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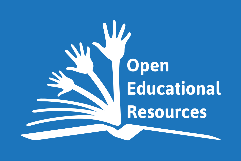
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**Curriculum**

**Public Relations and Journalism   
for Adult Educators**

**Six steps to make adult education more visible in the media**

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# Overview

## Needs and objectives

There are many adult educators who wish to properly communicate their work, their particular experiences, their innovative methods and their projects to fellow Europeans. Wanting to share with people from their own or other countries and actually being able to do so, is not the same, however. The barriers are manifold and can be high, at times. These include, for example, differences in language, culture and knowledge, shortfalls in communication skills and methods. The experience gained throughout the editorial work on the ‘European InfoNet Adult Education’ and ‘ELM – European Lifelong Learning Magazine’ (formerly ‘LLLinE – Lifelong Learning in Europe’) revealed **problems and difficulties** in the following areas:

* Adult education (short: AE) institutions’ professional staff are often not experienced in media and journalistic activities.
* Adult educators as well as academic researchers (in the field of AE) might lack adequate communication skills which are necessary to pursue journalistic activities.
* The experience and skills of (European programme) project managers might be too limited to use journalistic media (such as online and social media) for dissemination activities.
* Adult education is often not (re)presented through professional means and ‘voices’.
* It is very difficult to establish long-term contacts with mainstream media on adult education.
* There are few journalists who specialise in adult education and even fewer journalists who regularly write about adult education for readers outside their own country.

To face these needs, this curriculum has been developed within the project ‘Let Europe Know about Adult Education – LEK-AE’. This curriculum will be – partly or completely – adopted by the project partners and others for arranging and realising training courses in different European countries.

The **basic objectives** of the curriculum are the following:

* Learners/participants learn to improve their media literacy to better understand the role of media when it comes to informing the public and AE professionals about adult education topics
* They learn to start professional public relation work for adult education.
* They learn about the role and (critical) approaches of journalists and about writing in a journalistic way in order to create successful PR activities.
* How to use channels such as the ‘E-Platform for Adult Learning in Europe’ (EPALE), different adult education magazines on national and European levels and social media to report on their work will be learned.
* Their political and critical awareness of the relationship between the media, education and society will be developed and deepened.

Disclaimer: The content and modules of this curriculum were not designed as a vocational training for professional journalists and can also not replace a comprehensive training for marketers.

## About the curriculum

### Composition

The curriculum consists of a seminar for adult educators with six modules. The selection of the modules depends on the requirements of the adult educator or institution, who/which uses the curriculum. With some modifications, the modules can be used independently according to the learning objectives you decided for.

In addition to the modules of this curriculum, trainers may use a **simulation game** that allows participants to test some practical activities and **webinars** that provide additional learning opportunities. Both can support the learning activities within the curriculum and will be available on the LEK-AE website.

### Target groups

The core target group encompasses **members of adult education institutions** **who work in** educational management, especially in **public relations**. The training can also be helpful for trainers who are trying to draw attention to their work and products. Educational researchers with a need to share their research results in mass media or by self-publishing can also acquire relevant skills through this curriculum.

To be able to communicate about adult education in different (online) media, the training participants need to have a wide perspective on adult education and its needs. Adult education institutions – profit organisations as well as NGOs – need to ‘sell’ their courses and educational offers and to attract participants. Publishing in different types of media to let the public know about the topics they are dealing with, their learning offers and how they work is one of many marketing strategies. To achieve publications, it is very helpful to understand how journalists work, what they need and how journalistic texts need to be written. This also helps with self-publishing on institutional websites, blogs and social media.

Journalists and marketers are not a special target group of the curriculum.

### Basic understanding of the curriculum

* Adult education is a public task which includes supporting the disadvantaged and fighting for a higher level of basic literacy, numeracy or ICT skills throughout society – this topic has been chosen as an example of high relevance regarding communication needs in AE these days.
* Besides literacy, adult education also contains other important topics and tasks. The curriculum can basically be used to learn about any other adult education topic.
* Journalism is part of a democratic community. For instance, journalistic tasks are to select and report (coverage) as well as support civil society, to be a critical force, but at the same time provide a form of entertainment for the reader or listener.
* Public relations is not simply about the marketing of products. It is also about producing public awareness of a topic and creating a positive image of an institution. PR can also be a supporting service for journalists.
* The curriculum is designed as a framework for specific circumstances such as training programmes on a national level; The national offers themselves have to be planned and prepared individually – with a focus on domestic issues. The offers can refer to local reality and can integrate European aspects as well.
* Regarding the content, the curriculum follows a two-step approach: Understanding the professional methods of journalism (1.) leads to better public relation activities (2.) in adult education. When determining a selection of modules, the choice should contain both comprehension and training of skills.

