



**Guideline
to use the microlearning modules
in different learning settings**

GUIDELINE TO USE THE MICROLEARNING MODULES IN DIFFERENT LEARNING SETTINGS



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UNIVERSITÀ
DEGLI STUDI
FIRENZE



INTRODUCTION

Dear youth workers and educators,

Welcome to our microlearning modules! This paper's purpose is to guide you in using each microlearning module with young people in various learning settings.

Nowadays, when young people's attention span is limited and various stimuli can distract them easily, keeping their attention on learning is a serious matter that challenges the youth workers and educators in offering engaging activities. On the other hand, approaching topics such as the European Union, European integration, Euroscepticism or Extremism makes the process of keeping young people interested and engaged more challenging.

Young people want learning to be concise, engaging, and relevant to their lives and learning interests. For this purpose through our project EU for YOUth we focused on delivering meaningful insights in just a few minutes using the principle of microlearning that breaks down complex ideas into focused contents.

These microlearning modules were developed with this vision in mind, being designed to engage young people aged 16-24 and support youth workers and educators in their effort to make the learning process more accessible & engaging. Through short content, examples, and accessible explanations, the modules cover essential topics such as European Union formation and history, EU citizenship, European integration, European values, youth participation, Euroscepticism & Extremism, inclusion and sustainability. Each module empowers learners to reflect critically on issues affecting their daily lives and communities in connection with the aforementioned topics.

Whether used as part of the Manual on tackling Euroscepticism and teaching European values through Art activities or standalone resources, these modules help learners to build knowledge and develop skills in a way that fits into their everyday lives.

In today's fast-paced world, the microlearning approach ensures that young people have access to information easily, and also remain engaged with the topics at hand. Through short, targeted lessons, learners can interact with the material on their terms, taking ownership of their educational journey.

TARGET GROUP

The microlearning modules are designed to serve two primary target groups:

- **Youth workers and professionals in education:** These individuals can utilize the microlearning modules as supportive resources for their activities. Whether used in formal educational settings like schools and universities, or in non-formal contexts like workshops and seminars, these modules provide valuable material to enhance learning experiences of learners. Youth workers can easily incorporate them into their daily activities or use them as support materials for the Manual activities facilitating group discussions on European topics, thematic workshops, or civic engagement activities. Also, the modules can be used in lesson plans, projects, and homework on subjects related to the approached topics.
- **Young People (Aged 16-24):** The modules are also directly accessible to young people, allowing them to engage with the content during structured learning programs in formal, non-formal contexts or independently. With a focus on providing relevant and relatable information, the modules cater to the interests and needs of this age group, encouraging them to explore topics like European Union history, European citizenship, EU values, civic participation, inclusion and sustainability. The self-paced format makes it easy for young people to learn on their own, empowering them to take control of their learning process in a way that suits their personal schedule and learning preferences.

By addressing both, youth workers and young people, these modules offer flexibility and adaptability, ensuring that learners of different ages and roles can benefit from the content, the former using them as tools in their daily youth activities while the latter can use them for individual study learning new things.



MICROLEARNING MODULES

objectives and key competences

The microlearning modules are structured to achieve focused educational objectives and develop key competencies for young people.

EUROPEAN SPACE AND VALUES

MODULE 1

This module addresses the foundations of European integration by focusing, on one hand, on the origins and history of the process and, on the other hand, on the culture and values that Europeans share. This way, the module describes European integration and explains how European citizenship is both a product of a common heritage and also a responsibility that each must assume in order to shape the future.

Key competences that the module develops are:

- information evaluation and interpretation;
- application of EU values in daily life;
- decision-making and informed choice skills;
- analytical thinking and pattern recognition;
- cultural awareness and sensitivity;
- cross-cultural communication and understanding;
- managing diverse perspectives and overcoming stereotypes;

Description of videos

The module contains 4 videos, each approaching a separate topic:

Video 1, Introduction on EU History, addresses the history of European integration in a condensed form, emphasizing the most important stages it went through from the end of World War 2 to the Eastern enlargement.

Watching this video, viewers shall be able to:

- ✓ Understand the origins and context in which the European Communities were first established;
- ✓ Describe the steps and phases of the European integration process;
- ✓ Present the role of the most important European institutions and differentiate it from national governments;
- ✓ Explain the importance of civic involvement in upholding European integration.

