trace their hand on it. Following the instructions written on the board/flipchart, participants answer one question on each finger: » on the thumb - what was the best part? » on the index - what will I tell my friends about? » on the middle - what was my weakest point? » on the ring finger - what would I change? » small - what did I learn (or find surprising)?
Summarize	The trainer thanks the participants and encourages them to continue the topic in the future.
Methods	Individual work

REFERENCE

» S. R. Covey, 7 habits of effective action, REBIS, Poznań 2003
» L.J. Seiwert, How to Organise Time, PWN, Warsaw 1996
» https://www.mind-up.pl/szkolenie-online-praca-zdalna
» https://dzialamzdalnie.pl/produkt/praca-zdalna/
» https://businessinsider.com.pl/rozwoj-osobisty/rownowaga/praca-zdalna-5-nawykow-ktore-rujnuja-twoja-efektywnosc-i-wydajnosc/zhm121w
» www.antosiewicz.edu.pl
» https://widoczni.com/blog/33-narzedzia-do-pracy-zdalnej/

- » https://pomoc.home.pl/baza-wiedzy/narzedzia-do-organizacji-pracy-zdalnej-freelancer-webmaster
- » https://typeofweb.com/praca-zdalna-narzedzia
- » https://businessinsider.com.pl/rozwoj-osobisty/rownowaga/praca-zdalna-5-nawykow-ktore-rujnuja-twoja-efektywnosc-i-wydajnosc/zhm121w
- » https://www.benchmark.pl/aktualnosci/co-to-jest-microsoft-teams.html
- » https://antyweb.pl/google-meet-za-darmo-jak-uzywac
- » https://blog.home.pl/2020/10/google-meet-za-darmo-przedluzone-marzec-2021/
- » https://nietechnologiczni.pl/darmowy-komunikator-hangouts-androida-ktory-kazdy-smartfonie
- » https://spidersweb.pl/2020/04/google-meet-za-darmo.html
- » https://e-pasje.pl/doodle-prosta-bezplatna-aplikacja-do-planowania-spotkan/
- » https://fajnepodroze.pl/ciekawostki-aplikacja-zoom/
- » https://www.ideoforce.pl/akademia/skype-historia-idea-wzloty-upadki-wyzwania-popularnosc,485.html
- » https://publicystyka.ngo.pl/slack-piec-funkcji-ktore-usprawnia-prace-twojego-zespolu
- » https://jaktosie.pl/jak-korzystac-z-jitsi-meet-na-urzadzeniach-mobilnych-do-bezplatnych-wideokonferencji/
- » https://www.komputronikbiznes.pl/cisco-webex-rozwiazania-do-wideokonferencji/

PROPOSAL OF TASKS FOR THE FINAL EXAMINATION OF THE MODULE

1. To which type of actions would you assign the following - urgent or important? In which part of the Eisenhower matrix would you place them?

a) developing a plan for an important project
b) having an urgent meeting on a matter that does not concern you
c) reading a string of correspondence attached to a CC (for information) of which you are not a stakeholder
d) preparing a presentation for a meeting that is 2 days away
e) new ideas that you start implementing without having finished the previous ones
f) preparation of a proposal for a client
g) a follow-up meeting with colleagues
h) a request from a colleague to send a lost email

	IMPORTANT	NOT IMPORTANT
URGENT	D, F	B, H
NOT URGENT	A, G	C, E

2. List at least 3 good practices that can improve the efficiency of remote working.

Answers:

- » find your "time thieves"
- » set goals for your activity
- » organise your day (make a plan)
- » write down all the tasks to be done
- » divide tasks into urgent, less urgent, important and less important ones
- » estimate the time needed
- » use a performance curve
- » plan breaks and the unexpected
- » make use of time management aids (time schedules, computer programmes, etc.)
- » check the results, that everything is done
- » summarise the day, show and appreciate success

Module 4 – „Fake news recognition"

INTRODUCTION

Fake news dominates global news cycles. Despite the fact that these designations are new, dependence on propaganda and disinformation precede the Internet in all types of communication. Factcheckers, journalists, and individuals require sophisticated algorithms and tools to automatically detect and rate such content, as well as to assess its likelihood of falsehood.

TYPES OF FAKE NEWS

Fake: Websites have made up stories or spread hoaxes under the guise of being true news.

Satirical: News sites make fun of current events and news and are only for amusement reasons. They frequently imitate respected news sites by utilizing inflated material taken out of context.

Biased: News is presented from a certain point of view, which may rely on propaganda and views rather than facts.

Clickbait Links: To get people to visit website, employ sensationalized, deceptive, or exaggerated headlines and pictures. The articles give material that has nothing to do with the initial attention-grabbing content.

Astroturfing: Organizations (political, religious, etc.) present the message as coming from a grassroots organization and being backed by individuals in the community where the messages are aimed.

Native Advertising: Native advertising is made to seem as supplementary stories but they are actually adverts for sponsors. Readers misinterpret these links as actual news in order to get more attention to their website.

Incomplete: Incomplete news reports provide quotations or information without giving adequate context or history, which can frequently entirely flip the intended meaning.

Adult educators can meet fake news in everyday work when read Internet and mainstream news, watch TV or listen radio. Critical thinking, comparing different sources of the news, deep understanding of the situation help to recognize fake news very fast. Special online tools help to check are news trustful or fake.

