Module 1

Introduction to Diversity Management

Developed by ITG Conseil (France)

Co-funded by
the European Union

Introduction

This module presents the fundamentals about diversity management in businesses for VET professionals. It addresses diversity management topics and issues highlighted in the DIVERSITe e-Zines and interactive infographics.

By the end of this module, you should be able to…

Knowledge

- Define diversity management and its significance in businesses.

- Identify the key components and principles of diversity management.

- Explain the benefits of promoting diversity and inclusion in the workplace.

Skills

- Analyse the diversity needs and requirements of businesses.

- Apply strategies to create an inclusive and diverse work environment.

- Develop strategies to address diversity-related challenges and conflicts.

Attitudes

- Appraise the value of diversity and its contribution to organisational success.

- Demonstrate respect and empathy towards individuals from diverse backgrounds.

- Cultivate an open-minded and inclusive approach to work and decision-making.

Watch & reflect

The importance of diversity in the workplace

This video contains a brief explanation about what diversity in the workplace means. After watching it, feel free to react to it and reflect on the questions on the next page.

Watch & reflect

Question 1: Which specificities does diversity bring to companies in general, and yours in particular?

Question 2: What is a talent pool and how does diversity enrich this pool?

Question 3: Which influence has diversity on your target groups and what are the specific advantages for themwhen served by 'diversity-competent' companies?

Key-concepts

Variety

It is the spice of life. If diversity is another word for variety, how can it enhance or flavour the world? Diversity - through the lenses of race, ethnicity, ability, gender, sexual orientation, neurodiversity, and beyond - can help to strengthen organisations.

Equity

It refers to fair treatment for all people, so that the norms, practices and policies in place ensure identity is not predictive of opportunities or workplace outcomes. Equity differs from equality - while equality assumes that all people should be treated the same, equity takes into consideration a person's unique circumstances, adjusting treatment accordingly so that the end result is equal for everyone.

Key-concepts

Inclusion

It refers to how the workforce experiences the workplace and the degree to which organisations embrace all employees and enable them to make meaningful contributions. Companies that recruit a diverse workforce must also develop an inclusive culture, so that all employees have their voices heard –this is critical if organisations want to retain their talent and unlock the power of their diverse workforce.

Intersectionality

This term coined by Professor Kimberlé Crenshaw in 1989 refers to the ways different parts of one's identity intersect or overlap with one another. For instance, gender is one aspect of a person's identity, but so are sexual orientation and race.

Key-concepts

Diversity

It refers to who is represented in the workforce. Some examples of diversity in workplaces include:

• Gender diversity: How is the composition of men, women and nonbinary people in a given organisation?

• Age diversity: Are people in a organisation from mostly one generation or is there a mix of ages?

Culture

It is defined as "the ideas, customs and social behaviour of particular people or society". Culture describes group behaviours, not individual behaviours. Individuals are unique and are influenced by different group cultures (national, corporate, professional, family cultures, etc.).

Why and how diversity management is significant in businesses?

Diversity management definition and meaning

Diversity management is defined as the practice to plan, strategise, communicate and execute the idea of diversity and inclusion in a group. A group can be an organisation, a company, a religious group, a government or even a nation.

The practice of diversity management means taking actions to address, support and accommodate the needs and lifestyles within a defined group.

Diversity management activities include educating, promoting and providing support for various diversity types, such as race, gender, religion, ethnic, LGBTQI+ and much more.

A diversity management strategy defines the objectives of improving diversity in a group by supporting more integration and inclusion.

How to identify the key components and principles of diversity management?

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Key components of diversity management

Internal diversity: are the inherent characteristics of an individual - those with which all the individuals are born - and which can not be changed - unless exceptions, such as ethnicity, age, nationality, sexual orientation, physical ability and mental capacity.

External diversity: are all the characteristics that an individual was not born with and that can be changed, such as education, hobbies, physical appearance, religious beliefs, marital status, socioeconomic background, life experience, etc.

Context or worldview diversity: are the characteristics of the local context and worldview diversity, which is influenced by external factors such as location, territory, technical and/or online connections and networks.

Organisational diversity: is the functional structure of a private or public organisation, including responsibilities sharing, place of work, activity, status of employment, management and hierarchy among others.

Key principles of diversity management

1 - Evaluate the reality of the organisation regarding diversity by considering all the previous mentioned components of diversity amongst all the individuals of the organisation.

2 - Fix some objectives and steps for a diversity approach considering the outputs to be achieved. With these objectives and steps it is easier to avoid any mistake, any misunderstanding or any delay.

3 – Set a timeline to implement the steps defin to achieve the objectives.

4 - Adapt the pace of implementation to the reality and needs of all individuals and of the group. Promote dialogue within the group.

Which are the benefits of promoting diversity and inclusion in the workplace?

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Benefits of promoting diversity and inclusion in the workplace

Fostering of creativity through the mix of cultures, genders and ages. This is a common finding in organisations that have promoted diversity.

Better understanding of the external needs (of clients or third parties) and their challenges, *e.g.*, through the understanding of foreign languages and intercultural differences.

Attraction of talent with more diversity in post-Covid19 context, acting with innovation and creativity through the facilities brought by working communication technologies.

Promotion of the good reputation of the organisations, as they become more human, more open and more socially responsible.

Benefits of promoting diversity and inclusion in the workplace

Reaching of targets and opportunities more easily to prosper and win on markets, locally, nationally or even internationally.

Retaining of teams and managers and thus reducing the turnover rate over the long term.

Higher commitment of employees and all people working with the organisation, contributing to a better quality of work and to more employee well-being due to a real recognition of individuality.

Analysing the diversity needs and requirements of businesses

Step 1: Defining measurement indicators

To identify needs, it is first necessary to define measurement indicators. They need to comply with legal, ethical and personal limits in each country, in order to protect individuals. These indicators will allow to promote diversity and conduct policies to combat discrimination. It is also necessary to understand the limits of each chosen indicator, namely how to measure them and afterwards how to achieve them. The key competences in this area are to understand the legal environment, define appropriate indicators and verify their achievement.

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Analysing the diversity needs and requirements of businesses

Step 2: Conducting a business needs analysis

Have you ever noticed organisations only with identical staff profiles - same social origin, same gender, same ethnicity? On the other hand, have you ever noticed organisations with very different staff profiles? These two extreme cases show that diversity criteria can be perceived in different ways by different organisations.

A business needs analysis is an ongoing process used to identify and to assess the business requirements of an organisation. It involves understanding the current state of the business, identifying the gaps between its current state and its desired future state, and then developing a plan to close this gap.

To do it, it is necessary to conduct interviews and/or fill out questionnaires with people inside and outside the organisation to identify their expectations in terms of diversity.

Analysing the diversity needs and requirements of businesses

Step 3: Matching the needs of individuals with those of the company

The personal development of workers regarding diversity can be encouraged in practice by organisations by:

1. Enriching the training plan of individuals with diversity goals, stages and means.

2. Bringing diverse people into organisations as collaborators or speakers (e.g., organisation of conferences with external experts in diversity).