EUROPEAN SPACE AND VALUES

Video 2, Common Heritage and Values, presents the common European heritage and values, starting from the oldest evidence of European civilization and up to the European Union's actual principles.

Watching this video, viewers shall be able to:

- ✓ understand the origins of European civilization;
- ✓ promote the concept of belonging to common European heritage and values;
- ✓ support and promote the concept of unity through diversity; contribute to the education of tolerance, common European rights, belonging to a common cultural space, etc.

Video 3, EU country integration during the years, provides an insightful overview of the European Union's historical evolution, from post-WWII economic cooperation to its current form as a union of diverse member states. The video highlights key treaties like the Treaty of Rome and the Maastricht Treaty, political and economic influences, and the ongoing challenges of integration. Viewers will gain a deeper understanding of how diversity strengthens the EU's unity and appreciate the complexities that shape the Union today.

Watching this video, viewers shall be able to:

- ✓ learn about the major treaties and agreements that have shaped the EU over the years, such as the Treaty of Rome and the Maastricht Treaty;
- ✓ recognize the political, economic, and social factors that have influenced these integrations;
- ✓ understand how this diversity is a strength that contributes to the EU's motto, "United in Diversity";
- ✓ be aware of the economic and political challenges the EU has faced, including crises and debates on sovereignty.

EUROPEAN SPACE AND VALUES

Video 4, The EU citizen and the EU citizenship, delves into the concept of European Union citizenship, established by the Maastricht Treaty in 1993, and the rights it provides beyond national citizenship. The video outlines the key benefits, such as freedom of movement, voting rights, healthcare access, and consular protection, as well as the challenges like economic disparities and security concerns. Through personal stories, viewers will better understand how EU citizenship shapes lives and engage with the future of European integration.

Watching this video, viewers shall be able to:

- ✓ gain knowledge about the establishment and purpose of European citizenship;
- ✓ learn about the key advantages, such as freedom of movement, voting rights, access to healthcare, and consular protection, and how these benefits can impact personal and professional life;
- ✓ develop empathy by hearing real-life experiences from EU citizens who study, work, and retire in different member states;
- ✓ engage in critical thinking about the evolving nature of European citizenship.

EUROSCEPTICISM AND EXTREMIST MOVEMENTS

MODULE 2

This module addresses some of the most difficult challenges that the European Union is facing, namely Euroscepticism and Extremism and how they impact democracy. It presents the definitions and manifestations of Euroscepticism and extremism, including the negative effects on democratic values and institutions. Also, focuses on the importance of active civic participation and engagement in maintaining a strong and functioning democracy within the European Union.

Key competences that the module develops are:

- critical thinking;
- argumentation;
- informed decisions;
- active citizenship;
- civic awareness;
- problem solving;
- analytical skills;
- media literacy;
- political literacy;

Description of videos

The module contains 3 videos, each approaching a separate topic:

Video 1, Understanding Euroscepticism, approaches the topic of Euroscepticism with its definitory elements.

Watching the video the learners will be able:

- ✓ to define the concept of Euroscepticism;
- ✓ to understand the root causes of Euroscepticism;
- ✓ to identify Euroscepticism in various social, economic and political contexts;
- ✓ to understand how European Union unity can be affected by Euroscepticism.

EUROSCEPTICISM AND EXTREMIST MOVEMENTS

Video 2, Extremism in Europe, approaches the complex issue of extremism and extremist movements in Europe and how these views reflect in far-right and far-left policies and narratives.

Watching video 2 learners will:

- ✓ be more aware of the negative effects of Euroscepticism and extremism on democracy in Europe;
- ✓ understand the importance of protecting democratic values and institutions;
- ✓ be encouraged for active civic participation and engagement to maintain a strong and functioning democracy.

Video 3, Impact of Euroscepticism and Extremism on democracy, discusses the negative impact of Euroscepticism and extremism on the democracy within Europe and encourages active participation in democratic processes.

Watching video 3 learners will:

- ✓ be more aware of the negative effects of Euroscepticism and extremism on democracy in Europe;
- ✓ understand the importance of protecting democratic values and institutions;
- ✓ be encouraged for active civic participation and engagement to maintain a strong and functioning democracy.