KNOWLEDGE ABOUT FAKE NEWS CONTRIBUTION TO DEVELOPMENT OF THE DIGITAL WELLBEING OF THE TRAINERS

Crosscheck

Use various sources to repeat your data. If you wish to acquire information from the internet, double-check it and double-check it again. Make an effort to come as near to the original source of information as possible.

URL

URL refers to a website's primary link (URL: Uniform Resource Locator). It is important to keep in mind, especially while reading the news. If the URL is correct or whether you are reading phony newspaper news

Read carefully

It is critical to read the About Us portion of many pages, websites, and other resources. It is critical to examine the pages associated with any website, as well as the page itself.

Clickbait headlines

Clickbait headlines are frequently used to pique the reader's interest. However, if you walk inside and read the entire item, you'll notice that the heart of the story contradicts the title. So, don't trust anything simply because the headline says so.

Personal beliefs

We frequently seek knowledge on what we think, wish to achieve, or that is consistent with our ideological perspective. Confirmation bias is the term for this. Remember that just because you heard the tale from your closest friend doesn't make it any more credible - they most likely didn't go through these phases before passing it on. This is something to keep in mind when fact-checking.

Free fact-checking tools

Google will be considered as a search engine. However, you can use any search engine if you want.

USING KNOWLEDGE ABOUT THE FAKE NEWS FOR MORE ON-LINE EFFECTIVE WORK OF TRAINERS

Trainer will learn how to use various sources to check news.

- » Trainer will learn on practice fact-checking process.
- » Trainer will learn about different tools.
- » The trainer will be able to differentiate between true and false information.

RECOMMENDED ON-LINE TOOLS CONNECTED WITH FAKE NEWS

The 2022 Code of Practice on Disinformation

Major online platforms, emerging and specialised platforms, players in the advertising industry, fact-checkers, research and civil society organisations delivered a strengthened Code of Practice on Disinformation following the European Commission's Guidance of May 2021.

The Certified Content Coalition

The Certified Content Coalition is a program that encourages online media publishers to follow specific guidelines and certifies those that do.

Snopes

Snopes is the internet's go-to source for discerning what is true and what is total nonsense.

CaptainFact

CaptainFact is a web-based suite of tools for interactively validating online content. It consists of a browser plugin that adds a video overlay to internet videos with sources and contextual information, as well as indications that suggest the film's legitimacy based on user votes. It also has a "debate platform" where individual arguments can be debated.

Bot Sentinel

Bot Sentinel is a free program that detects and tracks trollbots and suspicious Twitter accounts. Bot Sentinel uses machine learning and artificial intelligence to monitor Twitter accounts and classify them as trustworthy or untrustworthy, as well as identifying the bots. It then puts those accounts in a database and monitors them on a daily basis for fake news.

Adblock Plus

Adblock Plus is a browser plugin and software that uses filtering lists to prevent advertising and websites. Advertisements that match the "acceptable ads" guidelines are automatically whitelisted by the program. This allows them to avoid being prohibited on this platform.

EXERCISES

EXERCISE 1 – "IMAGE MANIPULATION WITH POLITICAL MOTIVES"

Duration	30 minutes
Material	Story: Russian President Vladimir Putin sits in the middle of an intense discussion between other leaders during the G-20 summit in 2017. But the picture is a fake. Putin supporters have circulated the image to give the impression that the Russian president is in the middle of the action. In reality, Donald Trump was talking to Turkish Foreign Minister Mevlut Cavusoglu and Turkish President Recep Tayyip Erdogan. The seat in the middle was empty at the time, but was reserved for British Prime Minister Theresa May. Image source

Image source

Fake recognised? The USA and Russia are not sitting next to each other at the G20 summit. It is unclear who created the photo. One of the first to share the photo was Russian journalist and Putin loyalist Vladimir Soloviev. He had deleted the post again after the image manipulation was recognised and he was mocked on social media. By then, the image had been shared and redistributed several times. There are several other pictures of the event from other perspectives.

Image source

Learning outcomes of the exercises	» Ability to find fake images

Implementation	» Trainer asks learners to analyse fake image and find real picture. » Trainer asks to find similar post in the Internet.
Summarize	Trainer asks participants: „What was the motivation for creating the forgery?" What were the reasons and goals of this fake? Are there other examples of such fakes?
Methods	» Fake texts and photos recognizing by the use of specific on-line tools. » Critical thinking methods for non-formal education

EXERCISE 2 – "WHO IS IT THAT IS COVERING STORY?"

Duration	30 minutes
Material	The article about the flat Earth. **The flat Earth society** There are different ideas regarding the belief that the earth is not a sphere. All theories are united by the idea that the Earth is a disc. The most widespread view is that the Earth is a flat disc with the North Pole in the centre and an ice wall around the edge. While we may smile away this notion, there are an increasing number of people who seriously believe in it. According to a Yougov survey from 2018, one in six Americans today is not sure whether the earth is round. Among millennials,

i.e. 18- to 24-yearolds, even one in three has their doubts.

What is striking is that the belief in a flat earth is usually associated with strong religiosity. Youtube plays an important role in spreading the misconception of a flat earth. There are hundreds of serious videos on the platform that prove the flat earth theory in their own opinion. Texas Tech University interviewed 30 Flat Earthers. Of these, 29 said they had changed their opinion about the Earth because of YouTube videos. This also has to do with Youtube's algorithm, which creates a kind of parallel world through the recommendation of similar videos, from which it is difficult to get out again.

