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ProVol Digital

Professional volunteer management and training through digitalisation

Gemeinsam leben & lernen in Europa e.V.

EB projektmanagement

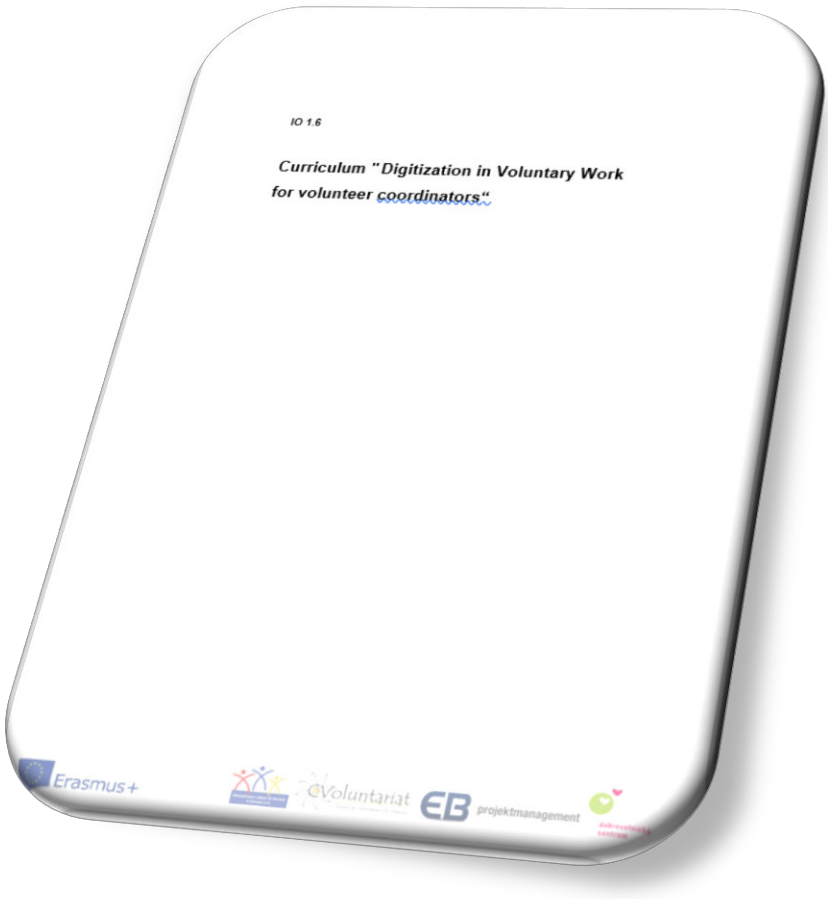
eVoluntariat Centrul de Voluntariat Cluj-Napoca

dobrovolnické centrum

ProVol Digital
Professional volunteer management and training through digitalisation

Curriculum

"Digitization in Voluntary Work for volunteer coordinators “



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1.Introduction

1.1 Need and subject of the seminar series

Digitization is also unstoppable in voluntary work. Those who seize the opportunities of digitalization early on and open up to digital possibilities will be able to achieve more for the common good in the long run and make volunteer management much easier.
Basically, implementing these opportunities is about resources such as time and money, which are simply always an issue in practice. Digitalization brings solutions that can counteract this problem. The work becomes more efficient and takes less time, coordination takes place online and no travelling is necessary, volunteers from other regions or countries can also get involved in interesting projects and much more.
But there is also the variety of information that is no longer accessible without digitalization. And for many people, the digital world is still a hurdle that seems insurmountable or very exhausting, mainly because of the fear of technology and the effort required to master it. There is only one thing that helps: try it out and, with the support of professional guidance, experience the ease of the tools and the digital implementation of volunteering.
The subjects of the seminar are new or expanded fields of action in the digital work of non-profit organizations and volunteer coordinators. The seminar series offers insights into the current trends, the possibilities of digitization in voluntary work, suitable methods and tools for digital work as well as instructions for the practical implementation of online offers.