### Didactical and methodical approach

* The curriculum provides a framework for trainers with different professional and national backgrounds. Although it is well developed and prepared in detailed aspects, it is still a model that should be implemented with keeping the specific needs and objectives of the group of learners in mind.
* Adult educators implementing the curriculum act as trainers as well as moderators and learning guides. Everyone implementing one or several of the modules needs to have profound knowledge and experience in the area of communicating about adult education using relevant media.
* The curriculum contains a variety of methods, namely a mixture of slide-based theoretical input, open discussions, individual-, pair-, or group work as well as training and writing sessions. The format can be supplemented by online learning using the webinar methodology and running a simulation.
* Adult learners’ knowledge, backgrounds and experiences are an important and helpful resource for the learning process. Therefore, the learning will be highly reflective.
* The seminar is modular. Trainers can select those parts of the seminar that are interesting and relevant for them/their institution/country or professional context. At the end of the modules, the transfer and evaluation add-on can be used to close the learnings and then transfer these back home.
* Practical skills are trained in the curriculum. Thus, writing is a part of every module of the seminar and the simulation game.
* The webinars can be used to support the different modules of the seminar.
* Parts of the seminar can also be used online by means of digital media, even if it is not explicitly written in this curriculum. As an example, online pin walls for collaborative brainstorming sessions or webinar technologies can be used for discussions or remote learning.

### Tool tip: Free brochure ‘Writing for Europe’

For a basic introduction to journalistic writing and public relations for adult education in Europe we recommend you read the 24- page brochure ‘Writing for Europe’, a result of the partnership project ‘European InfoNet Adult Education’ - a predecessor of LEK-AE. The brochure is based on the development work and experience of dozens of correspondents from AE institutions, AE magazines and freelance journalists all over Europe, who contributed articles to the InfoNet platform between 2004 and 2015. Trainers as well as learners are highly recommended to make use of the brochure as part of their preparation.

Download for free from:  
<https://www.let-europe-know.eu/app/download/12299100649/Writing+for+Europe.pdf?t=1534337174>

### Use of the curriculum and implementation

The curriculum shall be understood as a framework to design and implement trainings, considering local or regional requirements, the objectives of your institution and the learners’ needs.

First and foremost, the use of this curriculum relies on the objectives as well as the skills of those trainers and facilitators, who will be implementing the entire or parts of the training.

Please think about the following aspects before planning your own training using this material:

* What are my/our specific objectives with this training?
* Who is the specific target group; Who are we/am I addressing with this   
  (think of skills, qualification, job profile, learning needs)?
* How well am I informed about / do I master the requirements of the modules I want to implement? Who else can help me with this?

According to your answers, you may:

* specify the objectives
* select and combine the modules to be implemented
* invite learners to participate in the training activities

### Certification

LEK-AE partners performed a small research with the following findings: The possibilities to provide certified certificates to learners in this curriculum are highly diverse in different countries and for different providers and contexts. If you wish to certify the achieved learning outcomes, we recommend the following:

1. Implement a procedure of **documentation for learning outcomes**, such as a portfolio of materials that learners created during the learning process, supplemented by a written self-reflection on the learning process and/or a proof of transfer like an article, PR text, blog post, etc. This makes learning visible and helps with the acknowledgement or accreditation of the learning. You can also use it as a proof of an achievement which can be confirmed by a certificate or badge (as described in the following).
2. Provide **certificates** if learners took part in a **relevant amount of modules** (for example, 3-6), compared to the skills requirements and learning objectives you had identified beforehand. A certificate should contain at least a title, learning outcomes and how the learner reached them (such as portfolio), as well as the amount of learning (time present while learning, in cases added by self-directed learning before/after the seminar/workshop) and information on the issuer of the certificate. Please add a reference to the LEK-AE project and this publication.
3. As Open Badges (<https://openbadges.org>) are currently increasing in popularity and acceptance, you may consider issuing **badges** as a digitally available record of learning achievements. This applies for parts (such as micro-learning tasks) or all of your training modules. Here, the same preparations are needed as if you were issuing a certificate. That is to say, you need the learners to collect and provide documentation. You will also need to describe the learning outcomes/skills acquired for each module represented by a badge. Use the description of objectives provided in the curriculum to describe the skills.

# Modular seminar: ‘Public Relations and Journalism for Adult Educators’

This curriculum is a framework containing a set of modules to plan and provide trainings for adult educators who are interested in publicising and drawing attention to adult education and learning using media and especially online media, in the process.