The organisation "Flat Earth Society" was founded as early as 1956. As of 2019, the Flat Earth Society has about 200,000 followers on Facebook. However, many Flat Earth supporters are now distancing themselves from the organisations on the grounds that the Flat Earth Society is a "state-controlled organisation" with the aim of spreading "disinformation" about the Flat Earth.
https://de.wikipedia.org/wiki/Flat_Earth_Society

Material: ABC News - Inside a Flat Earth convention, where nearly everyone believes Earth isn't round.

Erik Dubay is one of the best-known proponents of the belief in a flat Earth.
https://www.youtube.com/watch?v=1gHbwT_R9t0

https://www.youtube.com/watch?v=NXzNeCC9fTc

And to get serious again: Youtuber Scimandan scientifically takes apart videos of flat earthers. He exposes the mistakes of the flat Earth community

	and portrays them in his own videos. https://www.youtube.com/c/SciManDan
Learning outcomes of the exercises	» To train ability to analyse sources of the news
Implementation	» Trainer asks learners to find out if this is a reliable news organizations/people who spread the news? Check that the web URL on the page you're reading is correct. Spelling errors in company names, or unusual-sounding extensions such as ".infonet" and ".offer," rather as ".com" or ".co.uk," may suggest a questionable source.
	» To look up the author's name, to find out what they previously were written and where they are published. More information may be found on the website's About page. Sites that do not tell you who they are or how to contact them should be ignored. Contact information for reputable websites will be easily available, and it should be a domain-specific address rather than a Yahoo or Gmail account.
	» To find erroneous facts and information. Reputable news organizations take ownership of their pieces. Biased and deceptive news companies routinely fail to take the same measures toward accountability, including supplying bogus contact information.
	» Find out who else is covering the story. Is the tale of interest to anyone else? What are the perspectives of other sources on the matter? Following every rumour or conspiracy theory might be equally harmful.

Summarize	» Trainer askes what motivates people to believe in a flat Earth? » What motivation and goals do people have to produce and publish videos about their worldview? » What motivation do others have to share these videos?
Methods	» Critical reading and analyse of the news sources (who are behind the news). » Be aware of organisations/individuals promoting fake news and "alternative facts," since they may create internet pages, newspaper mockups, or "doctored" images such as statistics, graphs, photos, and video that seem authoritative but are not

PROPOSAL OF THE TASKS FOR THE FINAL EXAM ON THE MODULE

Tasks

1. Name few types of fake news. When and where did you meet this types of fake news?

2. Name few fact-checking sources. Which one do you use in your daily life?

3. Can you explain who and why create fake news and images?

Module 5 – „Digital Security"

INTRODUCTION

Nowadays, with the advancement of technology and the growth of cyber attacks, it has become essential to establish digital security in order to preserve the privacy of human information. Digital security is the practice of protecting systems, networks, and programs from cyber attacks, in general, it allows you to block the threats that are currently seen in the digital environment.

People should be aware of basic data security principles, such as having complex passwords, being cautious with attachments received by email, and backing up data. Often on social networks, people receive a message with a link. This same link may contain viruses, all it takes is to click on the link for the crackers to get the information they want out.

Accessing banking services is one of the most dangerous digital channels to use. It is now possible to access your bank via a tablet or cell phone. This feature carries risks, especially with the inappropriate use of personal data provided by the customer. You should not access these applications using a public network.

When you want to make a payment online, make sure you create a virtual card (debit) to be able to make the payment with only one purchase option, because after the payment the card expires and cannot be used more times.

GDPR

The **General Data Protection Regulation** aims to regulate the protection of individuals with regard to the processing of personal data and the free movement of such data.

The GDPR brings greater control to people over their personal data and builds greater confidence in the use of their data by brands.

It is the essential regulation to reinforce the fundamental rights of people in the digital age and to facilitate commercial activity by clarifying the rules applicable to companies and public bodies in the digital single market.

DIGITAL SECURITY CONTRIBUTION TO DEVELOPMENT OF THE DIGITAL WELLBEING OF THE TRAINERS

To ensure the digital well-being of the trainers, below are some contributing factors and a brief description of them.

Data Protection

Data protection allows trainers to have all their personal information used to provide training safeguarded, thus ensuring the trainers' well-being.

Documentation security (manuals)

Digital security allows trainers to keep their manuals with material to be presented in the training and ensures that no one can access this content.

Backups

A backup is considered a backup of the data that is stored on the device (computer, tablet, cell phone…). Backups are important to safeguard and recover information that for any reason are lost, such as a virus, human error, technical failure, and natural disaster.

In case a trainer has a setback and the computer stops working, through the backup it is possible to recover all the material that was on the device so that no information is lost.

ONLINE PLATFORMS

Several online platforms are used by trainers. The best known are Moodle, VLEs, and Google Classroom.

On these platforms trainers can store all the material they need to train and ensure control over data, security, and privacy. They are developed following privacy policies in order to comply with legal requirements.

The following are some of the advantages of using these tools:

> » Affordable use
> » Content permanently available
> » Privacy
> » Safety
> » Cost reduction

» Greater efficiency

USING DIGITAL SECURITY TO MAKE ON-LINE WORK OF TRAINER MORE EFFECTIVE

» Content control
» Easy access
» Online training

When used, Digital Security ensures that online work is done effectively, with its aforementioned benefits.

In this case, it allows trainers to control the content more securely, being able to keep all the information saved in different places and at the same time access the material from anywhere. We can also consider it to be easily accessible, since it can be found quickly, even with limited resource

Through online platforms (Moodle, Avas, Google Classroom) it is easy to give training since on these platforms you can save all the material/information by sections, chapters, and always with security and privacy.