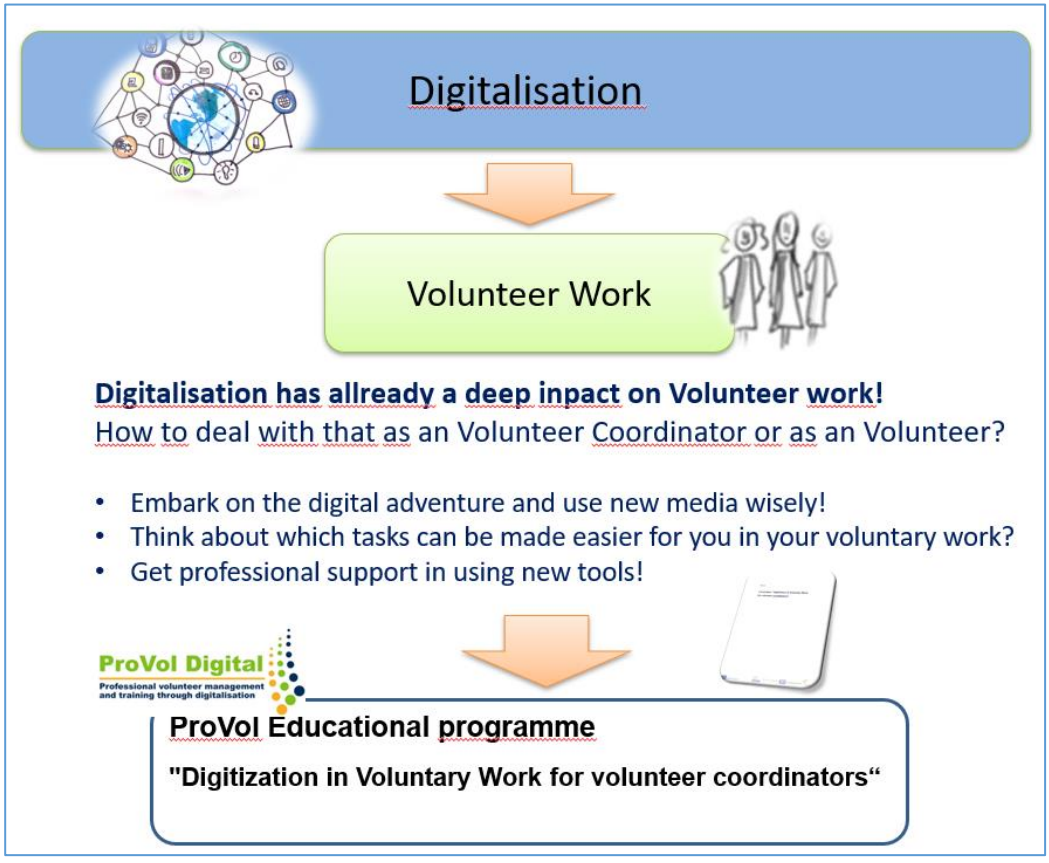

Figure: Digitization in voluntary work ©EB_Projektmanagement

1.2 Learning goals

Desired qualifications or learning goals for the participants:

- Face digitization in volunteering calmly and consciously
- Be able to use digital tools for internal work
- Being able to use digital tools for the work with volunteers
- Use of new technical assistance systems
- More active communication and feedback culture

2.Requirements for participation - previous knowledge

The prerequisite for participation in the "Digitization in Voluntary Work" training course is **basic digital knowledge** and your **own device**. The following checklist is used to determine the needs for the participation in the "Basic Skills" pre-module for volunteer coordinators:

	Digital skills	**TrTU**
	video conferencing applications (Zoom, Teams…)	
	Installation and use of apps (create account)	
	Work with browser – Internet search (Google Chrome, Mozilla, Firefox…)	
	Application knowledge Office (PPT…)	

If these digital skills are not available, participation in the pre-module is necessary.

3.Curriculum

The training is designed as a series of seminars consisting of four modules. These are specified in their order and duration. The seminar concept provides a duration of 16 teaching units (50 min each).

A basic module "Pre-Module Basic Digital Knowledge", which is not part of the 16 teaching units, supports in terms of the necessary prior knowledge. This module is optionally available for the learners. (Checklist)

The other learning content is covered by the content of the manual and described in detail in Chapter 3.2.