The modules can be selected based on certain objectives, the previous knowledge of learners etc. As a whole, they build on one another, although only a few of them are used and combined for a specific target group. They were designed with a classical seminar or workshop setting in mind. Nevertheless, some of them can even be used for on-the-job-training or as webinars within a video conference.

## Framework of the seminar

**Group size:** up to 16 participants

**Requirements for participants:** Learners know about adult education in general and their own professional field within the adult learning sector; They have some basic experience in writing PR- and/or journalistic texts

**Duration:** Each module is designed to last 3 to 4 hours; The amount of time needed is adaptable according to the previous knowledge of participants and specific objectives. Breaks should be added in an appropriate way according to the individual setting.

**Certification:** If you want to issue a certificate, please consider the advice given in the section above, ‘About the curriculum’.

Each module is described in a common way, describing the time and materials needed as well as the method, task, and objectives. The task codes refer to the paragraph ‘Materials and Tips for Trainers’ in the appendix. There you will find tips and links for the respective task.

## Modules

|  |  |  |
| --- | --- | --- |
| **1.) Journalistic ‘news value’**  What makes articles relevant to readers? | **2.) Collecting relevant information**  Where & how can I gather the information needed to get the message across? | **3.) Writing as a construction process** Between reality, stereotypes and PR - from the perception to the description of reality |
| Selection and structure of information (important and interesting versus boring information) and concrete ideas for stories. | Information platforms and media in the field of adult education, interviews as an information source (conducting, transcribing and texting). | Values and attitudes in journalism, constructivism and the relation of truth, reality, objectivity and subjectivity |
| **4.) Using online media and writing for these**  A how-to for self-publishing and publishing via internet | **5.) Making adult education more visible in media**  Where and how | **6.) Writing good PR texts**  How to describe adult education for those I want to get interested in AE |
| Personal use of media, online versus print media, requirements of writing for online media | European (online) media on adult education, writing journalistic texts and especially headlines and teasers/introductions | Focus on facts and content, creativity and humour in texts, organization of PR work |
|  | **Add-on: Transfer and evaluation** |  |
|  | Get into action back home/back at work, reflection and evaluation on the learning process and learning outcomes. |  |

### Module 1: Journalistic ‘news value’

#### Objectives

* Participants know about journalistic criteria for the selection of relevant information.
* Participants are aware of the importance of communicating about adult education.
* Participants are able to find and select news value in their individual field of work.
* Participants have first ideas for stories.

#### Requirements and material

* Notebooks, computers or tablets with internet connection for each participant
* Access to internet
* Flipchart and presentation equipment
* Local newspapers and/or print-outs of journalistic online news

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| **min.** | **Method** | **Task** | **Objective** | **Materials** | **Code[[1]](#footnote-1)** |
| 10 | Opening | The trainer introduces and informs about the structure of the course. |  | Powerpoint Slides 1 and 2 |  |
| 15 | Pair work (‘partner interview’) | Participants pair up and interview each other:   * about their background * about the partner’s experience in writing PR- and/or journalistic texts * about the partner’s expectations for this seminar | Participants get a feeling for the experiences and expectations of the group and can relate to each other.  Participants reflect on the relevance of information and what can be left out |  |  |
| 5 | Input | The trainer gives a short input on: Journalism means reduction of complexity. | Powerpoint Slide 3, 4 |  |
| 10 | Individual work | Participants arrange the information of a short text in three boxes:   * very important and interesting * important and relevant * not interesting – can be left out | Powerpoint Slide 5, document ‘Materials and tips for trainers’ | A |
| 30 | Plenum | Participants arrange the information about their interview partner in the three boxes and presents the important information to the plenum within max. three minutes. | 2 Flipcharts  (collect experiences on one, expectations on the other) |  |
| 5 | Plenum | The trainer resumes the expectations and clarifies which of them can be fulfilled and which of them cannot be dealt with during the seminar. | The participants know what topics can be dealt with during the seminar |  |  |
| 15 | Individual work | Participants browse through local newspapers and online news and mark articles on adult education. | Participants become aware of representation of adult education in mass media. | Notebooks, mobile phones or tablets with internet connection, access to the internet |  |
|  | Open discussion | Participants discuss the following questions:   * How many articles on adult education were found? * What exactly are they about? (🡪 What specific topics/specific foci are interesting for journalists/mass media?) * Why does adult education barely appear as a topic in mass media? * Which pieces of information on the field of adult education would be interesting for the public, even if they were not found in the newspapers or online news? |  |  |
| 5 | Input | Trainer describes ‘news value’ and gives examples. | Participants know what news value is and are able to identify them in a text. | Powerpoint Slide 6, 7, 8, 9 |  |
| 45 | Group work | Participants get together in 3 groups. Each group reads a different text on basic skills/literacy and numeracy. They note down the news value of the text and collect ideas about how the text could become more interesting. | 3 one-page texts on basic skills/literacy and numeracy (Document 2 basic skills) |  |
| 10 | Presentation of results | One speaker of each group presents the results. | Flipchart (to protocol the results) |  |
| 15 | Brain-walking  and -writing | Participants walk around the room and collect ideas for news/topics that could be interesting for adult education/in their working context, which they write down on blank flipcharts. (The movement and the writing of the other participants can be an inspiration.) | Participants find ideas for newsworthy subjects in the field of adult education. | 3 blank flipcharts (only headlines) |  |
| 5 | Individual work | Participants select those ideas that fit to their specific work and write down first ideas of a story. | Blank sheets of paper |  |
|  | Closing | The trainer closes the seminar. Optional: The trainer offers an outlook for the next module. |  |  |  |

