

Digital spaces, human connections

Building inclusive digital participation skills for adults facing multiple vulnerabilities: low digital skills, socioeconomic disadvantages, and long-term unemployment.



Learning objectives

This scenario helps learners to

- utilise simple digital tools to engage with an online community
- describe at least three barriers to digital inclusion
- identify personal strengths that support participation in digital environments
- co-create a simple concept for an inclusive online community space
- reflect on how online communities could support their personal, social, or employment-related goals
- experience how AI tools can assist with simple communication tasks

Target group

This scenario is designed for vulnerable adult learners, such as

- adults with low digital competence, who have limited experience with online tools
- adults in socioeconomically disadvantaged situations, who may have limited access to stable internet, or high anxiety linked to formal learning environments
- long-term unemployed adults, who have reduced sense of social belonging

Level

Easy ★

Length

1 x 90 min or 2 x 45 min

Mode

Online



image: Canva



To study before the scenario

[AI4AL Engagement Kit](#) (understanding AI-supported adult learning and inclusion)

Digitisation for Marginalised Communities (EAEA)

[ChatGPT](#) or [Gemini](#), including how to:

- simplify text (“Explain this in simpler words”)
- translate sentences (“Translate this into Croatian/Finnish/etc.”)
- draft a simple email or message (“Write a short supportive reply...”)

Emerging Technology tools used

[Mentimeter](#)

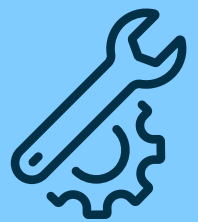
[Padlet](#)

[Google Slides](#)

[ChatGPT](#)

[Gemini](#)

Educator / learner



Equipment needed

Computers/laptops, internet connection.

Important note for educators

This learning scenario is designed as a modular and flexible framework. All activities described in the scenario are optional, and educators are encouraged to select, adapt, shorten, or omit activities based on:

- the characteristics of their target group
- learners' prior experience with digital tools
- available time and learning setting
- and learners' confidence, motivation, and support needs

The proposed structure represents a recommended flow, not a fixed sequence. Educators may focus on only some activities (e.g. reflection and discussion, or collaborative work), combine activities, or adjust the pacing to better suit their learners.

The primary aim is to support confidence, inclusion, and meaningful participation in digital spaces, rather than to complete all activities.

Optional pre-session learner survey

To better tailor the session to the needs of the learner group, it is recommended that the educator conduct a short pre-session survey (5–7 minutes) before implementation. This can be done using a simple online form (e.g. Google Forms, Microsoft Forms) or verbally at the beginning of the session.

The purpose of the survey is to help the educator decide:

- which activities to include or skip,
- which tools require more guidance,
- and how much time should be allocated to each part of the scenario.

Example survey questions:

- How confident do you feel using online tools (Zoom/Teams, chat, links)?
(Very confident / Somewhat confident / Not confident)
 - Have you used any of the following tools before?
 - Zoom or Teams
 - Padlet
 - Google Slides or Google Docs
 - ChatGPT, Gemini, or other AI tools
- (Yes / No for each)



- What do you usually find most difficult when learning online?

(Open question)

- Would you feel comfortable trying a new digital or AI tool with guidance?

(Yes / Maybe / No)

- How would you prefer to participate today?
 - Speaking
 - Writing in chat
 - Listening and observing

Based on the survey results, the educator can decide, for example:

- to skip or shorten the AI demonstration
- to spend more time on basic navigation and confidence-building
- or to focus more on discussion and collaborative reflection rather than tool use

Description of the learning scenario

Preparation

1.1. Tools & platforms

A. Zoom session

- Create Zoom/Teams meeting link.
- Enable:
 - Waiting Room
 - Screen sharing for host only
 - Chat function
 - Breakout rooms
 - “Mute on entry”
 - Disable forced login (so learners without accounts can join)

B. Mentimeter

Create one presentation with 3 slides:

- Q1: “How confident do you feel using digital tools?”

Type: Scale 1–5

- Q2: “Do you feel comfortable participating online?”

Type: Multiple choice (Yes / A bit / No)



- Q3: “What worries you most about online spaces?”

Type: Open text

Copy presentation link (to send in chat).

C. Padlet

Create a Padlet board with 3 columns:

1. My Digital Experience
2. Barriers to Digital Inclusion
3. Ideas for Better Online Spaces

Set permissions:

- “Can write”
- No login required
- Allow posting without a name
- Simple layout (grid or shelf)

Copy Padlet link.

D. Google Slides

Create 1 Google Slides file with 3 identical slides, one per group.

Each slide must contain:

- Title: Group Concept – Inclusive Online Space
- Three prompt boxes:
 - What helps learners feel safe?
 - What rules/supports are needed?
 - Which simple tools could we use?
- At the bottom: “You may write, dictate to one group member, or ask the facilitator to write for you.”