3.1 Structure of the training

PRE-MODUL: Digital Basics (4 training units (TU))

- video conferencing applications (Zoom, Teams…)
- Installation and use of apps (create account)
- Work with browsers (Google Chrome, Internet Explorer, Mozilla, Firefox…)

MODUL A: Presence Training (4 training units (TU))

- Getting to know each other, team building and topic sensitization
- Why work digitally as a volunteer or with volunteers? Trends
- What makes sense to digitize?
- How to transfer lived values into the digital world?
- Query interests for tool selection (workspaces)

MODUL B: Online Training (4 x 1,5 = 6 training units)

- Use of the toolbox and learning materials (e-Learning)
- 2 tools based on participants' interests
- individual selection of tools according to work areas (deepening in self-study)

MODUL C: Self-study (2x 1 training units = 2 TU)

- Supervised self-learning tasks
- Padlet with further informations

MODUL D: Presence Training (4 training units)

- Exchange of the experiences
- Comfortable using favorite tools
- Eco-system of volunteering
- Evaluation (with Survio)

3.2. Moderation Design/Moderation Plan

PRE-MODUL: Digital basics (4 Training Units, each 50 min)

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
1 TU	Video conferencing application (Zoom, Teams…)	After a short introduction to video conferencing, a Zoom meeting is planned and started with the participants; the subject of W-Lan is discussed.	Participants can join a video conference and start a meeting.	• Blended Learning • Learning by Doing • Presentation	Step-by-step Guide Zoom
1 TU	Installation and use of apps (create account)	A Google account is created together and a G-mail address is created or a messenger is installed.	Participants can create a Google account and install an app	• Blended Learning • Learning by Doing • Presentation	Step-by-step Guide G-Mail Step-by-step Guide Signal
1 TU	Work with browser (Google Chrome, Internet Explorer, Mozilla, Firefox…)	After a brief introduction to the subject of the Internet, browsers and search engines, a browser is selected and Internet searches are practiced.	Participants know what a browser is and can work with a browser	• Blended Learning • Learning by Doing • Presentation	Step-by-step Guide internet search, worksheets

MODUL A: face-to-face training (4 Training Units)

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,25 TU	Getting to know each other, team building	difference exercise:The participants group themselves under the guidance of certain feature variants in the room; Similarities and differences are made visible.	The participants know others participants and a discover tools for offline training	• experimental learning	Flipchart with questions and locations in the seminar room: • How long have you been a volunteer? • In how many clubs are you active? • How many hours/week do you work? • Who comes from Facebook or from somewhere else?
0,25 TU	Overview of the seminar series	Description of the subject of the seminar, the learning objectives, the requirements for participation, the curriculum (modules)	The participants know the general conditions and contents of seminars	• Presentation	PPT with excerpts from the curriculum Flip chart - prepared
0,25 TU	Topic awareness	Keywords on the subject of "digitization in volunteering" will be posted digitally! The link will be sent to the participants by e-mail or 1 - 2 prepared tablets will be passed around.	The participants agree with that topic and know many terms for theme.	• Moderated use of an online tool • presentation of the result	Link: https://answergarden.ch/ Alternative a wordcloud can be used: https://www.wordle.net/

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,5 TU	Trends Why digital work in volunteering?	What can be digitized – experiences from the practice listing of the current trends on flipchart!	The participants know the current trends and therefore reasons for digital work in voluntary work!	• Query on demand • Presentation	Flipchart PPT or flipchart - prepared Paper Trends
0,25 TU	Digital work	**whisper groups:** What makes sense to digitize? Discussion of the questions within 8 minutes and subsequent presentation in the plenum.	The participants deal with the topic of "digital work"	• Whisper group • presentation of results	Flipchart or cards, writing material/pens
0,125 TU	Values, attitude, principles	Introduction and definition of values, attitudes, principles	Participants know an example of a principle transfer	• lecture/talk	Flip chart - prepared Paper Values, Attitudes and Principles
0,5 TU	Values in organizations	What are the values in your organization? Group of 3 people each - 10 minutes Presentation: 5 minutes and then pin it to the blackboard	The participants are aware of their values or know the values of other organizations	• Workshop	Flipchart/ Writing material/pens
0,125 TU	Transfer of principles into digital work	Example: How you can transfer principles into digital work!	Participants know an example of a principal transfer	• Presentation	Sample of a transfer