### Module 2: Collection of relevant information

#### Objectives

* Participants can use (online) search strategies.
* Participants know relevant national and international online platforms for researching information in the field of adult education.
* Participants know about interviews as sources of information.
* Participants know interviewing methods and reflect on interviews as interviewers and as interviewees
* Participants are able to reduce information and use different sources for a text

#### Requirements and materials

* Notebooks, computers or tablets for each participant with internet connection
* Access to the internet
* Flipchart
* Pin board

**Note: This module includes an individual training session that can take place during the course (add 2-3 hours of course time) or in-between two sessions. Therefore, it takes more time than the others and may be split into a course plus follow-up.**

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| **min.** | **Method** | **Task** | **Objective** | **Materials** | **Code** |
|  | Opening | The trainer introduces and informs about the structure of the course. |  | Powerpoint Slide 10 |  |
| 20 | Open collection of already existing search strategies in plenum | The participants are asked the following questions:   * Which sources do you use to retrieve information? * If you already have a topic for a story, how do you search for information? * Which databases and information platforms do you use?   Answers are collected and clustered. | Participants know strategies and sources for collecting information about specific subjects and know how to use them.  Participants know platforms to search for information on subjects of adult education. | Flipchart  (protocol answers) |  |
| 30 | Input | The trainer shows some European and national information platforms and open-access media on adult education. | Powerpoint Slide 11-18 |  |
| 60 | Individual work | The participants are asked to work on the following task:  You want to promote a new project on literacy for a special target group (such as for refugees, for native speakers…) in your country. It differs from normal language courses in its didactical approach. It is a hands-on format. Language teachers cooperate with artists and the focus is on creative work in combination with language learning.   * Participants search for data on the number of persons with low reading or writing skills in their country and across Europe. * Participants search for other background information that helps them to describe why the project is necessary, whom it can help and why the specific didactical approach promises success.   Participants summarise the most important findings in key notes on moderation cards (note sources to refer to them). | Notebooks or computers with access to the internet | B |
| 5 | ‘Exhibition’ of findings | Participants pin their moderation cards on a pin board and walk around to read the others’ findings. The trainer can offer additional information and links and pin them on the pin board as well. | Pin board, link-list on moderation cards (document ‘Materials and Tips for Trainers’) |  |
| 15 | Input | The trainer gives input on the interview as a method for collecting information and on how to ask questions. | Participants know methods of asking questions during an interview and experience interviews in different roles.  Participants know how to give interviews. | Powerpoint Slide 19, 20 |  |
| 20 | Training, interview simulation | 2 participants interview 1 person. This person acts as a relevant stakeholder on the topic ‘Fighting for basic skills like literacy, numeracy’, such as a local politician, business owner, AE provider | Information for the interviewed person (such as national and internat. data; Document 3 Interview and Document 1 Materials for Trainers’); for example, use the role descriptions from the LEK-AE simulation game. | C |
| 20 | Reflection in plenum | The participants reflect on the interview, the trainer facilitates the discussion   * Which methods of asking questions were used? * What was easy and helpful? * What was difficult or not useful? |  |  |
| 10 | Input | The trainer gives input about how to give correct answers and how to avoid traps during an interview. | Powerpoint Slide 21 |  |
| 5 | Interview training (individual work or in pairs) | The participants find a person to interview about a current topic of the participant’s institution (or one that was collected at the end of module 1) and interview this person after the seminar. Afterwards, they transcribe the interview by the next unit. |  |  |
|  | Optional: Closing | The trainer closes the seminar. Optional: The trainer offers an outlook for the next module. |  |  |  |
| *Now the learners should have time to do the interview. If there is enough time during the seminar, participants can conduct a short interview by telephone or Skype and transcribe it (2-3 hours needed). Another alternative is pair work, so 2 participants hold interviews with each other, then do a transcription and so on. Using the following sequence as a follow-up you may allow several days or weeks to have the interviews and then go on.* | | | | |  |
|  | Optional: Opening | The trainer introduces and informs about the structure of the follow up / ongoing course. |  |  |  |
| 15 | Reflection in plenum | In the next unit, the trainer asks the participants to tell the others about their experiences with the interviews. The participants exchange their experiences. The trainer collects relevant observations to document on the experiences and learning. |  | **Flipchart** |  |
| 10 | Input | The trainer gives tips on how to write a good article using an interview transcript. | Participants know how to develop a text based on a transcript  and are able to write an article out of a transcript. | Powerpoint Slide 22  Example of a good interview article (Document ‘Materials and Tips for Trainers’) | D |
| 45 | Individual work with the text (writing an interview) | Participants now turn their interview transcript into an article; The trainer answers questions that might arise and helps when needed;  Participants who would like feedback on their text, can give it to the trainer. The feedback is provided later by email. | *Email addresses* |  |
|  | Closing | The trainer closes the seminar. Optional: The trainer offers an outlook for the next module. |  |  |  |
| *After the seminar* | *Mailing* | *Participants receive feedback on their texts via email.* |  | *Email addresses* |  |