Security is the basis of everything, and in this case, it ensures that online work is done efficiently, and there is no way to lose information because the data is protected.

RECOMMENDED ON-LINE TOOLS FOR DIGITAL SECURITY

Cloud Computing

Cloud computing is a technology that allows remote access to software and data storage over the internet. This tool is highly secure and easy to use.

It is possible at any time and place to access data that are stored in the cloud, which facilitates remote work. An example of this is Google docs, which allows the creation and editing of text documents without having to install software on the computer.

Windows Firewall

Many people are unaware, but the installation of Windows already comes with a Microsoft firewall. The firewall allows you to keep your computer more secure and its function is to block any unknown information that may contain viruses. We can consider the firewall as a wall that does not let enemy soldiers enter.

Co-funded by the
Erasmus+ Programme
of the European Union

KRE-AKTYWNI

PREVIFORM
Laboratório, Formação, Higiene
e Segurança do Trabalho, Lda

PEOPLE
TO
PEOPLE
Estonia

Total AV

Total AV is a real-time antivirus with daily virus definition updates. Apart from its antivirus function, it also instantly analyzes and blocks threats, optimizes the computer by eliminating cookies, and cleans the browser. Most IT companies use this tool and it is available for any operating system (Windows, Mac OS, Android, iOS).

If the firewall in windows was a wall to fight the enemy soldiers, the antivirus is the soldiers inside the wall to defend it in case the enemies manage to get in.

Google Drive

As technology advances, we have managed to find more secure and practical work tools and for this, we use Google Drive which guarantees more security to the documents. Still, the document administrator can define which people can access the document remotely. Google Drive has 15GB of storage and you don't always need the internet to make changes to your document, you can edit in offline mode.

EXERCISES

EXERCISE 1 – "DIGITAL ATTACK ON THE COMPUTERS"

Duration	30 minutes
Material	Paper
Learning outcomes of the exercises	» Increased knowledge about attacks on the computers » increasing knowledge about how to prevent attacks on computers » Increased ability to work in team » Increased communication skills » Increased leadership skills
Implementation	The number of attacks on trainers' computers has been increasing. Most of them lose materials they use in online and face to face training.

Summarize	Questions to be asked:
	» How can we prevent these attacks?
	» What can be used to counteract these attacks?
	» What mistakes should trainers be making to make this happen?
	The participants in groups answer these questions, and then write answers on the board. Each participant selects the answer they most identify with, excluding those of their group.
	The whole group choose 3 ideas with the bigger number of points and explain why they think that answer is the most appropriate and popular.
Methods	Brainstorming, debate

EXERCISE 2 – "SELL AN ANTIVIRUS PROGRAM"

Duration	30 minutes
Material	Paper, pen
Learning outcomes of the exercises	» Knowledge about the protection of the computer data via antivirus programs
	» Ability to compare different antivirus programs and evaluate their advantages
	» Increased capacity for teamwork;
	» Increased capacity for argumentation and debate;
	» Increased critical thinking;

	» Increased interaction.
Implementation	4 programmes will be distributed: » McAfee » Avira » Total AV » Norton The classroom will be divided into 4 groups and each group will take one of the programme. The formed teams will have to present a business plan to try to sell the "investors (trainers)" the best antivirus. After all the groups have completed their plan, two groups will defend among themselves why that product is better than the other, explaining the importance of antivirus in digital security and presenting its features.
Methods	Debate

EXERCISE 3 – "DIGITAL SECUTITY IN QUESTIONS"

Duration	30 minutes
Material	Projector, computer
Learning outcomes of the exercises	» Increase knowledge about different kinds of digital security » Increased communication skills;
Implementation	The trainer presents a PowerPoint (link below) where on the first slide 54 squares appear, each square equals one question, related to

	digital security. Next, the participants choose a number between 1 and 54 and answer the question that appears in that number. The game ends after all questions are presented. For each correct answer the participant gets 3 points. At the end, the correct questions are added up and the winner is found. [Download the presentation](#)
Methods	Questions

REFERENCE

- » https://blog.unyleya.edu.br/bitbyte/seguranca-digital/
- » https://www.cisco.com/c/pt_br/products/security/what-is-cybersecurity.html#~types-of-threats
- » https://clientebancario.bportugal.pt/pt-pt/seguranca-digital-porque-e-importante
- » https://grupounibra.com/uploads/repositorio/redes-tcc-6.pdf
- » https://www.criativaead.com.br/blog/vantagens-desvantagens-do-moodle/
- » https://pt.gadget-info.com/81339-6-best-free-firewall-software-for-windows-pcs

PROPOSAL OF THE QUESTIONS FOR THE FINAL EXAM ON THE MODULE

Questions (Duração – 10 minutes)

1. **What does Digital Security consist of?**
   a. Protect systems
   b. Block threats
   c. Preserving privacy
   d. <u>All of the above</u>

2. **What is the purpose of the GDPR?**
   a. Increasing the exposure of personal data
   b. <u>Control and protect personal data</u>
   c. Protecting your computer from viruses
   d. None of the above

3. **Which of the following is not considered an online teaching platform?**
   a. VLEs
   b. Moodle
   c. Google Classroom
   d. <u>Snapchat</u>

4. **Backup is used to…**
   a. Provide Training
   b. <u>Retrieving and safeguarding information</u>
   c. Fighting viruses from a computer
   d. Hold meetings