3. Assessing needs, e.g., using third parties such as consultants.

4. Evaluating the progresses made and the actions that still need to be implemented.

Applying strategies to create an inclusive and diverse work environment

A methodology

Example of a 5-step methodology to be implemented with small groups of participants, during a 2-hour workshop, finalised by collective feedback on it, with some questions and answers lead by trainers:

1. Obtain support from senior management that must be responsible for delivering visible actions, accompanied by tangible results.

2. Shape the culture of the organisation by raising awareness of the biases and unconscious biases that can arise and foster responsibility on this topic.

3. Rethink practices and processes, adapting processes such as recruitment and remuneration to strive for perfect equality between men and women.

4. Define steps for change, including actors, actions, resources and deadlines.

5. Evaluate the progress made.

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Applying strategies to create an inclusive and diverse work environment

A useful process

In a company, implement a group workshop of half day with the goal of building a mural painting, with an approach of participant's exchange and of elaboration of a common project.

The idea is to get together staff from all hierarchical levels and profiles. An interesting objective can be to work towards the painting of a diversity charter.

After initial brainstorming and discussion, proceed with the painting and reserve some minutes for the evaluation of the process by all participants.

Tip: this is an informal, relaxed activity to bring everyone together in a different context from daily work.

Developing strategies to address diversity-related challenges and conflicts

How to promote challenges?

Experience shows that promoting diversity through collective or individual challenges in organisations is not so complicated when there is strong support from management.

In practice, among other action this can be done by:

- Promotion and communication actions – press releases, interviews, videos, etc.

- Colaborative workshops.

- Sessions with third parties - to provide an external regrad.

- Awarding of prizes

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Developing strategies to address diversity-related challenges and conflicts

How to detect conflicts?

Conflicts related to diversity in organisations are usually subtle to detect, except for some that are obvious, such as aggressions, that are rare. Signs of conflicts often include increased stress and anxiety, decreased productivity, damaged relationships, weak team dynamics, loss of trust or high staff turnover.

In these cases, it is advisable to set up a formal procedure for reporting information, that can start with internal and/or external denoucements, leading to follow up by HR, occupational medicine, trade unions, etc.

Informal procedures like information exchange among colleagues may not be impactful as formal procedures, leading to unsolved situations.

It is important to note that discrimination related to diversity is often hidden, insidious and disguised.

Developing strategies to address diversity-related challenges and conflicts

How to resolve conflicts?

Resolving diversity conflicts requires swift and strong short-term interventions, but also long-term action.

In the short term, it is essentials to intervene as soon as possible to immediately stop any abuse or discrimination.

In the medium and long terms, this can be done by establishing action plans including dialogue, mediation, organisational culture change, etc.

Appraising the value of diversity and its contribution to organisational success

Diversity and inclusion springboard

Each year, the objective of this business school springboard is to contribute to reflections on better inclusion in companies. How can a company cultivate inclusion and create a culture and environment that is safe, non-violent and non-discriminatory for all people regardless of sex, gender, sexual orientation, social background, ethnic origin or more generally their background?

During one day, a business and associated partners had the opportunity to co-construct with 700 students concrete responses to diversity and inclusion in organisations.

www.youtube.com/watch?v=3C15dlri3zM
Video in French, subtitles in English

Demonstrating respect and empathy towards individuals from diverse backgrounds

Be a dreamer

Empathy is the ability to understand the feelings of others, coupled with the ability to imagine what someone else might be thinking. It is important to realise that the perceptions that we have from others' feelings are often different from their feelings.

Empathy Leadership - Inspirational Video
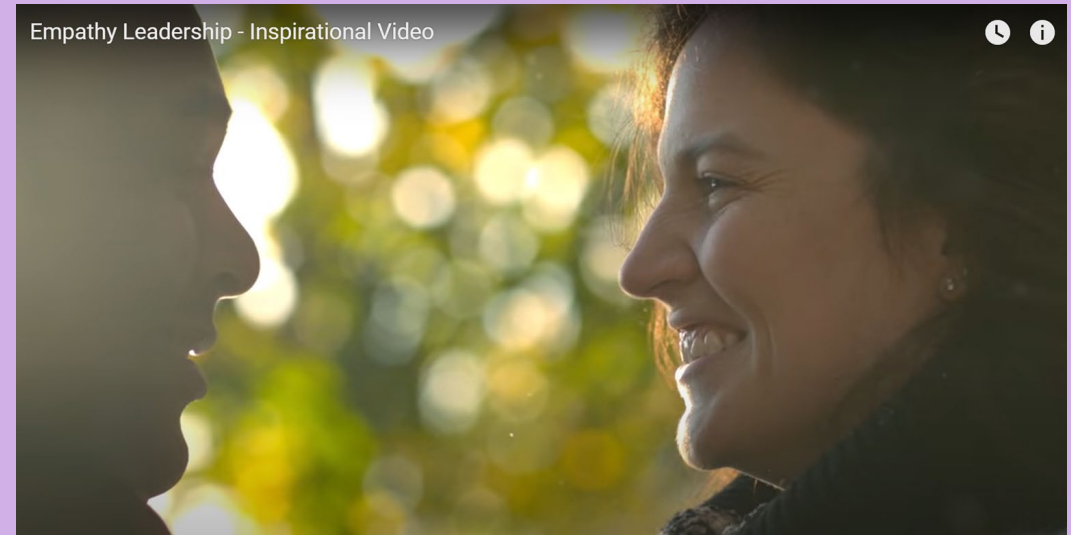
https://youtu.be/TbLs8NZSOLg
Video in French, subtitles in English

Cultivating an open-minded and inclusive approach to work and decision-making

The importance of diversity in the workplace

Businesses that understand the importance of diversity in the workplace are known to perform better both culturally and financially.

When employees work with people from different backgrounds, they have the opportunity to learn from one another and consequently to produce higher quality products and services. Having a diverse workplace fosters a positive working environment in which employees grow and thrive.

https://youtu.be/Pn6WzHw7gHY
Video in English, automatic subtitles available in other languages

Activity

1 – Video insights & exploration

Watch the following video about the importance of diversity in the workplace, then summarise the major benefits of the implementation of diversity for the organisations and for the individuals.

- https://youtu.be/Pn6WzHw7gHY

2 – Reflection

After step 1, engage in a reflective exercise consisting in identifying the general needs for improving diversity **in** society within the following subjects:

- Gender discrimination
- Racial profiling
- Age diversity
- Migrant
- Digital natives

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3 – Practical application

Write an action plan to improve the diversity situation of the organisation you work for.

Establish some steps, their intervenients, their schedule and some indicators to measure progress and evaluate the process along time.

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Module 2

Introduction to Micro-learning and Challenge-based learning for Businesses

Developed by Mindshift (Portugal)

DIVERSITe

Introduction

Using micro-learning and challenge-based learning at work environments offers several advantages. Micro-learning can provide teams with easily understandable focused content that can be integrated into busy work schedules, fostering continuous knowledge enhancement and skill development, whereas challenge-based learning can encourage collaborative problem-solving, enabling teams to tackle real-world issues collectively and apply their learning directly to work scenarios. Used in the context of diversity training in organisations, this dynamic combination can support the development of a culture of active inclusion of diversity which can lead to enhanced team performance.