### Module 3: Writing as a construction/constructive process – between reality, stereotypes and PR

#### Objectives

* Participants are aware that distribution of information is always connected with interests.
* Participants are aware of the threat of propaganda and ‘fake news’.
* Participants are aware that media are not reality but a result of a constructivist process.
* Participants can identify PR articles and distinguish them from journalistic articles.
* Participants are more critical in the use of online media as readers and as writers.

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| **min.** | **Method** | **Task** | **Objective** | **Materials** | **Code** |
|  | Opening | The trainer introduces and informs about the structure of the course. |  | Powerpoint Slide 23 |  |
| 10 | Demonstration | The trainer shows examples of fakes/manipulation of pictures, news and propaganda. | Participants are aware that objectivity in media does not exist. | Powerpoint Slides 24-27 |  |
| 30 | Open discussion | Participants discuss the following questions in the plenum:   * How is objective information handled in the media (in your country)? * Can you find examples of propaganda (in your country) – maybe even about adult learning? * How can we approximate something like ‘objectivity’ or ‘truth’? | Participants reflect on ways to approximate objectivity in media. | Flipchart (for protocoling ideas on the last question) |  |
|  | Input | The trainer summarises the discussion and the main points. | Participants know ways to approximate objectivity in media. | Powerpoint Slides 28,29 |  |
| 20 | Input | * The trainer introduces the subject ‘Constructivism in Journalism and Adult Education’ | Participants know that reality is not objective, but the result of a constructivist process. | Powerpoint Slide 30 |  |
| 45 | Group work | Participants form groups of 4, read and discuss 2 or 3 different articles on one topic in the group. They shall find out:   * What are elements of PR? * What are elements of critical journalism? * Are there any stereotypes in the texts?   What are the differences between PR and journalism? | Participants are able to differentiate between PR and journalism and are aware of the PR staff’s role and tasks.  Participants are able to filter elements of PR out of a text (and transform it into a journalistic article). | A press release and one or two different newspaper articles on the same topic (Document ‘Materials and Tips for Trainers’) | E |
| 30 | Plenary session | Each group presents the results of the group work and discussion.  Then the plenum discusses what this means for one’s work (for one’s writing). | Flipchart (protocol of discussion results)  *Content of slide 31 to supplement if necessary* |  |
| 10 | Input (in addition to the results of the plenary session) | The trainer gives information about the subject ‘Public relations and adult education’ | Powerpoint Slide 32 |  |
| 45 | Individual work | Participants now write a short journalistic article based on a press release about a new literacy offer of an adult education institution and some scientific background information on the topic. | Press release (Document 1 Materials Trainers)  Information on literacy/illiteracy (Document 4 literacy) | F |
| 20 | Feedback in pairs | Participants pair up, read and give feedback on each other’s article, considering the results of the group work on the differences between PR and journalistic articles. |  |  |
|  | Closing | The trainer closes the seminar. Optional: The trainer offers an outlook for the next module. |  |  |  |

### Module 4: Using and writing for online media

#### Objectives

* Participants are aware of their own (private and work-related) use of media.
* Participants have an overview of different types of online media.
* Participants know about the special requirements of writing for online media.
* Participants know how to use social media for distributing information.
* Participants are aware of which types of media are appropriate to use for their PR or journalistic work in adult education.