5. **Is the function of the Windows Firewall to block unknown information?**
   a. <u>True</u>
   b. False

6. **What are the advantages of Digital Security?**

a. Greater Control

b. Greater Security

c. Greater Privacy

d. <u>All of the above</u>

7. Google Drive has ... free.

a. 100 GB

b. 50 GB

c. 25 GB

d. <u>15 GB</u>

Module 6 – „Balance between work (also on-line) and private life" (with a focus on the symptoms of burnout)

INTRODUCTION

According to the World Health Organisation (WHO), well-being is a state of good health and good quality of life - "a state that enables one to fulfil one's potential, cope with normal stress in life situations, work productively and play a positive role in society". Well-being is a person's subjective perception of satisfaction with the physical, mental and social state of their own life. Our basic life skill is the ability to identify things and people that do or do not contribute to our well-being and to make informed decisions about what we will participate in and what we will avoid.

Work-life balance is a concept that originated in the late 1970s and early 1980s as a response to performance problems. According to it, the basis for efficiency, creativity and productivity in the professional sphere is a balance between work life (the amount of work duties) and private life (non-work activities). At the same time, there are views that it is impossible to achieve an absolute balance between work and the rest of life, that work-life balance polarises work and private life, that balance is the search for goals that we accept as our own. Therefore, it would be best to see work as part of life and to sensibly combine its different aspects.

The development of new technologies has shifted many activities, including work, online. The 24-hour accessibility means that we are constantly in a state of heightened alertness, and this can cause the boundary between private life and work to blur. Working remotely is not a necessity, but one of the options available, which brings many challenges. What in many cases turned out to be an advantage of remote working (e.g. providing simultaneous childcare) in the long run turned out to be a trap, both for employees and employers.

For many employees, the transition to remote working means that they do not have direct control from their supervisor and therefore do not have the opportunity to decide when individual tasks will be carried out. Therefore, every email sent with a query, the outcome of a job for some is a confirmation of efficiency and commitment, for others a precipitating relaxation and disruption of private time. While during the first wave of the pandemic, being at a high level of mobilisation, these kinds of

phenomena were not overly perceptible, with the length of time the new solutions have been in place, they are increasingly causing irritation.

Research by the European Foundation for the Improvement of Living and Working Conditions (Eurofund) shows that the incidence of remote working has increased by almost 30 % since the outbreak of the COVID-19 pandemic, and it looks like the number of people working in this way will continue to rise. The report shows that people who regularly work from home are twice as likely to exceed the 48-hour maximum working week mandated by EU law as employees who perform their duties in-house. 27 % of those working remotely admit that they happen to work in their free time every day or several times a week, in comparison: less than 5 % of 'office' workers declare the same. Teleworkers are more likely to complain about work-related stress, sleep disturbances, fatigue, anxiety, headaches, back pain and eye pain, among other things.

The fact that the problem is significant can be seen from the actions of the European Commission, which has started intensive work on a directive concerning the employee's right to be offline, i.e. to be out of reach of both mobile and internet networks. The right to be offline, or the right to disconnect, according to the European Parliament's resolution of 21 January 2021, is understood as the right of employees not to engage in work-related tasks outside working time and not to participate in communication via digital tools (directly or indirectly), such as emails, phone calls or instant messaging.

It is not worth following trends blindly. It is worth confronting the various aspects of remote working with your own behaviour and considering which option will be most beneficial to you.

BALANCE BETWEEN WORK AND PRIVATE LIFE CONTRIBUTION TO THE DIGITAL WELLBEING OF TRAINERS

The feeling of well-being depends on the balance between the challenges we face and the internal and external resources at our disposal. If, on the other hand, we assume that burnout syndrome is the result of a poorly balanced interplay between what the world around us demands of us and our ability to cope, then the most important thing from this point of view is the ability to manage one's own energy properly and to take care of regeneration. Being able to use resources to increase individual mental resilience, striving to change our approach to challenges, pressures and difficult situations will work to our advantage and build resources and mental resilience. Developing the trainers' competences to deal with tension, stress and

pressure will translate into greater effectiveness and better organisation of work, prevention of professional burnout and higher quality of team management. Knowing what factors contribute to occupational stress and burnout, recognising psycho-social risks at work, analysing one's own professional condition and social competences, learning techniques for responding to the signs of occupational burnout, will allow one to better manage emotions and control stress.

Professional burnout can be avoided. The most important thing is to recognise it early, to deal appropriately with the burdens but also with one's own expectations, to apply specific strategies and countermeasures. Everyone has a different method for professional burnout that suits their needs and current situation. It is important to be aware that dealing with burnout is a long-term process that requires us to embark on a path of change. On the other hand, to initiate change requires the ability to self-reflect and a willingness to stop denying and denying problems.

In conclusion, the improvement of interpersonal and content-related competences, the formation of rational professional expectations, the development of a realistic vision of one's own work and role in the organisation, and access to various forms of social support are factors with a strong preventive effect against the occurrence and development of symptoms of professional burnout.

USING WORK-LIFE BALANCE OF THE TRAINERS FOR MORE EFFECTIVE ONLINE WORK

Implementing specific solutions to maintain a work-life balance can be key to maintaining wellbeing and satisfaction. Work-life balance is achievable, but it is necessary to look at your own routine and remote working style. A certain level of self-discipline, organisation and transparency is needed to achieve a high level of productivity. Indeed, working from home requires discipline and motivation. However, an ergonomically designed workstation with a planned structure provides the opportunity to perform tasks efficiently.