By the end of this module, you should be able to…

Knowledge

- Define micro-learning and challenge-based learning in the context of business training.

- Identify the benefits and advantages of implementing micro-learning and challenge-based learning approaches in business settings.

- Recognise the potential challenges and limitations of micro-learning and challenge-based learning.

Skills

- Develop micro-learning modules that are concise, focused and easily accessible.

- Utilise various digital tools and platforms to deliver micro-learning and challenge-based learning experiences.

- Customise micro-learning and challenge-based learning approaches to meet the specific needs of businesses.

Attitudes

- Consider a learner-centred mindset and value the importance of personalised and bite-sized learning experiences.

- Emphasise the significance of real-world application and problem-solving in business training.

- Express adaptability and openness to explore innovative and technology-enabled learning methodologies.

Watch & reflect
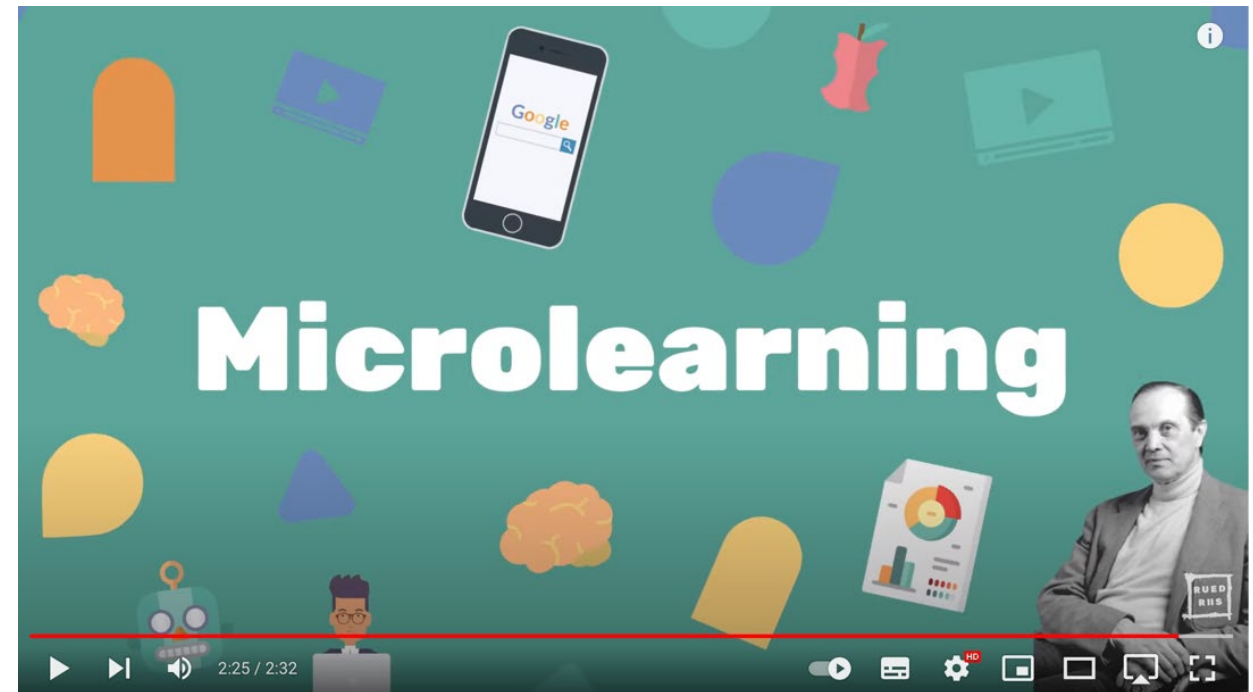
What is microlearning?

https://youtu.be/KlbsuPAibfY?si=Ntq8TuIpsrKeEH7R

This video contains a brief explanation about what diversity in the workplace means. After watching it, feel free to react to it and reflect on the questions on the next page.

Watch & reflect

Question 1: How would you define micro-learning?

Question 2: Why do micro lessons make sense?

Question 3: What does micro-learning look like?

Question 4: How can diversity benefit from micro learning?

Key-concepts

Bit-sized content

Micro-learning involves delivering learning material in small, focused and easily digestible units. These units are designed to be concise and address a specific learning objective or competence.

Focused learning objectives

Each micro-learning module is centered around a specific learning goal, allowing learners to focus on mastering one concept or skill at a time. This targeted approach enhances retention and understanding.

Key-concepts

Time efficiency

Micro-learning aims to deliver valuable information or training in a short time, typically ranging from a few minutes to around 10-15 minutes per session. This enables learners to fit learning into their busy schedules.

Multi-format content

Micro-learning content can be delivered in various formats, such as videos, infographics, quizzes, podcasts and interactive simulations/scenarios. The diverse formats cater to different learning preferences and styles.

Key-concepts

Just-in-time learning

Micro-learning is well-suited for providing on-the-spot information or solutions to immediate challenges. Learners can access relevant content quickly whenever they need to enhance their skills or to solve a problem.

Continuous learning

Micro-learning encourages a culture of continuous learning by promoting frequent engagement with small units of content. This approach supports knowledge acquisition over time and ongoing skill development.

Which are the benefits and advantages of implementing micro-learning and challenge-based learning approaches in business settings in the diversity context?

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Challenge-based learning

Challenge-based learning (CBL) is an approach that focuses on presenting learners with real-world, complex and meaningful challenges to promote active and engaged learning. This methodology encourages learners to apply their knowledge, critical thinking skills and creativity to solve these challenges. Some key aspects of CBL include:

- **Creativity and innovation**: CBL promotes out-of-the-box thinking and encourages learners to experiment and come up with innovative solutions to complex challenges.

- **Real-world relevance:** Challenges in challenge-based learning are designed to mirror real-world challenges or scenarios. This helps learners connect their learning to practical applications and understand the relevance of their education.

- **Interdisciplinary approach:** CBL often integrates knowledge and skills from multiple disciplines to address a single challenge. This encourages holistic thinking and problem-solving by considering different perspectives and approaches.

Challenge-based learning

- **Collaborative learning:** Learners frequently work in groups or teams to tackle challenges. Collaboration fosters communication, teamwork and the exchange of diverse ideas, allowing them to learn from each other's experiences.

- **Ownership and empowerment:** Learners take ownership of their learning process in challenge-based learning. They are empowered to identify and explore areas of interest within the context of the challenge, fostering a sense of agency and motivation.

- **Critical thinking and problem-solving:** Challenge-based learning emphasises the development of critical thinking skills. Learners analyse problems, generate hypotheses, explore potential solutions and make informed decisions based on evidence.

- **Reflection and feedback:** Reflective practices are integrated into challenge-based learning. Learners regularly reflect on their progress, experiences and learning outcomes. Constructive feedback from peers, instructors and mentors guides their growth.