Share settings:

- Anyone with a link can edit
- No sign-in required

Copy Slides link.



During the session

Welcome and safe space setting

Teacher actions

- Admit participants manually to reduce anxiety.
- Greet each by first name (if visible from Zoom/Teams list).
- Keep the camera on; encourage but do not require learners to show theirs.
- Say slowly and warmly:

“Welcome, I’m really glad you’re here. This is a simple, friendly session. You don’t need any experience; we will do everything step by step. Mistakes are absolutely welcome. You can participate by talking or typing.”

Teacher does a technical check:

- “Can you hear me?” (pause)
- “Can you see my screen?” (share screen with title slide)

Do NOT ask them to test complicated things.

Important note for teachers: Do NOT start the session with learner introductions.

For vulnerable groups (low digital skills, socioeconomically disadvantaged adults, long-term unemployed) introductions at the beginning can increase anxiety, fear of judgment, and feelings of inadequacy.

Instead:

- Begin with anonymous, low-pressure activities (Mentimeter).
- Allow learners to warm up.
- Invite OPTIONAL introductions only after 20–30 minutes, when trust has developed.
- Keep introductions minimal and low risk: name + one simple positive thing (e.g. something they enjoy online).
- Offer alternatives: chat-only introduction, emojis, or no introduction at all.
- Breakout rooms are the safest space for optional introductions.

This adjustment increases psychological safety, participation, and learner comfort.



Mentimeter confidence check

Teacher instructions

Paste the Mentimeter link in Zoom Chat: “Please click this link. If you cannot click it, just tell me your answer - I will enter it for you.”

Walk them through

- Share Mentimeter on screen.
- Say: “No one sees who wrote what — this is anonymous.”

Purpose

- Establish psychological safety
- Understand starting level

Spend max 10 minutes.

Digital experience discussion

Teacher instructions

Prompt gently:

- “Where do you spend time online?”
- “What do you like?”
- “What is sometimes difficult?”

Teacher actions

- Open a blank slide or Word doc and type 1–3 words per answer.
- Validate responses, especially insecurity (“I often don’t know where to click”).

Padlet activity: Barriers and supports

Teacher instructions

Paste Padlet link: “Here is our shared wall. If clicking is difficult, I will write for you — just tell me what to add.”



Show how to post:

- Click +
- Type one simple sentence
- Close

Learner tasks

In column 1:

- “Where do I feel lost online?”

In column 2:

- “What stops me from joining?”

In column 3:

- “What helps me?”

Teacher actions

- Add posts for learners who can't type.
- Read posts aloud with kindness.
- Cluster similar posts (fear, slow internet, embarrassment, language difficulties, unemployment-related confidence loss).

AI Demonstration

The teacher copies one Padlet sentence (e.g. “I get confused where to click”) into ChatGPT/Gemini.

Text simplification

Prompt: “Explain this in simpler words.”

Show before/after.

Translation

Prompt: “Translate this sentence into Croatian/Finnish/English.”

(Optional) Let learners suggest one sentence to simplify or translate.



Case example discussion

The teacher reads this short story:

“Ana is 42. She has been unemployed for a long time. She wants to join an online course because she hopes it will help her find a job. But she feels embarrassed because she thinks ‘everyone knows more.’ Her internet is unstable, and sometimes she joins late or gets disconnected. She usually stays silent because she is afraid to say something wrong.”

Teacher questions:

- “How might Ana feel?”
- “What could help Ana feel safer?”
- “What could the teacher do to support her?”

Teacher actions

- Note answers on screen.
- Highlight empathy and inclusion.

Group work: Designing an inclusive space

Teacher instructions

Paste the Google Slides link and say:

“You will work in small groups. Don’t worry — you do NOT need to type. You can talk, and one person can type, or I can type for you.”

Breakout rooms

Create 3 rooms, assign 3–5 learners each.

Tasks (shown on Slide)

Groups must answer:

- What helps someone with low confidence feel safe?
- What simple supports or rules help everyone join in?
- Which easy tools could we use?



Teacher responsibilities

- Visit each room.
- Comfort learners who panic (“It’s okay, you’re doing great.”).
- Offer to type answers for them.
- Ensure every group has something written (even 2–3 points).

Tips for vulnerable learners

- Encourage verbal dictation: “Tell me, and I’ll write.”
- Acknowledge effort, not correctness.
- Keep tasks small and doable.

Group presentations and feedback

Teacher instructions

- Bring everyone back.
- Screen-share Slides.
- For each group, ask: “What is one idea you want to share?”

Feedback method

Use very simple feedback:

- Clear?
- Inclusive?
- Easy to use?

Encourage celebration, not critique.

Closing reflection

Paste final questions in chat:

- “One thing I learned today is...”
- “One thing I feel more confident about is...”
- “One thing that is still difficult for me is...”





**Emerging
Technologies
for Holistic Literacy
in Adult Education**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by
the European Union**