» Separate work and private time by having a dedicated work space at home. When it is time for a break or the end of work, you can move to another room so that you are not thinking about your current tasks.
» Introducing a rule to send emails only during working hours can help not to engage in such tasks afterwards.
» Creating a daily routine can be achieved by developing a clear structure for the working day.

» It is a good idea to introduce regular meetings held regularly during the week. They are an opportunity to catch up with colleagues, share the latest progress on projects or key information.

» Adequate technical background, access to the tools and technology required for the job can positively influence work efficiency, as can communication or project management tools.

» Clearly defined responsibilities and expectations, sticking to a predefined plan allows you to use your skills effectively and remain productive.

» Self-discipline, setting a plan, a to-do list allows you to control your progress at work.

It is very important in the pursuit of comfort, to be aware of the difficulties we may encounter, to be able to point out what needs to change, but it is even more important to choose the solutions that are best and feasible for us and, most importantly, to put this into practice.

EXERCISES

EXERCISE 1 – "SPIDER WEB"

Duration	10 minutes
Material	Ball of wool
Learning outcomes of the exercises	» Integration and getting to know each other in the group, increasing energy level
Implementation	Participants throw a ball of wool to each other, thus creating a spider web - "a network of mutual connections". Everyone who has the ball in their hand finishes the sentence: "my strong point is....". Once the web has been formed, the ball is returned along the same path, and whoever throws the ball back to the person from whom they received it

	earlier asks them their own arbitrary question, and they answer.
Summarize	none
Methods	Individual work

EXERCISE 2 – "SELF-ASSESSMENT"

Duration	20 minutes
Material	none
Learning outcomes of the exercises	» Getting to know each other as a group, orientation on self insight skills
Implementation	In the first part of the exercise, the trainer asks participants to reflect for a while on their three most important talents. Then he/she asks participants to pair up and tell each other what these talents are and briefly describe them. In the second part of the exercise, the trainer asks participants to think about three things they hate to do and, again in pairs (new ones), say what these things are and explain their choice.
Summarize	Was there anything difficult about the task, was it easier in the first or second part of the exercise and why. The trainer concludes by pointing out that how we perceive ourselves affects efficiency and job satisfaction. When we believe in our talents and are convinced that we know how to use them, we look for solutions on how to get the job done quickly,

	rather than focusing on the difficulties because of which it is difficult to start. Things we dislike or even hate doing are necessary to achieve the desired results. We should be aware of why we are doing them, so we can get them done faster and make time to deal with the things we enjoy.
Methods	Individual work, work in pairs, discussion

EXERCISE 3 – "CIRCLE OF LIFE"

Duration	30 minutes
Material	Appendix 1 for the participants, markers
Learning outcomes of the exercises	» To develop the ability to define one's own needs » To pay attention to the need to take care of the balance between different spheres of life » To exchange experiences
Implementation	The trainer distributes sheets of paper to the participants with a circle drawn on it (Appendix 1) divided into eight parts - spheres of life. He/she then asks the participants to colour each section to the extent to which they feel satisfied with that sphere of life. A lesser the satisfaction - the filling should be closer to the centre. The more satisfaction/fulfilment there is in a sphere - the further it gets from the centre of the circle. In the second part of the exercise, the trainer asks the participants to assess the

	state of their circle of life, whether there are any gaps and imbalances in it, reflect on which areas affect each other and identify which three improvements would most affect their quality of life.
Summarize	In conclusion to the exercise, the trainer explains that everyone has his or her own wheel of life and his or her own unique needs. If the wheel is filled unevenly, this shows us the disproportion and lack of harmony and, at the same time, very vividly depicts the difficulties such a wheel would cause during rotation, i.e. in our daily, full functioning. It is difficult to work intensively/achieve breakthroughs in all these areas. However, by aiming to 'smooth the wheel', we can decide to increase satisfaction in those sections that are performing worst and may be adversely affecting other aspects of life. In a broader perspective, we should take care of the balance between all areas. In fact, all parts of the wheel influence each other. Without taking care of my family and friends, I won't feel the joy of developing my career and therefore more money in my bank account. The same goes for the personal development zone. A job in which I do not develop myself will not bring me a gratifying level of satisfaction.
Methods	Individual work, discussion

EXERCISE 4 – "CHALLENGES OF REMOTE WORKING"

Duration	30 minutes
Material	Appendix 2 for the course trainer, sticky notes, pens, flipchart, markers
Learning outcomes of the exercises	» Development of skills of recognising difficulties in remote working » Increase in self-awareness » Exchange of experiences
Implementation	The trainer asks the participants to think about and write on cards examples of activities, situations that are an obstacle/problem for them in working remotely (1 example on 1 card). He then asks the participants to read them out so that he can write them down on the flipchart - this creates a list of example challenges of remote working.
Summarize	In conclusion, the trainer asks the participants to give reasons for their answers and asks if any of the answers of the other participants surprise them and why. When discussing the exercise, the trainer notes what answers have been given and adds and completes the information if necessary (Appendix 2).
Methods	Group work, discussion

EXERCISE 5 – "MY CHALLENGES – MY SKILLS"