Integrated learning: CBL meets micro-learning

Challenge-based learning (CBL) and micro-learning are effective, complementary approaches. CBL focuses on specific skills through modular units, individual pacing and real-world application, while micro-learning delivers concise content for immediate skill acquisition and flexible, self-directed learning.

Both emphasize continuous assessment and adaptability, with CBL's aligning well with micro-learning's bite-sized format. Integrating micro-learning into CBL enhances skill practice and knowledge application within a competence-driven framework.

Micro-learning benefits

Flexibility: micro-learning offers personalised learning methods through concise, focused modules, allowing learners to construct their tailored learning paths.

Memory boost: micro-learning in today's knowledge society ensures up-to-date learning. Compact info doses aid memory and knowledge reinforcement.

CBL benefits

Skill mastery and application: CBL sharpens specific skills for high proficiency, readily applied in real-world settings, enhancing practical capabilities.

Personalised progress: CBL allows learners to advance at their own pace based on their mastery of competences.

Which are the potential challenges and limitations of micro-learning and challenge-based learning?

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Micro-learning & CBL: challenges & limitations

Micro-learning and challenge-based learning (CBL), while promising, come with potential challenges, especially when used to address diversity, as topics must be approached with sensitivity. Micro-learning's succinctness might compromise depth, while CBL may struggle with crafting authentic and aligned tasks.

However, the resource demands of CBL are significant, requiring substantial investments in time, effort and materials. Establishing authentic contexts, gathering materials and coordinating external partnerships contribute to the resource-intensive process, potentially challenging institutions with limited resources.

CBL presents challenges particularly in designing authentic tasks aligned with learning goals. Balancing relevance and achievability requires careful planning and expertise.

Assessing competences in CBL involves complex, innovative evaluation that is often demanding. Motivating learners and communicating benefits are key implementation factors.

Micro-learning & CBL: challenges & limitations

CBL may lead to equity and access disparities. Not all learners have equal resources or opportunities. Proactive measures are vital for an inclusive learning experience.

Furthermore, the management of time, especially when challenges extend over extended periods, can be a concern. Balancing the demands of CBL activities alongside other academic and personal commitments requires effective time management skills on the part of both trainers and learners.

Thus, overcoming these issues requires planning, continuous training and support. Trainers need guidance in designing CBL experiences and adapting training methods for open-ended challenges.

Offering timely feedback and tracking progress – e.g., through the analysis of the results of the quizzes of DIVERSITe project – is crucial. A proactive approach and dedication to learners' success can lead to a fulfilling challenge-based learning journey.

Micro-learning & CBL: challenges & limitations

Regarding micro-learning's challenges and limitations, due to the concise nature of its content there is a risk that learners might grasp the surface-level content without fully understanding the underlying concepts. Also, the brevity of micro-learning might not always allow for in-depth exploration of complex topics, limiting the depth of knowledge learners can acquire.

Overreliance on micro-learning could lead to fragmented learning experiences, making it challenging to connect and synthesise information across different topics. Whereas an excessive number of micro-learning

modules could overwhelm learners with a constant stream of information, potentially hindering retention and application.

While effective for introducing and reinforcing simple concepts, micro-learning might not be as suitable for developing complex competences that require sustained practice and engagement.

To overcome these challenges, trainers must contextualise the diversity topics they cover, indicate the level of in-depth study expected and, if necessary, provide additional resources for deeper exploration of the topics.

Developing effective micro-learning modules

Crafting effective micro-learning modules requires a strategic approach to ensure conciseness, focus and accessibility.

Following we explore key tips so that trainers can create and develop content for micro-learning modules on diversity that captivate learners' attention, promote active engagement and maximise learning outcomes. Trainers can focus on diversity topics regarding a specific reality they need to address or can develop complimentary resources to the ones developed under DIVERSITe project.

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Tips to develop micro-learning modules

- **Clarity through simplicity:** Prioritise clarity by distilling complex topics into essential, easy-to-understand points. Trim unnecessary details, jargon and tangents, focusing solely on conveying the core message. Ensure that each module has a clear and concise learning objective, allowing learners to quickly grasp the key takeaway.

- **Visual enhancement:** Integrate visuals, infographics and multimedia elements with adequate size to enhance engagement and aid comprehension. Visual representations can quickly convey information and provide a memorable learning experience. Ensure that visual elements are relevant, succinct and contribute to the module's focus.

- **Mobile-friendly design**: Optimise modules for various devices, especially mobile platforms, to ensure easy accessibility for learners on the go. Use responsive design techniques to adapt content to different screen sizes, making the modules accessible on smartphones, tablets and desktop computers. This ensures that learners can access the modules whenever and wherever they prefer, enhancing their overall learning experience.

Tips to develop micro-learning modules

- **Segmented learning objectives:** Break down each module into clear learning objectives to ensure that the content remains focused on specific outcomes, making it easier for learners to comprehend and retain key information. Keep objectives concise and aligned with the overall module theme.

- **Interactive engagement:** Incorporate interactive elements like quizzes, polls and short activities to keep learners engaged and reinforce learning. These participatory methods help learners stay focused, test their understanding and apply the knowledge gained in real-time scenarios.

- **Chunked information:** Divide the module content into smaller chunks, each covering a specific sub-topic, allowing learners to process and internalise information more effectively. This approach supports quick navigation and review, aiding learners in returning to specific sections as needed.

- **Reward:** Provide a final reward so that learning becomes more satisfactory. It can go from a simple message congratulating them on completing the micro-learning resource to the emission of certificates of completion, digital badges, peer recognition or social media shoutouts.

Digital tools and platforms

Virtual learning tools have revolutionised training over the past years in addition to the way trainers teach. These technologies provide templates and structure, making it easier for first time developers to get into designing learning resources, including micro-learning. They also facilitate the development of content plans, encourage social and verbal interaction among people and increase the engagement of learners with the material. They are available through different devices, such as smartphones, computers, tablets, white virtual boards, etc.

Learners can effortlessly participate in initial or continuous learning within their training and professional contexts through digital tools and platforms. That is why DIVERSITe project developed its own learning platform at https://diversitemooc.eu

Digital tools and platforms

There are four main types of online learning platforms in which learning resources can be developed, including micro-learning. Each type caters to different learning needs and preferences.

Learning Management Systems (LMS)
- Centrally managed training content, including course creation, organisation, assessment, tracking and communication, serving organisations. Examples are **Moodle** platform and **Canvas by Instructure**.

Massive Open Online Courses (MOOCs)
- Online courses offering open access to diverse training content with videos, quizzes and forums. **Coursera** exemplifies this, hosting courses from global universities.

Course Marketplaces
- Courses on diverse subjects, from skills to hobbies, letting instructors reach wider audiences. Examples are **Udemy** and **Skillshare**.

Learning Experience Platforms (LXP)
- Personalised learning with data-driven content recommendations, embracing flexibility, social learning and skills tracking. Popular LXPs include **Degreed** and **LinkedIn Learning**.

Digital tools and platforms

Both micro-learning and challenge-based learning (CBL) contents can also be created using applications that display several tools to help creators developing content at first and then to share it with learners. Some of them are:

- "**edapp**" (www.edapp.com) is a game-based platform that provides a course creation service using a micro-learning strategy and a mobile-first approach.