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,5 TU	A case study: How can principles be transferred to the digital world?	Working out an example per group: How to transfer principles to the digital world? Small groups: 10 minutes and 5 minutes presentation	The participants are able to transfer a principle!	• Workshop • Presentation	case study writing material/pen
0,75 TU	Digital Fit for Module B	Brief competency check regarding: • Zoom • Access to the learning materials you need • Download and view learning materials • Group communication (signal group)	The participants have sufficient knowledge to participate in a zoom. The participants can download learning materials and find and open it under your own files on your smartphone or tablet.	• Learning by Doing • Lecture • Presentation	Step-by-step instructions for downloads; Step-by-step instructions for zoom Instructions for Signal
0,25 TU	Voting of the tools for module B	Present work areas and make selections for Module B based on interests. (Survio) Look at the toolbox (on the website)	The participants are aware of the learning fields, know the work areas of voluntary work and know where to find the learning materials for the course.	• Lecture • Presentation •	Beamer, digital wall, List of workspaces Link to tool box
0,25 TU	open questions feedback round	dissociated feedback with motif cards (e.g. DIXIT)		• shout	Overview

MODUL B: Online training (4 x 1,5 = 6 TU)

Online training 1

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,125 TU	Activation	Warm up safely with **"Ice Breaker" questions** - the answers can also be written in the chat.	Participants grow as a team together and learn tools for online know training.	• Learning by Doing	PPT with „Ice Breaker "-questions (u.c.)
0,125 TU	Online meeting competences	Zoom – In-depth handling and other video conferencing systems	Participants are zoom fit and also know further video conferencing systems.	• Lecture with PPT • Learning by doing	PPT on video conferencing
1 TU	Get to know the digital tool	Visiting the website with the tools, joint viewing of the selected work areas and selection of a digital tool.	Participants find the learning materials and know how to download and know a new digital tool	• Presentation • E-Learning	Material on selected area.
0,125 TU	Information about the self-study task	The self-learning task between the online training sessions is discussed in detail	Participants know about the self-learning task.	• Presentation	PPT regarding self-study task
0,125 TU	Feedback loop	Depending on the size of the group, get feedback on the online training		• acclamation • chat query	

MODUL C: Self-study (2 x 1 = 2 TU)

Self-learning Task 1:

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
2 x 1 TU	self study tasks	Between two of the Module B units, the participants work with in-depth material, tailored to the selected topics or tools the trainer is available - specify readiness!	The participants consolidate e-learning.	• E-Learning • self-directed learning	Learning materials are available on the Padlet with additional links to the workspaces and the toolbox.

Onlinetraining 2

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,125 TU	Activation	**Whiteboard-Scrabble:** Working together on an online whiteboard (e.g. with Zoom). Enter the 1st letter of your first name and form a word that has to do with the topic	participants know an other tools and practice that collaborative work together	• Learning by Doing	
0,25 TU	Feedback to the self-study task				
1 TU	Get to know a new tool	Another tool, chosen by the group, will be developed.	participants know a new tool for their work.	• E-Learning	Learning material for 1st tool

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,125 TU	Feedback loop	Depending on the size of the group, get feedback on the online training		• Acclamation • chat query	

Onlinetraining 3

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,125 TU	Activation	**Expectation query:** the participants describe their expectations and visualize them via the chat or Padlet or the Etherpad.	Participants communicate their expectations and challenges	• Learning by Doing	Possibly link to Padlet or Etherpad
1, 125 TU	Get to know a new tool	If necessary, functions are tested in break-out rooms in small groups.	Participants know a new tool for their work.	• E-Learning	Learning material for 2nd tool
0,125 TU	Information on the self-learning task	The self-learning task between the online training sessions is discussed in detail	Participants know about the self-learning task	• Presentation	PPT for self-study task
0,125 TU	Feedback loop	Depending on the size of the group, get feedback on the online training		• Acclamation • chat query	

Self-learning Task 2:

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
1 TU	self study tasks	Between two of the Module B units, the participants work with in-depth material, tailored to the selected topics or tools the trainer is available - specify readiness!	The participants consolidate e-learning.	• E-Learning • self-directed learning	Learning materials are available on the Padlet with additional links to the workspaces and the toolbox.