Duration	20 minutes
Material	Appendix 3 for the participants, Appendix for the trainer, pens, flipchart, markers
Learning outcomes of the exercises	» Development of skills for coping with difficulties in remote work » Orientation on the ability to gain insight into oneself » Exchange of experiences
Implementation	Referring to the challenges of remote working from the previous exercise, the trainer asks the participants to choose from the list created beforehand what is the biggest challenge for them and to think about what should change and what actions can be taken to make it happen; the trainer asks them to fill in the question paper (Appendix 3). He/she then asks participants to read out their answers, which the trainer writes down on a flipchart, thus creating a list of possible actions that can be taken to overcome the problems.
Summarize	In conclusion, the trainer points out that it is worth looking at your own routine and style of remote working, which will allow you to set boundaries between your remote work and your private life. Many people end up neglecting their work hygiene and being at work pretty much non-stop so it's worth remembering a few rules to change this. It is very important in the pursuit of comfort, to be aware of the difficulties we may encounter, to

	be able to point out what should be changed, but even more important to choose the solutions that are best and possible for us and, most importantly, to do it. When discussing the exercise, the trainer notes what answers were given and adds and completes the information as necessary (Appendix 4).
Methods	Individual work, discussion

EXERCISE 6 – "TEST"

Duration	10 minutes
Material	Appendix for the participant, pens
Learning outcomes of the exercises	» Introduction to the topic of professional burnout » Development of self-analysis skills » Exchange of experiences
Implementation	Participants fill in a short test on job burnout (Appendix 5). The trainer asks them to count how many questions they have answered in the affirmative.
Summarize	The trainer points out that if you have answered five or more questions in the affirmative, you are a person who is developing job burnout. He/she asks if they are surprised by this result.
Methods	Individual work

EXERCISE 7 – "WHO AM I OUTSIDE OF WORK"

Duration	10 minutes
Material	none
Learning outcomes of the exercises	» Introduction to the topic of job burnout » Development of self-analysis skills » Exchange of experiences
Implementation	The trainer asks participants the question "Who am I outside of work?" and asks participants to give as many answers as possible and count them.
Summarize	In conclusion to the exercise, the trainer explains that if someone managed to answer several (dozen) questions, it means that they have the right strategy to protect themselves from the burnout process. On the other hand, if they had a problem answering the question, they should think about what caused it, as it could be a warning signal of developing burnout. They are asked if they agree with this explanation.
Link	Individual work

EXERCISE 8 – "TALKING ABOUT BURNOUT"

Duration	15 minutes
Material	Post-it notes, pens, Appendix 6 for the trainer

Learning outcomes of the exercises	» Getting familiar with the problem of professional burnout » Getting to know definitions, symptoms of professional burnout » Exchange of experiences
Implementation	The trainer asks the participants to write down their associations with the term "job burnout" on a post-it note and then pass their post-it note to their neighbour and exchange their opinions about what they have written down. The trainer then explains what job burnout is and what symptoms can indicate it (Appendix 6).
Summarize	A discussion on the participants' knowledge of the phenomenon of professional burnout, whether this is sufficient to deal with the negative effects.
Methods	Individual work, work in pairs, mini-lecture

EXERCISE 9 – "CAUSES OF BURNOUT"

Duration	30 minutes
Material	A4 sheets, pens, Appendix 7 for the trainer
Learning outcomes of the exercises	» Development of skills to define external and internal factors influencing professional burnout » Exchange of experiences

Implementation	The trainer divides the participants into 4 groups - 2 groups are to identify and list the external factors and 2 groups to list the internal factors of job burnout. The teams then present the results of their work.
Summarize	The trainer asks the participants if this task was difficult or easy for them and why. What was most difficult? When discussing the exercise, he/she notes what answers were given and adds and completes the information if necessary (Appendix 7).
Methods	Group work, discussion

EXERCISE 10 – "WAYS OUT OF BURNOUT"

Duration	30 minutes
Material	Appendix 8 for the trainer
Learning outcomes of the exercises	» Learning about ways to prevent burnout » Exchange of experiences
Implementation	The trainer divides the participants into 4 groups (can be the same as in the previous exercise). He/she then asks participants to reflect upon what they are already doing to avoid burnout in relation to external and internal factors. Groups present their answers and the trainer writes them down on the board.

Summarize	The trainer asks the participants if this task was difficult or easy for them and why. What was most difficult? When discussing the exercise, he/she notes what answers were given and adds and completes the information if necessary (Appendix 8).
Methods	Group work, discussion

EXERCISE 11 – "MIRACLE-WORK"

Duration	15 minutes
Material	Appendix for the trainer, A4 sheets, pens
Learning outcomes of the exercises	» Focus on the ability to gain insight into oneself » Identify one's needs and values, exchange of experiences » Summary of reflections on job burnout
Implementation	The trainer divides the participants into 4 groups and asks them to come up with a "recipe" for a "miracle-work" and write the "ingredients" on a sheet of paper. The groups then present their ideas.
Summarize	The trainer asks the participants why they have chosen those "ingredients". At the same time, he/she emphasises that each of us should strive to do work that brings us satisfaction and contentment. At different stages of our personal and professional lives we will vary the proportions, but the main

	ingredients are likely to remain the same. When discussing the exercise, the trainer notes what answers have been given and adds and completes information as necessary (Appendix 9).
Methods	Group work, discussion

EXERCISE 12 – "RELAXATION"

Duration	15 minutes
Material	none
Learning outcomes of the exercises	» To identify relaxation as one of the methods of tension reduction and relaxation » To acquire the ability to control breathing correctly
Implementation	Participants perform this exercise in a sitting position. One should sit up straight, keeping the hands on the knees or on the hips or at the back. Combine breathing with arm and torso movements: » inhale while raising the arms quickly to the sides, exhale while slowly moving the arms forward until they are completely crossed; » inhale with simultaneous raising the arms up sideways and then - lowering the arms, exhaling slowly.