- "**Kahoot**" (https://kahoot.com) is an online interactive quiz maker enabling gamified live and asynchronous quizzes to allow self-paced challenges to be completed later. It even has a section with ready-made quizzes on diversity and equity at https://kahoot.com/equityresources

- "**Gametize**" (https://gametize.com) enables businesses to improve the training experiences for their staff members, whether they are undergoing onboarding or upskilling courses.

Tailoring micro-learning and challenge-based learning for business diversity success

The capacity to adapt learning strategies is essential for remaining the business environment of today. Understanding how to optimise these strategies is a useful for businesses looking to advance employees' competence development, including regarding the promotion of diversity, which has been comproved as an asset for the competitiveness of organisations.

As working practices have seen major adjustment in recent years - workers are being pushed in numerous directions at once, work has become more flexible, and attention spans have gotten shorter - micro-learning and CBL can be useful approaches to address the diversity that more and more exists in workplaces.

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Tailoring micro-learning and challenge-based learning for business diversity success

In the context of businesses, **micro-learning** customisation involves tailoring micro-learning content to address the specific competences, processes and challenges that are pertinent to an industry. By identifying key competence areas and strategic objectives, organisations can curate micro-learning modules that enhance employees' abilities aligned with the company's goals. Regarding diversity training, customised micro-learning ensures that the workforce receives precise and relevant information that makes diverse teams work better together and improve their performance.

Micro-learning tips

- Identify specific diversity competences, processes or challenges to address in the organisation.

- Define the goals to be attained by using the micro-learning resources.

- Develop focused content that delivers precise information relevant to the achievement of the defined goals.

- Integrate examples from the organisation and/or case studies from other organisations to personalise micro-learning experiences.

- Collaborate with subject matter experts to ensure the accuracy and relevance of the content.

Tailoring micro-learning and challenge-based learning for business diversity success

Challenge-based learning (CBL) can empower teams to develop problem-solving skills and apply knowledge in real-world scenarios. When adapting this approach for diversity in businesses, consider designing challenges that reflect actual workplace situations. Challenges might revolve around enhancing competences, streamlining processes or addressing issues, stimulating critical thinking among the workforce. Integrating CBL into professional development plans cultivates a culture of continuous improvement and motivation to tackle business-related challenges.

CBL tips

- Design real-world challenges that mirror your organisation's unique needs and goals regarding diversity.
- Encourage brainstorming and innovative solutions to the challenges.
- Ensure challenges align with your business objectives to stimulate critical thinking and team building.
- Motivate employees to engage actively in the challenges, applying their knowledge to tangible business scenarios.

Examples on microlearning and challenge-based learning for diversity training in organisations

Microlearning

Each week, employees or managers are recommended to explore the set of microlearning resources developed under DIVERSITe project Smartphone Learning Resources regarding a topic that needs to be addressed in the organisation (available at https://diversitemooc.eu). After learners familiarise with the resources, they are prompted to reflect on how they can apply the topic in their daily interactions at work. This approach allows for continuous learning in bite-sized chunks, making it easier for employees and managers to absorb and apply the information.

Challenge-based learning

Employees or managers are divided into small teams and presented with a diversity-related challenge, such as improving inclusivity in team meetings or creating a more diverse recruitment strategy. Each team collaborates to brainstorm solutions, conduct research and develop action plans. They then present their ideas to the rest of the organisation and receive feedback. This hands-on approach not only builds teamwork and problem-solving skills but also fosters a culture of inclusivity and innovation.

Why bite-sized learning matters?

Why bite-sized learning matters?

Keeping staff interested in e-learning programmes is a major problem for Learning & Development (L&D) managers- Modern corporate training must include bite-sized learning as it divides more complex information into manageable units that are simple to access on mobile devices.

In the evolution of workplace training, which is moving away from the classroom-model to "anytime-anywhere learning," bite-sized learning is a key component of the L&D jigsaw.

https://youtu.be/keeB5QygrdI

The importance of a learner-centred mindset

Personalised learning: a student-centered approach for learning success

This article delves into the growing prominence of personalised learning, emphasising its significance as a transformative approach rather than a passing trend.

It underscores the distinct characteristics of personalisation, differentiation and individualisation, while highlighting the challenges of implementing personalised learning at scale.

Personalized Learning: A Student-Centered Approach for Learning Success

Janet Pittock, Curriculum Director, and Cassondra Corbin-Thaddies, Director of Professional Learning

McGraw Hill · Follow
Published in Inspired Ideas · 7 min read · Jun 26, 2017

12   1

Screenshot

https://medium.com/inspired-ideas-prek-12/personalized-learning-a-student-centered-approach-for-learning-success-1524b97106ce
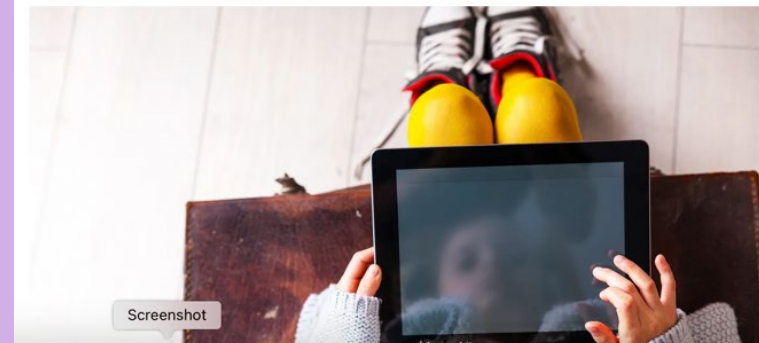
The importance of problem-solving skills

The importance of problem-solving training for managers in the workplace

This article highlights the vital role of problem-solving skills for managers across industries, emphasising their impact on decision-making, communication, collaboration and innovation.

It explores the benefits of problem-solving training – which can be aressed through challenge-based learning –, providing insights into its pivotal role in equipping managers with essential tools.

www.risely.me/importance-of-problem-solving-training-for-managers

Why opening to technology learning approaches?