Onlinetraining 4

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,125 TU	Activation	**Scaling questions** with five fingers the participants give quick feedback with their hands and the camera. One finger is rather bad and 5 fingers means very good.	Participants know 1-2 introductory tools for online training	• Learning by Doing	Questions in which the participants can classify themselves on a scale. • How well did you feel upon entering the classroom? • How comfortable do you feel in online training?”
0,25 TU	Feedback to the self-study task				

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
1 TU	learning opportunities e-Learning	Presentation of the learning opportunities (pedagogical methods)	Participants learn about the different pedagogical methods and get a taste of mico-learning	• Lecture/presentation • Microlearning	Contents of a tool prepared in Micolearning bits!
0,125 TU	Feedback loop	Depending on the size of the group, get feedback on the online training	Participants learn how to give feedback	• acclimation • chat query	

MODUL D: face-to-face-training (4 TU)

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,50 TU	Arrive, activator	**Whisper groups** of 3 members each answer the question: "Your greatest sense of achievement in terms of digitization?"	Participants recognize their learning progress and motivate the group!	• Whisper group • presentation of results	Flip chart or cards, stationery
1 TU	The volunteering ecosystem	Brief overview of networks: • reports • studies • offers • Websites	Participants have an overview of the ecosystem of volunteer work, find suitable studies, links and websites	• lecture • presentation • self-study	PPT The Eco-System of Volunteerism

Estimated scope of learning	Activity	Description	Learning goals	Teaching-/Learning methods	Deployed learning materials
0,5 TU	Communication and sharing of learning experiences check expectations	Participants describe their experiences "What was relevant for your organization?"	Participants reflect on the course and exchange experiences	• Presentation	• flipchart • writing material • pinboard • Collected expectations from online training
1 TU	Evaluation Suvio/ Questionnaire IO2 Outlook further possibilities networks	• The questionnaire will be filled out during the course. • Further course options will be communicated • Room for networking	Participants know how an evaluation is done, know about further educational opportunities with ProVol and network.	• Learning by Doing	Flipchart (spider web for mood) Survio questionnaire (www.survio.at) In-depth course material

4.Methodological focus

Tips for Online Trainings

- Confirm appointments and links frequently and communicate clearly
- Let the participants board at least 10 minutes earlier and set the online room at least 15 minutes before - technical checks
- Stop on time!
- Think about breaks!
- Provide an outlook for the next appointment.

Practical tips for presence trainings

- Plan time for additional individual support (technical support)
- To recognize the requirements of the participants and to provide additional input for very inquisitive participants!
- Always confirm appointments and send short-term reminders!
- Have rental devices and accessories available for emergencies!
- Individual wishes of the participants optimal integration!
- Provide plenty of space for networking among the participants below!
- Enable exchange of experiences!
- Use practical examples of the participants

4.1. Learning Material

The learning materials consist of 80 short descriptions and around 20 step-by-step instructions for the tools used.

Tools - Project Management	E-Learning/Further Education
Breeze	Google Search
Trello	Coursera
Google Drive	Udemy
Dropbox	Sofatutor
Jira	Wikipedia
OneDrive	HELP Online Courses
Microsoft Project	**Tools - Financial Management**
Asana	Pohoda
Airtable	Google Spreadsheet
Notion	Betterplace
Tools - Communication Management	Lexware
Gmail	Quickbooks
Signal	Splitwise
Thunderbird	DocuSign
Messenger	Freelo
Twitter	**Tools - Knowledge Management**
Slack	Padlet

Telegram	Miro
Tools - Video Conferencing	Wakelet
Zoom	Ilias
Webex	Moodle
Google Meet	Confluence
Microsoft Teams	**Tools - Learning material development**
Skype	Learning Apps
BigBlueButton	Microsoft Powerpoint
BlueJeans	Actionbound
Otter	Prezi
Tools - Collaboration	Kahoot
Doodle	Learning Snacks
GoogleDocs	Youtube
Connecteam	**Tools - Step by Step Guides**
MiRo	Canva
Mentmeter	Doodle
Mural	Dropbox
Jamboard	Facebook Fanpage
Answergarden	Gmail
Tools - Self management/Time management	Google Calendar
Mindmeister	Google Docs
todoist	Google Drive
toggl	Google Spreadsheet
Google Tasks	IFlow
Chrome bookmarks bar	Jamboard
Microsoft ToDo	Kahoot
Serene	MailChimp
Rescue Time	Mentimeter
Tools - Marketing	Mindmeister
Canva	Padlet
Facebook	Slack
Instagram	Splitwise
Youtube	todoist
GetResponse	Trello
MailChimp	Whatsapp
ActiveCampaign	Zoom
Tools- Personnel and member management	
Whatsapp	
Google Workspace	
nTask	
Telegram	
IFlow	
Calendly	

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