PARTICIPATION AND CIVIC ENGAGEMENT

MODULE 3

This module addresses participation and civic engagement. Participation and civic engagement are crucial pillars in the European Union for fostering a vibrant, democratic society. For youth, these concepts are about fulfilling civic duties and actively shaping and contributing to their communities and future. By engaging in civic activities, young people can voice their opinions, influence policy, and contribute to social change.

Key competences that the module develops are:

- awareness of participation;
- youth empowerment;
- civic responsibility;
- civic Engagement;
- critical thinking;
- informed decisions;
- active citizenship;
- critical thinking.

Description of videos

The module contains 3 videos, each approaching a separate topic:

Video 1, Do you know your power? introduces the core concepts of participation and civic engagement, emphasizing their importance for youth in shaping their communities and future.

Watching the video learners will be able:

- ✓ To understand the definitions of youth participation and civic engagement;
- ✓ To learn that youth participation involves engaging young people in decision-making, political debates, volunteering, and community service, allowing them to take ownership of issues affecting their lives;
- ✓ To explore how civic engagement encompasses activities that address public interest issues, helping youth contribute to democratic processes and social responsibility;
- ✓ To gain insight into mechanisms of youth participation supported by the EU.

PARTICIPATION AND CIVIC ENGAGEMENT

Video 2, You have an impact, explores the significance of youth participation and its profound impact on individuals, communities, and the future.

Watching video 2 learners will:

- ✓ understand how youth participation brings fresh perspectives, leading to innovative solutions that benefit society;
- ✓ recognize the importance of youth involvement in maintaining a functioning democracy, as it fosters a sense of responsibility and ensures their voices are heard;
- ✓ learn how empowering young people today equips them to become future leaders, innovators, and change-makers, thus contributing to a better future;
- ✓ consequences of non-participation - lack of representation, weakened democracy, erosion of social cohesion.

Video 3, YOU(th)-driven communities, focuses on the significance of being part of a community and how community engagement contributes to active participation and collective action. It builds on the concepts of civic engagement and explains how communities play a vital role in fostering social interaction, support, and collaboration toward shared goals.

Watching video 3 learners will:

- ✓ understand the definition of community, recognizing it as a network of individuals bound, which provides a foundation for social interaction and collective action;
- ✓ learn about community engagement, which involves individuals and groups collaborating to improve community well-being, emphasizing the democratic pillars of participation, inclusivity, collaboration, empowerment, and accountability;
- ✓ explore how community-driven initiatives, particularly youth-led initiatives, enable young people to actively participate in and contribute to societal change through projects that directly affect their communities.

INCLUSION THROUGH ART

MODULE 4

This module addresses inclusion and art. In the social sphere, to be included means above all to feel welcome: to belong to a group of people, to a society, to fully enjoy all the rights and opportunities that this belonging entails. Various artistic activities and practices lend themselves to being used as supportive tools to engage young people in pathways that lead to free self-expression, building relationships with others and feeling part of a group.

Key competences that the module develops are:

- sense of belonging\inclusion;
- overcome fear of diversity;
- promote empathy;
- art as a tool for inclusion;
- cooperation\interaction;
- human rights understanding;
- overcoming stereotypes.

Description of videos

The module contains 3 videos, each approaching a separate topic linked to inclusion.

Video 1, What inclusion means?, discusses and debates the definition of inclusion and sense of belonging.

Watching video 1 learners will:

- ✓ be more sensitive to cooperation and interaction between people;;
- ✓ increase awareness on the importance of each of us and our actions into the community;
- ✓ understand that differences are a huge powerful value for society.

INCLUSION THROUGH ART

VIDEO 2, What kind of society do you want to live in?, addresses the social value of inclusion, the European Union's comprehensive policy framework aimed at promoting inclusion, diversity, and equality, emphasizing the importance of fostering a society where all individuals can participate fully and equally.

Watching video 2 learners will:

- ✓ increase awareness about the social value of inclusion;
- ✓ acquire knowledge about EU initiatives for inclusion;
- ✓ increase understanding on Human rights protection and promotion.

VIDEO 3, Art for social change, discusses how art serves as a powerful tool to enhance societal inclusivity and foster connections among diverse groups, transcending cultural, linguistic, and social barriers through shared creative experiences, promoting empathy, understanding, and respect for diversity within our communities.