Technology – enhanced learning

A description of some of the tools available and instructions on how to incorporate technology into a training project. This video examines some of the benefits of incorporating technology and explains why it is relevant for learning.
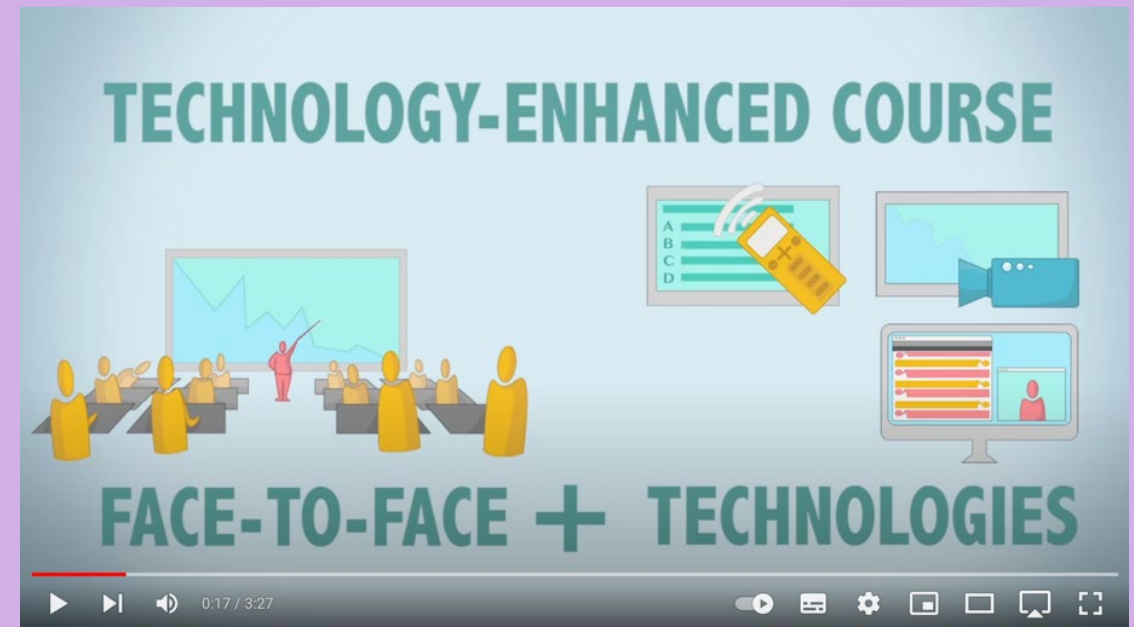
www.youtube.com/watch?v=XBW2b5IN6_0

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Activity

1 – Video insights & exploration

Familiarise yourself with micro-learning and CBL key concepts in the articles and videos below. After, summarise the key aspects and advantages of each approach.

- Micro-learning: a pedagogical approach for technology integration.
- Challenge-based learning: take action and make a difference
- Explained: challenge-based learning
- Challenge-based in practice

2 – Reflection

After step 1, engage in a reflective exercise: compare and contrast micro-learning and CBL.

Consider how each approach aligns with your training goals, fosters skills development and contributes to enhanced learner engagement. Take notes of your conclusions.

3 – Practical application

Choose between micro-learning or CBL and apply it to a real training methodology challenge you have faced as a trainer.

Develop a concise plan (outline) detailing how you would structure your chosen approach to address the challenge effectively. Customise it to your context and to the expected outcomes.

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Module 3

Introduction to Digital Tools and Platforms

Developed by AKMI (Greece)

Co-funded by
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Introduction

Have you ever noticed that the value of some training material partially comes from the efficiency of the platform it is hosted on? Given the growing number of available Open Source Software platforms and infrastructure, along with the abundance of Open Educational Resources, you have more access to tools for effective diversity training than ever before. Considering this big number of choices, this module helps you navigate the ecosystem and assess what serves your learning environment best.

By the end of this module, you should be able to…

Knowledge

- Identify open-source digital platforms suitable for VET professionals to enhance their teaching and training activities on diversity training including DIVERSITe MOOC.

- List the features of selected open-source digital platforms.

- Explain the benefits and advantages of using open-source digital platforms in VET training practice.

Skills

- Examine the functionalities and tools available within open-source digital platforms on diversity training including DIVERSITe MOOCourse.

- Utilise open-source digital platforms to create engaging and interactive learning environments for VET programmes.

- Integrate multimedia elements in diversity training (e.g., videos, interactive quizzes, simulations) using open-source digital platforms.

Attitudes

- Display a willingness to experiment different open-source digital platforms on diversity training.

- Plan the use of DIVERSITe digital learning resources in training with businesses and their employees.

- Adapt the incorporation of DIVERSITe learning resources into training practice according to businesses and employees' needs.

Watch & reflect

Digital Divide

Digital divide

www.youtube.com/watch?v=K8DzQ46IW5A

This video introduces digital divide. After watching it, feel free to react to it and reflect on the questions on the next page.

Watch & reflect

Question 1: What is the digital divide?

Question 2: How is it related to diversity and inclusion?

Question 3: In what way are Open Source Platforms relevant to bridging the digital divide?

Understanding the digital training landscape

In the ever-evolving realm of digital training, several key concepts shape the landscape and influence the way we teach and learn. From Open Source Software (OSS) to Open Educational Resources (OER), digital platforms, Learning Management Systems (LMS), the digital divide, and Universal Design for Learning (UDL) each plays a crucial role in modern learning. Let's explore these fundamental elements driving training innovation and accessibility in the digital age.

Key-concepts

Open Source Software (OSS)

Software that is distributed freely with its source code available, not only for use, but for modification as well. Some OSS examples are:

- Mozilla Firefox
- Gimp
- VLC Media Player
- Linux
- Python
- PHP

Open Educational Resources (OER)

Instructional and research resources available in any format or medium, either in the public domain or copyrighted but with an open license. These resources allow free access, modification, and sharing. Often, OER are hosted on Open Source Software Platforms, as they have the same characteristics.

Key-concepts

Digital platform

An online infrastructure of software that is used for information sharing and interaction between users. Some types of digital platforms are:

- E-commerce: Amazon, Etsy and eBay.
- Content creation: YouTube and Spotify.
- Business collaboration: Slack, Zoom and Microsoft Teams.
- Knowledge: Quora and StackOverflow.
- Learning: Coursera, Udemy and edX.
- Social media: Facebook, Twitter and Instagram.

Learning Management System (LMS)

A software used to plan, administer, implement, document and asses learning processes, both for e-learning and blended learning. Examples of LMS are:

- Assessments: D2L Brightspace.
- Collaboration: Blackboard Learn.
- Content and course management: TalentLMS.
- E-commerce: Tovuti.

Key-concepts

Digital divide

The gap between individuals or groups who have access to modern Internet/ information infrastructure and those who do not. This can be extended and applied to economic access to hardware, equipment or features as well, essentially becoming applicable to socioeconomic inclusivity.

Universal Design for Learning (UDL)

UDL is an educational strategy that aims to cater to the diverse needs and capabilities of all individuals, removing avoidable barriers in the learning journey.

Which are some open-source digital platforms you can use and what are their key features?

Retrieved from: www.pexels.com/photo/faceless-multiracial-sport-team-stacking-hands-on-court-5384623

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Moodle

Moodle is a popular choice among VET professionals who want to structure their courses online. It is an open source LMS, which is free to run as one wishes, and changeable according to the training needs and learning outcomes. Moodle website is accessible at https://moodle.org

It s user friendly interface allows the trainer to easily adapt an existing curriculum or create a new one, chunking the material into small organised segments.

The adaptability of Moodle is grounded on the principles of UDL. UDL principles direct the development and organisation of content in a manner that ensures equal opportunities for every individual learner. This is achieved by incorporating both universal best practices and tailored adjustments as required.

