



THRIVE - Compendium of Interactive
Infographic Integration Resources - to build
key competences to support the Civic, Social
and Economic integration of female migrants
IO1 Social Level Competence Introductory
Level Tutor Handbook

thrive

Using Interactive Infographics to Build
Social and Civic Competences of
Migrant Women



Tutor Handbook

The aim of this short handbook is to support you, an educator, trainer or mediator to use the THRIVE Interactive Infographics with female migrants or third country nationals. If you are currently working as a Learning and Development professional within a larger organisation or company, this handbook will help you to introduce the THRIVE Interactive Infographics in your workplace. When developing these Interactive Infographics, the focus has been to support female migrants or third country nationals in their Civic, Social and Economic Integration into their host country.

Through the THRIVE project, we have developed a suite of 36 Interactive Infographics – to address the Civic, Social and Economic Integration of female migrants into their new country.

This handbook will help you to use one of these Interactive Infographics in your work with female migrants and third country nationals. In this short handbook, you will be introduced to what an interactive infographic is, a little about the topic that is being addressed in this Interactive Infographic and you will then gain an insight into the activities that are embedded in this Infographic and some guidance on how they can be used best in a group of female migrants or third country nationals.

This short handbook addresses an Interactive Infographic developed to support female migrants and third country nationals who are trying to build their key competences in relation to: Social Level Competence, Introductory Level.

What is an Interactive Infographic?

An Interactive Infographic is an engaging educational experience for learners. The Infographics consist of learning materials that engage the user to “interact” with information. The THRIVE Interactive Infographics are comprised of digital resources that are embedded into the Infographic poster through the use of QR codes. If you click on the QR codes in this



Infographic, you will find a range of digital learning materials including educational videos, online magazine articles, online educational escape rooms, digital breakouts, games, quizzes, WebQuests. The infographic is presented as a poster with QR codes. If you scan each QR code, you will find it is linked to one of the digital learning resources listed above. In this way, a simple poster can be brought to life and turned into an educational resource that you can use with female migrants and third country nationals or VET learners.

Through using an Interactive Infographic, you can ensure that female migrants and third country nationals can engage with education materials in a location that suits them – perhaps on a coffee break, or when waiting for a meeting or class to start – wherever the female migrants and third country national can view the Infographic, they can access the learning materials embedded in it. It is for this reason that it is important that the Infographics are printed out and displayed in locations that are accessible for female migrants and third country nationals where they will have the opportunity to engage with the learning materials. In addition, we would suggest that you display these Infographics on community noticeboards, in community centres, libraries and other information hubs in your community, where learners can access the digital learning content embedded in the poster.

The Infographics can also be used in a facilitated session through classroom-based learning. We will discuss this use for the Infographics in this handbook.

Introduction to the topic:

Throughout the world, Irish customs and traditions have become celebrated, with St. Patrick's Day and Halloween becoming two of the most widely celebrated events worldwide. This Interactive Infographic addresses Irish events and identifies how female migrants and / or third country nationals can celebrate and integrate into Irish culture and society.



Getting to know the Resources

In this section, we will provide you with a brief introduction to the digital resources and activities that we have embedded in this Interactive Infographic, and we will also give you some tips and hints for how these can be used to develop the Civic, Social and Economic integration of female migrants or third country nationals.

What is covered in the Explainer Video?

To use this Explainer Video with female migrants or third country nationals in a group or in a facilitated training session, you can decide to use it as an introduction to the activity before you deliver the Digital Breakout, Online Educational Escape Room and/or WebQuest activity with your group of learners or migrants. Using the video in this way will give learners or migrants a short but detailed overview of the topic, and they will begin to learn some of the key vocabulary and concepts that they will need, in order to complete the challenge-based learning resources that are embedded further in the Interactive Infographic.

What is covered in the Quiz?

The aim of this quiz is to determine the female migrant or third country nationals aptitude towards their level of social, economic and civil integration in relation to the topic of Social Level Competence Introductory Level. As a trainer working to help engage marginalised and vulnerable female migrants and third country nationals, especially in politically charged areas, in their social, civic and economic integration into their new country, it is important that you ensure that this quiz is completed by learners before they commence the challenge-based learning resources contained in this Interactive Infographic. This will allow you to assess if the level and complexity of the resources contained in this Interactive Infographic are appropriate to the learner's needs.

This quiz consists of 10 questions, which can be used to assess how integrated the migrant or third country national is in Ireland, their awareness of popular culture, and their ability to identify popular traditions and events.



Depending on how the learner performs in this quiz, you can then advise the learner to complete the challenge-based learning activities from one of the other levels: Basic, Social, or Civic Level. In addition, you can also advise if the learners should complete the challenge-based learning resources autonomously, as part of a small group for peer-learning or directly with your support and instruction.

What is a Digital Breakout or an Online Educational Escape Room and how can you use it?

A Digital Breakout or an Online Educational Escape Room are similar types of resources. They are both challenge-based learning resources – in that they pose learners with a set of challenges that they need to solve, using their critical thinking skills, to be able to progress to the next level and to ultimately solve the overall challenge being posed to them. These are unique resources that force learners to reflect on their prior knowledge and experience, critically evaluate challenges that are presented to them, solve clues and puzzles, and ultimately overcome a series of mini challenges, in order to progress. These digital resources are learner-centred and engaging for learners of all ages and abilities. They are built using Google Forms, and can be timed, so that learners only have a set time to solve the puzzles and challenges posed to them. Learners, or teams of learners, follow a single storyline or scenario throughout the breakout, finding clues, cracking codes, solving puzzles, and answering questions. The purpose of A Digital Breakout is to teach learners about a specific topic or issue, in a fun and engaging manner.