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| **min.** | **Method** | **Task** | **Objective** | **Materials** | **Code** |
|  | Opening | The trainer introduces and informs about the structure of the course |  | Powerpoint Slide 33 |  |
| 10 | Individual work | Participants are asked to think about their own use of media:   * Which media do you use in private and at work? (TV, radio, newspapers, internet, scientific journals) * For which purpose do you use them? (information, entertainment, communication)   Then they are asked to glue their dots to the matrix. | Participants are aware of their personal use of media. | Prepared chart with a table/matrix on a flipchart;  10 sticky dots for every person |  |
| 15 | Moderation and discussion | Trainer gives a summary, peculiarities are discussed in the plenum. |  |
| 10 | Input | Trainer gives information about the use of media in Europe and the structure of media. | Participants know about recent developments and the structure of media in Europe. | Powerpoint Slide 34,35,36 |  |
| 25 | Open discussion in plenum | The participants discuss the following questions:   * What does this mean for PR in adult education? * Which media do we already use to publish our information? * Which media have we not considered yet, but should we use in future? * Which media are not accessible for us and why not? | Participants are able to connect media use and structure with PR in the field of adult education and their concrete working field. | Flipchart (for protocolling ideas) |  |
| 15 | Input | Trainer informs about the use of online media (and social media) | Participants know about possibilities and specific uses of online media.  Participants know what is important to consider when writing for online and social media. | Powerpoint Slide 37,38,39,40 |  |
| 30 | Group discussion of examples | The trainer hands out examples of good practice for Facebook posts, tweets, website entries, newsletters and practice articles in online journals.  Participants form groups of 4 and discuss why those are examples of good practice (what was done well). They note the discussion’s results on moderation cards. | Final articles, posts, newsletters, website entries on other topics in the adult education field (Document 1 ‘Materials for Trainers’)  Moderation cards in different colours (one colour per channel) | G |
| 90 | Individual work | Participants write a short article about a new offer on literacy/basic skills of an adult education institution for different online media/channels:   * Facebook post * tweet * a short post or article for the institution’s website * a newsletter * a short article for an online journal | Information about the offer and some background information on literacy/illiteracy/basic education (Document 4 literacy and document 1 Materials for Trainers) | H |
| 15 | Reflection on the task | The trainer moderates a short reflection talk on the task before and the individual experiences with writing for different online media (what is usually used, what is not, what was easy to write, what was difficult…). |  |  |
| 15 | Plenary session | Every group pins the moderation cards on the pin board. The trainer resumes the findings. | Pin board with headlines for each channel (colour matches the moderation cards) |  |
| 10 | Individual work | Participants think about which media could be useful for their work and should be used in the future (beyond what is already used). | Participants know relevant further possibilities for a future use of media. |  |  |
|  | Closing | The trainer closes the seminar. Optional: The trainer offers an outlook for the next module. |  |  |  |

### Module 5: Making adult education more visible in media

#### Objectives

* Participants are aware how adult education is (hardly) represented in media.
* Participants have ideas on how adult education can become more visible in media.
* Participants feel encouraged to publish in European media on adult education.
* Participants are aware of the importance of headlines and introductions (especially) in online media.
* Participants are practiced in writing headlines, teasers/introductions and texts according to journalistic criteria.

#### Requirements

* Notebooks, computers or tablets for each participant with internet connection
* Access to the internet
* Flipchart
* Pin board