Watching video 3 learners will:

- ✓ understand how art serves as a universal language that transcends verbal communication barriers and cultural differences;
- ✓ develop the ability to engage in art-based activities that promote inclusivity, and respect for diversity;
- ✓ cultivate empathy and a deeper appreciation for cultural diversity by participating in shared creative processes and activities;
- ✓ knowledge on how to engage in art-based activities.

SUSTAINABILITY IN YOUTH WORK

MODULE 5

This module addresses sustainability, forms of sustainability and practices. Sustainability is the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs. It comes from the Latin "sustineo, sustinēre", which means "to sustain, to maintain". Adopting sustainable practices means taking care of the environment, society and the economy, ensuring a balance for a better future.

Key competences that the module develops are:

- environmental awareness;
- social awareness;
- economic awareness;
- responsibility;
- civic engagement;
- critical thinking;
- informed decisions;
- active citizenship.

Description of videos

The module contains 3 videos, each approaching a separate topic:

Video 1, Environmental Sustainability, approaches the topic of environmental sustainability emphasizing their potential to drive meaningful change and ensure a sustainable future for generations to come.

Watching the video learners will be able to:

- ✓ increase knowledge about recyclable materials and their benefits;
- ✓ raise awareness about the importance of waste reduction;
- ✓ understand the importance of biodiversity.

SUSTAINABILITY IN YOUTH WORK

Video 2, Social Sustainability, approaches the topic social sustainability as a key pillar with focus on creating inclusive and equitable societies.

Watching the video learners will be able to:

- ✓ increase knowledge about the value of inclusion;
- ✓ acquire knowledge about sustainable services;
- ✓ increase awareness of the importance of equity ;
- ✓ raise awareness of the importance of justice.

Video 3, Economic Sustainability, approaches the topic economic sustainability, to create a resilient economic system.

Watching the video learners will be able to:

- ✓ develop knowledge about EU initiatives in sustainable projects and SDGs;
- ✓ be more aware on responsible consumption;
- ✓ increase understanding of ethical finance;
- ✓ learn why to reduce of superfluous purchases.

All these modules collectively support the development of essential active citizenship skills, fostering informed, active, and engaged youth who are equipped to navigate and contribute positively to their communities and the European Union.



HOW TO USE IN DIFFERENT LEARNING CONTEXTS

The microlearning modules offer versatility for both formal and non-formal educational contexts, providing educators and youth workers with multiple ways to integrate the content into their teaching and activities. In this sense, the modules represent a transdisciplinary resource freely available to any youth worker and individual working in education.

From a methodological perspective, the modules can represent either the main focus of various formal or non-formal educational activities or an additional support aimed at endorsing and augmenting educational activities on related topics. For example, any video module may be used as the main topic of an educational activity, in which a video preview could be the starting point, followed by debates regarding its content, formulation of different points of view, further investigation into the respective topic (either individually or through team work). At the same time, the modules may represent just a singular stage in the narrative of a different educational activity in which the youth worker only uses the content in order to demonstrate a point of view or to invite youngsters to reflect more on a given topic. Last but not least, the modules may be used by the youth worker as homework resource, directing the youngsters to view them at home and elaborate reports or further documentation on those respective topics.

The elaboration of the video modules was aimed at engaging the viewer by means of interrogation or brainstorming and therefore are suitable for integration in any active-participatory activity.



HOW TO USE

Manual on tackling Euroscepticism and teaching European values through Art activities

The Modules and the Manual produced in the framework of this project are in a relation of complementarity. Based on the premise that combating Euroscepticism is the main scope of this action, this scope was pursued in many directions which complement and support each other.

The main direction was to provide young people and youth workers with art-based methods and instrument to discover and learn more about European integration and especially the values on which it relies. This direction was materialized in the elaboration of the Manual. A secondary direction, however, considers the need to discover and learn more about the EU, its origins, its policies and priorities, its impact on our daily lives. This direction was materialized in the production of the Video Modules which cover a wider array of topics aiming to improve knowledge and awareness of the role played by the EU in the life of its citizens.

These two products – the Manual and the Modules – serve the same scope with different approaches and different instruments.