This Digital Breakout covers the festival of Samhain - or Hallowe'en. Learners will identify some of the main characteristics of the Samhain event, and will be brought on a journey that describes a typical Hallowe'en in Ireland.

Digital Breakouts can work both as an individual or group activity. You can choose to deliver the Digital Breakout in a group-work setting by having individual or small groups of learners or employees completing the challenges and developing their own competence in relation to





Social Level Competence Introductory Level. If using these resources in a group-work setting, ensure that you set a time limit to complete the challenges – this will add an air of competition to the breakout sessions!

What will female migrants or third country nationals achieve?

By completing the challenges in this Digital Breakout, female migrants or third country nationals will achieve the following learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">Knowledge of the social, economic, and normative environment in which one lives.	<ul style="list-style-type: none">Recognising social and cultural values so you can adapt to the host countries societal settings.	<ul style="list-style-type: none">Willingness to take part in social activities.

Debriefing questions:

Once female migrants or third country nationals in your facilitated workshop have completed the Digital Breakout, you can pose the following questions to them in an informal group discussion, so that you can gauge what they have learned through this experience:

1. Based on your own culture, how willing would you be to participate in the festivities of Samhain?
2. How similar are the Irish traditions of Samhain to events that may be held in your culture?
3. Would you be willing to dress up with a group of your friends, just like the Irish tend to do during these festivities?



What is a WebQuest and how can you use it?

A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the internet. WebQuests are designed to utilise learners' time well, to focus on using information rather than on looking for it, and to support learners' critical thinking at the levels of analysis, synthesis, and evaluation. Every WebQuest has six parts that are considered vital. These include the introduction, the task, the process, the resources, the evaluation, and the conclusion. To support learners in accessing the information in a coherent manner, in the THRIVE WebQuests, we have fused the Process and Resources together, so that each step in the Process is followed by a range of useful links (Resources) to support learners to complete that step in the Process.

WebQuests present a scenario in which a group of learners enhance and develop their knowledge and research skills whilst completing the objectives presented. WebQuests set learners a challenge and then provide links to reliable sources online where they can find information to support them to complete the challenge. By providing learners with these links, the aim of a WebQuest is to develop a deeper understanding of the topic being addressed among learners, because they are being asked to review information from different sources, analyse the content and then make up their own mind about the topic. WebQuests are also used to ask learners to develop their own projects or activities, so they take responsibility for their own learning.

WebQuests are particularly useful for encouraging female migrants or third country nationals to develop their core civil, social and economic competencies because they allow for authentic learning experiences. By this we mean that learners are presented with a real-world scenario or problem that they may face in their daily lives, and they are supported to find solutions to address it. This means that their learning experience is grounded in developing practical solutions to problems they face, and so their solutions have a real-world application. Research has shown that this is a key motivator to learners who are already in employment or who are engaged in vocational training.



WebQuests also allow learners to reflect on their own skills and competences, and to identify how what they have learned through the WebQuest can be assimilated into their own skill set and used to enhance their career progression.

This WebQuest identifies a female migrant who hears an advertisement on the radio, asking for her involvement in the upcoming St. Patrick's Day parade. The learner will examine a range of educational resources and identify how integrated they are into Irish society, and its the customs and traditions. Once the learner has completed their research, they will create a brief informal speech which they can use to describe to Irish people about how they have integrated into the community.

WebQuests work best as small group activities. When completing the WebQuest that is embedded in this Interactive Infographic, learners should ideally work in groups of 2-3. When developing the WebQuest, we did not prescribe a time limit for completing the challenge. Depending on the availability of the female migrants or third country nationals completing this challenge, you are free to set a suitable time limit that is realistic and suitable for the learners you are working with.

To complete the challenge, learners will need access to the internet, access to a laptop, PC or smart device and a printed copy of the WebQuest so that they can work through the challenges and the steps in the process on their own. Learners should work collaboratively on this task, but independent from your instruction; therefore, it is important that you are there to supervise what they are doing, but that you do not get involved in how they complete the challenge. Through the WebQuest, learners should develop their own understanding of the topics covered, so it is important that they have the space and freedom to make sense of the topic for themselves.





What will learners achieve?

By completing the challenges in this WebQuest, learners will achieve the following learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">• Knowledge of the social, economic, and normative environment in which one lives.• Understanding codes of conduct and good manners.	<ul style="list-style-type: none">• Adapting to different settings/environments.• Recognising social and cultural values so you can adapt to the host countries societal settings.	<ul style="list-style-type: none">• Willingness to understand the formal and informal functioning rules of the host country.• Willingness to take part in social activities.

Debriefing questions:

Once female migrants or third country nationals in your facilitated workshop have completed the challenges as part of the WebQuest, you can pose the following questions to them in an informal group discussion, so that you can gauge what they have learned through this experience:

1. What has prevented you from integrating and taking part in social activities in Ireland?
2. How have you managed to adapt to different cultural settings in Ireland?
3. Are the social and cultural activities that happen in Ireland similar to the events that take place in your own country?





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