In addition, Moodle's long and broad use has created a strong community which shares its challenges and best practices, available at https://moodle.org/mod/forum/index.php?id=5

MERLOT

MERLOT - Multimedia Educational Resource for Learning and Online Teaching - is an online repositor with teaching resources. Its interface can be used to create training material or upload and share it. MERLOT website is www.merlot.org/merlot/index.htm

The platform covers all imaginable subjects and has a great number of diversity-related resources, which you can find by searching for relevant keywords.

It is easy to question the validity of learning material found online. Trainers often view material that is not distributed by a publisher as less valid. Material uploaded material on MERLOT is peer reviewed, significantly improving its validity and relevance (https://info.merlot.org/merlothelp/MERLOT_Peer_Review_Information.htm)

Moreover, MERLOT also has segments for other verified libraries, as well as the web, in case the material at hand is not sufficient for the purposes of your lessons.

DIVERSITe

DIVERSITe is a MOOC which aims to improve diversity training and diversity management in the workspace, as well as in the VET ecosystem.

Through this course, employers, employees and VET teachers can draw inspiration and knowledge from OER which they can use according to their specific needs.

The modules support learners improving their competences of diversity issues in the workplace. In addition, it can help a learner feel supported and empowered when it comes to developing a diversity management strategy.

In other words, the DIVERSITe platform combines the worlds of business and training to create spaces which foster diversity, equity and inclusion.

What are the key benefits and advantages of using open source platforms?

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Empowering VET training with open-source digital platforms

Using open-source digital platforms in VET practices brings forth a myriad of benefits that intertwine seamlessly with the concept of diversity, enriching the learning experience for a broad spectrum of individuals.

In essence, the use of open-source digital platforms in VET training practice not only enhances accessibility, customisation and collaboration but also promotes diversity and inclusivity. By embracing open-source technology, VET institutions can create a vibrant and inclusive learning ecosystem where individuals from diverse backgrounds can thrive, contribute and succeed.

Benefits of open-source digital platforms in VET training practice

- **Accessibility and inclusivity:** Open-source platforms are inherently inclusive as they provide free access to their source code, enabling individuals from diverse backgrounds, regardless of their financial constraints, to participate in VET training. This inclusivity ensures that learners from various socio-economic, geographical and cultural backgrounds can access quality education, thereby promoting diversity within the learning community.

- **Customisation for diverse learning needs:** Open-source platforms offer the flexibility to customise content, interfaces and functionalities to suit diverse learning needs and preferences. This adaptability allows trainers to tailor the learning experience to accommodate different learning styles, abilities and cultural perspectives, thereby catering to a diverse student population.

Benefits of open-source digital platforms in VET training practice

- **Collaborative learning and community engagement:** Open-source projects foster collaboration among a global community of developers, trainers and learners. This collaborative environment encourages knowledge sharing, exchange of ideas and peer-to-peer learning, transcending geographical and cultural boundaries. By engaging in collaborative learning experiences facilitated by open-source platforms, learners have the opportunity to interact with peers from diverse backgrounds, fostering cross-cultural understanding and appreciation.

- **Empowerment through innovation:** Open-source platforms empower trainers and learners to innovate and co-create training resources and tools. The transparent nature of open-source software encourages experimentation, creativity and the development of innovative teaching methodologies that resonate with diverse learning preferences and cultural contexts. By embracing open-source technology, VET institutions can harness the collective wisdom and creativity of a diverse community, driving continuous improvement and innovation in training practices.

Moodle functionalities and tools

Having done an overview of the main characteristics of platforms, lets find out the main functionalities of Moodle.

- You can use advanced content creation tools, such as setting up H5P, which enables not only the efficient use of multimedia but also interaction. Follow https://h5p.org/moodle to learn how to integrate H5P on Moodle! Learn how H5P can be used on other platforms at https://h5p.org/integrations

- Moodle uses AI through plugins (www.lifewire.com/what-are-plugins-4582189) that can better accommodate some of the diverse needs of learners.

- You can alsocombine both synchronous and asynchronous learning through the same platform.

Retrieved from: https://www.pexels.com/photo/photograph-of-an-office-team-working-together-6248972/

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MERLOT functionalities and tools

- MERLOT reminds us that search engines are not exclusive to browsing the internet. Its search engine combines data of selected material and profiles of registered members. It is transparent with how content is selected through search prompts, while improving trainer's or learner's relevance.

- Light websites can be built with the help of MERLOT's content builder, hosting multimedia resources in a convenient way. Some learners might find this format more engaging, as a website can express the joy that extracurricular activities have. Learners can create their own websites, helping them understand that something difficult such as web development can become accessible to them through solutions available at different levels. Learn how to make MERLOT websites at https://info.merlot.org/merlothelp/Content_Builder_Welcome.htm

- In addition, you can create and edit Course ePortfolios to pave a more traditional learning path with online resources, assessments and other elements. Know more about how to create them at https://info.merlot.org/merlothelp/Create_Course_ePortfolios.htm.

DIVERSITe

- Moving to DIVERSITe, for Employers and Employees, the digital material is provided in the form of Interactive Infographics and e-Zines (e-Magazines) which are very visually attractive. Stylistically, they resemble resources found in the business administration field, which are more task-oriented. Trainers, on the other hand, get access to resources in the form of training modules, which is usual for Vocational Educaiton and Training institutes.

- The DIVERSITe platform is smartphone friendly, meaning that it can be accessible easily through workers' devices. This is one possible workaround, when work devices are not allowed to navigate in internet browsers. In addition, many may find smartphones more conventient for training, as they are more compact and portable, when compared to a laptop or stationary computer. Plus, smartphone friendly software is also, most likely, compatible with browsers found on learning devices such as tablets.

Making a learning environment engaging and interactive

Just as you would like your physical training room to be inspiring and contain all required equipment, it would also be best to have online learning environments with prompts and digital tools that facilitate the learning experience.

The platformd must be as user friendly as possible. The atmosphere should be inviting and making anyone feel comfortable participating and sharing ideas.

To achieve this, you can implement User Experience (UX) and User Interface (UI) best practices. To better understand the difference between the two, check www.figma.com/resource-library/difference-between-ui-and-ux.

Retrieved from: www.pexels.com/photo/photo-of-people-using-laptops-3194521/

DIVERSITe

Making a learning environment engaging and interactive

The direct aim of a learning environment is to achieve maximum engagement. For this, interactive media are used to improve knowledge retention.

It is highly beneficial to use the method of Flipped Classroom Approach. According to this method, the learner uses self-learning resources after a lecture to cover theoretical material, freeing up time during presential sessions for collaborative learning. This type of learning can foster teamwork among diverse individuals.

As proposing changes can be received with resistance from learners, it is best to set expectations from the start. You can even make an agreement specifying the digital platforms, tools and resources to use along with agreeing on the common values, including respect for diversity.

Making a learning environment engaging and interactive

Using multiple instructional formats is similar to eating a variety of foods as opposed to just eating your favorite food. One dish may be your favorite but eating the same one everyday can definitely make you tired of it. This is one reason why multiple formats are more engaging.

In addition, it is best to provide learners with the choice of alternative material formats. For example, learners with reading difficulties may prefer to listen to audio lectures, ensuring proper repetition of material.