	Place the hands on the nape of the neck, on inhalation move the elbows strongly backwards, on exhalation the elbows slowly return to the front until they touch.
Summarize	In the conclusion of the exercise, the trainer points out that relaxation is one way of interrupting the "rush of thoughts", of gaining inner peace. There are a variety of relaxation techniques (deep breathing, muscle relaxation, autogenic training, imagination and visualisation techniques, yoga, meditation) that allow you to restore balance of the nervous system by producing a relaxation response, reduce stress, increase energy, improve mood. The trainer asks the participants if they use such methods? Did they enjoy the exercise, how do they feel?
Methods	Individual work

EXERCISE 13 – "WHAT DO I TAKE WITH ME/WHAT DO I LEAVE BEHIND?"

Duration	10 minutes
Material	none
Learning outcomes of the exercises	» Closing of group work » Summary of reflections
Implementation	The trainer asks the participants to reflect on what they have learnt, which exercises they liked and which they didn't like and asks each participant in turn to answer the question:

	what do they take away with them, what do they leave behind after the workshop.
Summarize	The trainer thanks the participants and encourages them to continue the topic in the future by learning ways to deal with professional burnout, including: learning relaxation techniques, learning negotiation skills, assertiveness, positive thinking, practising building a positive self-image.
Methods	Individual work

REFERENCES

» Poświatowska Monika, Styrnik Ewa, Zespół wypalenia zawodowego u nauczycieli, 'Wychowawca. Miesięcznik nauczycieli i wychowawców katolickich' 2006, nr 10.

» Bibik Renata, „Aby światło nie zgasło-czyli jak zapobiegać zespołowi wypalenia zawodowego", „Wszystko Dla Szkoły. Miesięcznik z pokoju nauczycielskiego" 2002, nr 9.

» Litzke Sven Max, Schuh Horst. Stres, mobbing i wypalenie zawodowe, Gdańsk 2007.

» Jałocho M.: Jak radzić sobie z wypaleniem. "Remedium" 1998 nr 2.

» Jałocho M.: Trzy stopnie wypalenia. "Remedium" 1998 nr 2.

» Olech A.: Wypalenie zawodowe. "Remedium" 1999 nr 2.

» Fengler V: Pomaganie męczy. Wypalenie w pracy zawodowej. Gdańsk 2001.

» Wypalenie zawodowe: przyczyny, mechanizmy, zapobieganie. Red. H. Sęk. Poznań 2000

» https://zawodowysos.pl/wypalenie-zawodowe-uwarunkowania-czesc-i/

» https://zawodowysos.pl/wypalenie-zawodowe-co-przed-nim-chroni-czesc-ii/

» https://zawodowysos.pl/wypalenie-zawodowe-co-przed-nim-chroni-czesc-i/

» https://zawodowysos.pl/wypalenie-zawodowe-uwarunkowania-czesc-ii/

» https://www.pb.pl/konferencje/human-resources/jakie-wyzwania-niesie-praca-zdalna-pracownikow-dla-pracodawcy-989012

» https://www.wolterskluwer.com/pl-pl/news/wyzwania-pracy-zdalnej-konferencja-praca-4-0

» https://higher.pl/blog/dla-kandydatow/praca-zdalna-wyzwania-i-mozliwosci/

» https://www.randstad.pl/new-ways/praca-zdalna-wspolczesne-wyzwanie/

» https://blog.randstad.pl/osiem-bledow-jakich-nalezy-unikac-zarzadzajac-pracownikami-zdalnymi

» https://praca.money.pl/wiadomosci/korzysci-i-wyzwania-pracy-zdalnej-6275543005206145a.html

» https://www.medonet.pl/zdrowie,wypalenie-zawodowe---przyczyny--objawy--sposoby-zapobiegania,artykul,1729597.html

» https://interviewme.pl/blog/wypalenie-zawodowe

» https://www.dw.com/pl/parlament-europejski-za-prawem-pracownik%C3%B3w-do-bycia-offline/a-56309278

» https://www.parp.gov.pl/component/content/article/81845:prawo-do-bycia-offline

PROPOSAL OF TASKS/QUESTIONS FOR THE FINAL EXAM ON THE MODULE

Tasks/questions

1. Divide the following factors of job burnout into external and internal

a) noise, strong commitment to work, lack of clear work objectives
b) eager acceptance of new responsibilities and tasks, time pressure
c) relegating one's own needs and interests to the background, monotony
d) rivalry, perfectionism, lack of opportunities for advancement
e) difficulty in balancing work and family responsibilities
f) irrational professional beliefs

EXTERNAL FACTORS	INTERNAL FACTORS
Noise, lack of clear work objectives, time pressure; monotony, competition, lack of opportunities for advancement, difficulty balancing work and family responsibilities	Strong commitment to work, eager acceptance of new responsibilities and tasks, putting own needs and interests in the background, perfectionism, irrational professional beliefs

2. List at least 5 ways to deal with professional burnout

Answer: planning, setting realistic goals, diet, rest, emphasising the positive aspects of one's work, relaxing (breathing exercises, music therapy), being realistic about expectations of oneself and others, consciously managing oneself in time, setting boundaries, task-based stress management, nurturing good relationships