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| **min.** | **Method** | **Task** | **Objective** | **Materials** | **Code** |
|  | Opening | The trainer introduces and informs about the structure of the course. |  | Powerpoint Slide 41 |  |
| 15 | Group work | Participants search newspapers/magazines or online media for stories with adult education topics and cut them out. | Participants know the position of adult education in media. Participants are aware of possible ways to position adult education in media. | Copies of newspapers, magazines; or a selection of links to online-media (link list, for example on padlet.com) and devices with internet connection and browsers |  |
| 45 | Poster presentation and discussion in plenum | Participants glue their results on a poster (and/or on a digital pin board, such as padlet.com). The trainer helps them categorise the results by types of entry (such as articles/reports, advertisement…).  The trainer facilitates a discussion on:   * What adult education-related content can we find in media? * What content does not appear in media, but would be important/relevant for the public? * How could we publish this content in the media? * How could we better position adult education in the media?   The trainer summarises the results of the discussion and (if necessary) adds points. | Poster, glue  Flipchart (protocol results of discussion)  And/or projector and notebook |  |
| 60 | Input and demonstration | The trainer (and if available a national EPALE provider) shows 3 examples of European online-media on adult education: the magazine ELM, the platform EPALE and a national journal or platform (in the language of the seminar, relevant for the participants’ communities…).   * What kind of media are they? * What kind of texts do they publish? * Which content do they publish? * Who are the readers of this medium? * Who can publish in this medium? * How can participants publish in this medium? * Why would it be useful for participants (and their institutions) to publish in this medium? | Participants know concrete European online media channels on adult education and know how and why to publish in them. | Online access  *If possible: Invitation of national EPALE provider or other representative of an AE media* |  |
| 20 | Brainstorming (pair work) | Participants pair up and develop ideas for concrete articles for EPALE and ELM. | Participants are able to assess what subjects are appropriate for the platforms ELM and EPALE. | Handout with criteria for publishing in EPALE, document 5 EPALE; consider also ELM (<http://www.elmmagazine.eu/what-is-elm/>) |  |
| 30 | Discussion of ideas (plenary session) | Participants tell each other about their ideas. The trainer (and if available the national EPALE provider) helps them to assess the ideas:   * Which of the collected article ideas fit to EPALE and ELM? * To which other (maybe national) media source would they fit?   At the end of this discussion, every participant has at least one concrete idea for an article for EPALE or ELM. |  |
| 30 | Input | Criteria for good (journalistic) articles and the importance of the introduction, especially in online media | Participants know criteria for journalistic texts (especially for online media) and for introductions that draw readers in. Participants receive practice in writing journalistic texts. | Slides 42-46 |  |
| 15 | Individual work | Participants find a headline and teaser (short text) for the article for EPALE or ELM. |  |  |
| 15 | Presentation of the exercise and discussion of the results | Each participant presents his/her first sentence. Then, the trainer moderates an open discussion: Which sentences invite readers to continue reading the text and why? | Flipchart (abstract and protocol on what already works and what is still difficult) |  |
| 45 | Individual work | Participants now write an article for EPALE or ELM. | Notebook, tablet or computer with access to the internet for searching background information |  |
| 30 | Feedback in pairs | Participants pair up, read the article of the partner and give feedback. |  |  |
|  | Closing | The trainer closes the seminar. Optional: The trainer offers an outlook for the next module. |  |  |  |

### Add on: How to contact media persons

***Objectives***

* Participants know the basics about how to contact journalists, influencers and advocates.
* The participants are able to find influencers, advocates and journalists for their objectives.
* The participants are able to use strategies to get in contact with relevant journalists, advocates and influencers.

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| **min.** | **Method** | **Task** | **Objective** | **Materials** |
| 45 | Input | The trainer gives input about journalists and influencers as well as adovcates and how to get a story into mainstream media. | Participants know the basics about how to contact journalists, advocates and influencers. | The Adult educators guide of communication (especially chapter 4); The document 6 “How to contact journalists, influencers and advocates” |
| 45 | Individual work | The participants search for potential contacts to journalists/influencers/advocates for their objective [[2]](#footnote-2) | The participants are able to search for influencers, advocates and journalists for their objectives. | Laptop/PC/mobile devices and internet connection |
| 20 | Discussion | The participants discuss their findings and their search strategies and give each other tips on how to find even more suitable contact persons. The trainer collects the tips on the flipchart. | Flipchart |
|  | Optional Task | The attendance seminar ends. The trainer introduces an individual task:  The participants get in contact with a suitable journalist/influencer/advocate to spread their story. | The participants are able to use the learned strategies to get in contact with relevant journalists, advocates and influencers. |  |
|  | Break for about 3 or 4 weeks |  |  |  |
| 45 | Follow up webinar | The participants discuss online how they managed to get in touch with journalists/influencers/advocates and exchange tips and experiences. | The participants have an idea how they could improve their strategies to get and stay in contact with journalists and influencers as well as advocates. | The “Webinar Handbook” |

### Module 6: Writing good PR texts

#### Objectives

* Participants know criteria for good public relations.
* Participants are aware of the importance of factual information in PR texts.
* Participants are able to reduce information.
* Participants can focus texts on the information needs and interest of their target groups.
* Participants are able to write texts following journalistic criteria.
* Participants know creativity techniques for writing texts.