A variety of assessment formats can be used as well, either with your design or by using software that can change the format with a push of a button. This is in line with providing multiple options of expression per UDL.

Integrating multimedia elements

Integrating multimedia elements is an essential step in enhancing diversity training. By leveraging open-source digital platforms and multimedia content creation tools, trainers can create dynamic and impactful diversity training programmes that resonate with learners and drive meaningful change.

Retrieved from: www.pexels.com/photo/close-up-of-rubik-cube-15421116/

Integrating multimedia elements

Having analysed the rationale of making learning environments engaging and interactive, we may now describe the various multimedia elements that can be used for diversity training.

First, remember that any content on an Open Source Platform can be uploaded, embedded, linked or streamed:

- **Uploading** uses the storage, tools and processing native to the platform. It can be convenient to have everything in one place but this also turns the platform slow.
- **Embedding** displays the content directly on the platform but the content is stored and processed elsewhere. The embedding software is usually more specialised.
- **Linking** makes the user visit a different website, so it is best to use for additional resources at the end of a unit.
- **Streaming** can be used for synchronous activities.

Integrating multimedia elements

Kinds of multimedia to use

Videos: Short films, documentaries, interviews and testimonials featuring individuals from diverse backgrounds sharing their experiences, perspectives and insights on diversity-related topics.

Images: Photographs, infographics and illustrations depicting diverse individuals, cultures, traditions and workplace scenarios to visually represent diversity and inclusion.

Interactive quizzes: Quizzes with multiple-choice questions, drag-and-drop activities or scenarios that assess learners' understanding of diversity concepts, cultural competency and inclusive behaviors.

Simulations: Interactive simulations or role-playing exercises that simulate real-world diversity-related scenarios, such as workplace interactions, conflict resolution and inclusive leadership situations.

Audio: Podcasts, audio recordings or storytelling sessions featuring diverse voices, narratives and discussions on topics related to diversity, equity and inclusion.

Animations: Animated videos or interactive animations illustrating diversity-related concepts, cultural differences, unconscious bias and strategies for fostering inclusion.

Virtual Reality (VR) experiences: Immersive VR experiences that allow learners to explore diverse environments, cultures and perspectives firsthand, enhancing empathy and understanding.

Integrating multimedia elements

OER/tools to create videos and images

Canva: It is a one-stop shop for creating free posters, brochures, social media posts and much more multimedia content. Canva offers the ability to make free animated videos that you can download without a watermark, which is incredibly rare for a free video creation site. (www.canva.com/create/animated-videos)

Pexels: Has thousands of free stock photos and videos for content creators. You can download, modify and use all the content on the site with no attribution required. (www.pexels.com)

Some more technologically advanced means include multimédia, like 3D Models and Virtual Reality. Immersive technology such this may greatly enhance empathy through role-plays.

Interactive multimedia are the best for engagement. One tool for their development is H5P, which offers a wide array of options to construct and combine interactive elements, such as **hotspots.** (**https://h5p.org/image-hotspots**).

You may also use fora specifically set for peer learning. Peer learning is efficient for team bonding and is greatly combined with collaborative learning lead by an instructor.

Online learning benefits

**The role of technology
in advancing DEI in online learning**

It is highly beneficial to summarise the benefits of digital platforms when communicating its benefits to colleagues and learners. This will incentivise them to experiment digital means more. Remember that diversity, equity and inclusion can both be included as a subject and also be structured based on the platform's features at the same time!

The Role Of Technology In Advancing DEI In Online Learning

https://elearningindustry.com/the-role-of-technology-in-advancing-dei-in-online-learning
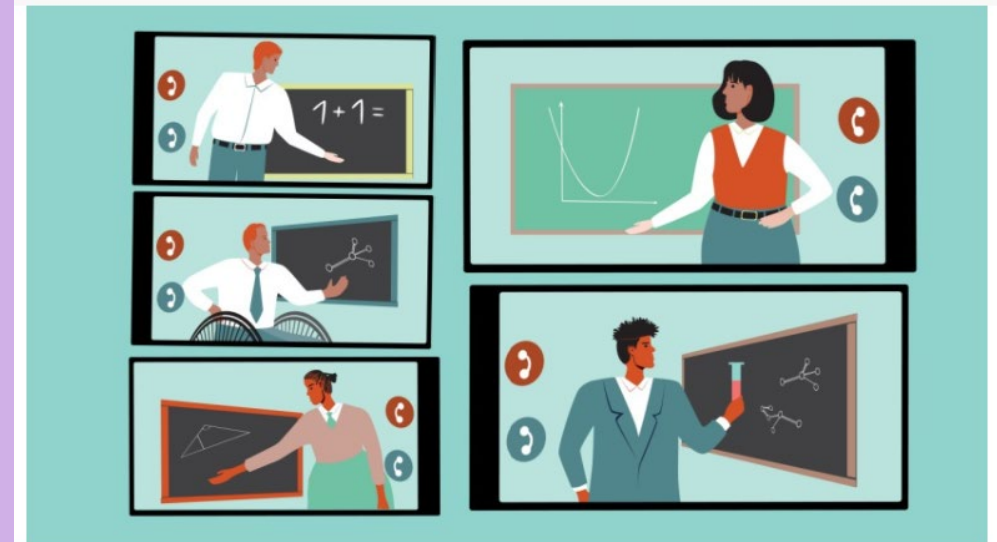
Planning digital resources for businesses

Why you need an LMS

for small business success

In order to effectively plan the use of resources for diversity training, a business as an institution should be familiar with the concept of using an LMS for business needs or other platforms for learning and development.

www.youtube.com/watch?v=xDd_pZ7ThLQ

Adapting DIVERSITe
to business' and employee's needs

5 business strategies entrepreneurs

can learn from educators

Corporate environments can often overlook the importance of training in the workplace. By communicating the transferability of training skills, you are able to communicate the benefits of the DIVERSITe learning resources. Therefore, a more positive attitude towards learning and development helps with the absoption of DEI-related knowledge.

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5 Business Strategies Entrepreneurs Can Learn From Educators

www.forbes.com/sites/robynshulman/2018/09/26/5-business-strategies-entrepreneurs-can-learn-from-educators

Activity

1 – Moodle content bank insights

Familiarise yourself with the Moodle content bank by reading the page at https://docs.moodle.org/403/en/Content_bank

2 – Add H5P content

Go to Moodle and navigate to the **Content Bank** from **Course navigation > More > Content** bank or from Site pages in Navigation block

Click on **Add > H5P interactive content > "Interactive Hotspot" feature** (https://h5p.org/image-hotspots)

3 – Create na hotspot image

Choose a picture that is relevant to your training material and add hotspots at the key areas of the image, which require elaboration.

Useful resources

- [What is digital divide](#)

- [Moodle website](#)

- [Moodle forum](#)

- [Moodle accessible learning](#)

- [H5P integrations](#)

- [H5P for Moodle](#)

- [MERLOT website](#)

- [MERLOT peer review information and process](#)

- [MERLOT content builder](#)

- [MERLOT course ePortfolios](#)

- [What are plugins](#)

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