However, given their common grass-root, the Manual and the Microlearning Modules intersect in various ways. There are many forms in which the Manual and the Modules can be used together in an educational activity, either formal or non-formal. In the following table, we shall illustrate some of the intersections mentioned above and the way both instruments can be integrated in one activity:

HOW TO USE

Manual on tackling Euroscepticism and teaching European values through Art activities

Topic in the Manual	Topic of the Microlearning Modules
Colors of Unity	<i>European Space and Values</i> Common Heritage and Values
Prints of Solidarity	<i>Inclusion through Art</i> Art for Social Changes
Crossing Boundaries	<i>Sustainability in Youth Work</i> Environmental Sustainability
Many Faces	<i>Participation and Civic Engagement</i> Do You Know Your Power?
No Flag	<i>Inclusion through Art</i> What Inclusion Means
Capturing European Values Through Photography	<i>European Space and Values</i> Common Heritage and Values
EuroVision Collage Challenge: Embracing European Unity	<i>European Space and Values</i> Introduction on EU History
Cultural Festival	<i>Participation and Civic Engagement</i> You Have and Impact Extremism in Europe
EuroParl Decision Challenge	<i>Sustainability in Youth Work</i> Social Sustainability Understanding Euroscepticism Impact of Euroscepticism and Extremism on democracy

This table illustrates the correspondence between various Manual-based activities and the Modules. In other words, it demonstrates how Manual-based activities may integrate video content from the Modules in one common approach. The youth worker may choose to implement a particular Manual-based activity and, during the workshop, the youth worker may improve and diversify argumentation through the use of video content related to that particular activity. Such examples may continue but ultimately it depends on the imagination and innovative spirit of any youth worker to combine them in any way it may serve its educational purpose.

HOW TO USE

Non-Formal learning settings

As the primary focus of our project is on the youth field and non-formal education, we will focus particularly on non-formal settings.

In non-formal educational contexts, such as workshops, seminars, youth clubs and other, the microlearning modules can be used to spark discussions, encourage participation, and engage young people in a more flexible, interactive way.

Some of our suggestions include:

- **Thematic Workshops:** Youth workers can organize workshops on specific topics, such as civic engagement, youth participation, European Union, inclusion or sustainability. After watching the relevant module, participants can engage in activities from the Manual, group discussions, or community projects to apply their learning in real-life contexts.
- **Seminars:** The modules can serve as introductory materials for larger seminar sessions. For example, in a seminar on democracy and political movements, the “Euro-scepticism and Extremist Movements” module can introduce key concepts, followed by interactive discussions.
- **Group discussions:** The modules can be used to facilitate group discussions among young people. After watching a module, youth workers can guide a discussion on how the topic relates to their own experiences, promoting critical thinking and reflection.
- **Peer learning:** Youth workers can encourage peer learning by assigning videos and modules for independent study and later bringing participants together for group activities. For instance, after watching the “Participation and Civic Engagement” module, participants can brainstorm ideas for community projects they can implement in their local area and look for civil society organizations and volunteering opportunities.

HOW TO USE

Formal learning settings

In formal education, the microlearning modules can be integrated into various subjects and curriculum plans.

Below are some practical applications:

- **Lesson plans:** Educators can build lesson plans around specific modules. For example, a history or social studies class can use the “European Space and Values” module to explore European integration, cultural identity, and diversity. Teachers can facilitate discussions and group activities to deepen students’ understanding.
- **Projects:** Students could work on research projects inspired by the modules, such as a comparative study of Euroscepticism in different European countries, following the “Euroscepticism and Extremist Movements” module.
- **Homework assignments:** The short, focused nature of microlearning makes these modules suitable for homework. For instance, students can watch a module at home and answer reflection questions or write an essay based on what they learned.
- **Subject integration:** The modules can be incorporated into subjects like Civics, European Studies, Art, and Environmental Science. For example, the “Inclusion through Art” module can be used in art classes to discuss how art contributes to social cohesion.

These proposals, which of course are not exhaustive, ensure that the microlearning modules are adaptable and can be effectively used to foster knowledge, skills, and civic engagement in various educational contexts. Based on youth workers and teachers' experiences, the contexts and ideas of using the microlearning modules can be multiple and up to each one's creativity.