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| **min.** | **Method** | **Task** | **Objective** | **Materials** | **Code** |
|  | Input | The trainer introduces and informs about the structure of the course. |  | Powerpoint Slide 47 |  |
| 45 | Text analyses | Participants read 3-4 PR texts in the field of adult education which are very different concerning the quality of the text and assess the texts using the handout:   * Which are ‘good’ articles? Which are not so good? * Why are they good? * What is not good, boring, difficult to read…?   (If the questions do not suffice, use the handout of next sequence to assess the texts) | Participants know criteria for good PR texts and are able to distinguish good from bad PR texts. | PR texts with praise and glory, without facts, and/or with quotations without a point, boring…;  promotional texts with factual information and clear points, with attractive headlines, nice to read… (Document ‘Materials and Tips for Trainers) | I |
| 30 | Open collection and discussion of results | The participants’ findings are collected in the plenary, whereby the trainer helps to abstract the results to general criteria for good PR texts and complements further important criteria (such as ‘inverted pyramid’, answers on W questions – who, what, when, why…, active and concise speech, persons act and speak, short sentences, no linguistic mistakes) | Flipchart (protocol the results)  Handout with criteria (Document 7 PR) |  |
| 30 | Pair work | Participants now pair up and jointly revise a bad example of a press release, considering at least some criteria for good PR texts.  The trainer walks around, reads parts of the revised texts, answers questions and gives some tips. | Bad example of a press release;  background information to the press release’s topic (Document 1 Materials for Trainers) | J |
| 10 | Input | The trainer introduces the subject ‘Creativity and humour: Writing appealing and entertaining PR texts’ | Participants know creativity techniques and techniques to write humorously  and have own ideas for creative and humorous texts. | Powerpoint Slide 48 |  |
| 30 | Individual work | Participants try one or two of the introduced techniques, find a creative and/or humorous title and some funny metaphors, puns... for the PR text they revised before. | Picture cards, colours, sheets of paper; |  |
| 60 | World Café | Participants form 4 groups and exchange experiences of the organization of their PR work in their institutions. Each group stands around a table and discusses one of 4 questions. The tablecloth is a big sheet of paper, where they note ideas and open questions. After 10 minutes, 1 person stays at the table, the others move on to another table, so that new groups are formed. The person at the table tells the new group what was discussed. Then, the second question is discussed and so on. The questions are:   1. How do you acquire stories/topics for your PR-work in your institution? 2. How do you get more detailed information on the topic of the story? 3. How would you describe your role in your institution? What is difficult in this role and how do you deal with the problems? 4. How do you initiate media collaborations?   When all questions are discussed, the tablecloths are exhibited in a ‘results gallery’ and participants mark the most important ideas and strategies with sticky dots. | Participants are aware of their position in their institution. Participants have ideas how to organise PR work in their institution. | (High) tables;  flipchart paper as tablecloth  Glue dots |  |

### Add-on: Transfer and evaluation

This add-on can be used to close the modules and help with the transfer of learnings back home/ to work.

#### Objectives

* Make participants active by transferring what has been learnt
* Reflect on the learning process and outcomes
* Evaluate the module or seminar.

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| **min.** | **Method** | **Task** | **Objective** | **Materials** |
| 15 | Individual work | Participants think about their learnings in the seminar and make an individual implementation plan: They choose 3-5 learnings which are important for their actual practice and which they actually want to use. Then, they name the first measure they want to implement when they are back at work. | Participants are able to assess what learnings are important for their work and how to implement these. | Matrix with implementation plan to be filled out |
| 20 | Individual work | Writing task:  Participants write a short story < 800 characters for their institution's employee newspaper, in which they describe the implementation plan or rather the changes in their work (headline, teaser and short text including quotes by them) – like a colourful report on what they have successfully implemented and what has since improved. |  |
| 30 | Plenary session | Participants provide feedback to the seminar by writing on moderation cards regarding the following 3 criteria:  Satisfaction with the content (incl. practical relevance)  Satisfaction with the trainer  Satisfaction with the organization |  | Pin board with 3 criteria and two columns for each criteria  Moderation cards |
| 5 | Summing up | Summing up the results of the module(s), the trainers thanks the groups and tries to motivate the learners to stick to their plans. |  |  |

1. The task codes refer to the paragraph ‘Materials and Tips for Trainers’ in the appendix. There you will find tips and links for the respective task. [↑](#footnote-ref-1)
2. The objectives and the information, participants want to spread, could be developed in other modules, e.g. in Modul 1 “news value” [↑](#footnote-ref-2)