LEARNING BOX OF UNPLUGGED ACTIVITIES

The adaptive learning plan

In this unplugged, challenge-based and collaborative activity, participants work in teams to design an effective learning plan for acquiring new skills under realistic constraints such as limited time, competing priorities, and continuous feedback. Each team is given a learner profile (e.g., career goal, available hours, current skill level) along with evolving challenges such as unexpected time limitations or feedback indicating slow progress.

The objective is to collaboratively build, test, and refine a learning plan that adapts over time. Teams must respond to challenges, adjust priorities, and improve their strategy based on feedback rounds. Success is measured not only by the final plan, but by how well teams adapt and justify their decisions throughout the process.

Target Group

- ☐ Low-skilled adults with low digital competences
- ☑ Low-skilled adults with limited formal education or qualifications
- ☑ Low-skilled adults with low participation in lifelong learning / training opportunities

Learning Objectives

- Analyze goals and constraints such as time, workload, and feedback within a system
- Apply decomposition to break down complex objectives into manageable tasks
- Recognize patterns in effective strategies and common obstacles to progress
- Apply abstraction to focus on key factors that impact performance and outcomes
- Collaboratively design and adapt a structured plan based on feedback and changing conditions
- Develop structured, step-by-step strategies to improve efficiency and effectiveness

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Theme

Personal and collaborative learning management under constraints

Duration

60 mins

Level

Advanced

Computational Thinking Steps Used

- ☑ Decomposition
- ☑ Pattern recognition
- ☑ Abstraction
- ☑ Algorithmic thinking

Methodological Approach

- ☐ Gamification
- ☑ Challenge-Based Learning
- ☑ Collaborative learning
- ☐ Experiential learning

Competence Areas

a) Innovation Competences

- ☑ Creativity
- ☑ Critical thinking
- ☑ Problem solving
- ☑ Communication
- ☑ Collaboration

b) Information Literacy Competences

- ☑ Ability to access, understand and critically analyse information
- ☐ Interpretation of digital and visual content
- ☐ Awareness of media influence and biases

c) Life and Career Competences

- ☑ Flexibility and adaptability
- ☑ Initiative and autonomy
- ☐ Sociability and intercultural competence
- ☑ Productivity
- ☑ Leadership and responsibility

Learning Outcomes

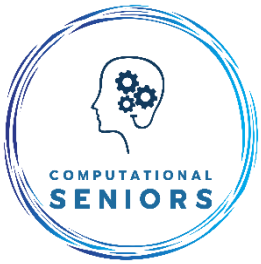
- Break down complex goals into clear and manageable tasks
- Identify patterns in progress and common barriers within a process or system
- Focus on key constraints such as time, priorities, and feedback when making decisions
- Collaboratively design and refine a structured plan
- Adapt strategies in response to new challenges and feedback

Notes

- Design clear learner profiles with realistic constraints (limited time, specific goals, varying skill levels) to ground the challenge.
- Structure the activity in iterative rounds, where teams receive new feedback or constraints that require them to adapt their plan.
- Keep challenges meaningful but manageable (e.g., reduced available time, slower progress than

expected, shifting priorities).

- Encourage true collaboration by assigning roles within teams (planner, analyst, reviewer, time manager).
- Emphasize the process over the final solution, how teams adapt and justify decisions is more important than the “perfect” plan.
- Provide diverse types of feedback (quantitative progress, qualitative feedback, peer review) to enrich decision-making.



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The adaptive learning plan

Step 1: Define the learning challenge

Participants are organized into teams and receive a learner profile that includes a goal (e.g., learn a new skill), current level, available time per week, and constraints.

Teams must break down the main goal into smaller learning tasks and organize them into an initial plan (what to learn, when, and how). They assign roles within the team (e.g., planner, analyst, reviewer) to support collaboration.

Computational thinking focus: Decomposition, breaking a complex learning goal into manageable tasks and time blocks.

Step 2: Face challenges and analyze feedback

Teams go through several "challenge rounds." In each round, they receive new constraints or feedback (e.g., less available time, slower progress, new priorities, external feedback on performance).

They must analyze this information, identify patterns in what is or isn't working, and decide how to adjust their learning plan collaboratively.

Computational thinking focus: Pattern recognition, identifying recurring difficulties or successful strategies. Abstraction, focusing on key factors (time, priorities, progress) while ignoring less relevant details.

Step 3: Adapt and optimize the learning plan

Based on previous rounds, teams redesign their learning plan to make it more realistic, efficient, and adaptable. They create a clear, step-by-step strategy that can respond to future changes.

Finally, teams present their plan and explain how they adapted to challenges, what decisions they made, and why their approach is effective.

Computational thinking focus: Algorithmic thinking, developing a structured and adaptable process for learning under changing conditions.

ACTIVITY CARDS

The adaptive learning plan

Card Categories

Learner profile

Learning task

Constrains

Priority Levels

Essential
Extremely necessary to take into consideration

High
Importance

Medium
Helpful to take into consideration

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Print and cut the cards on the following slides to use in the activity.

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LEARNER 1 – MARIA

Goal: Become an Administrative Assistant

Skill Level: Beginner

Available Time: 8 hours per week

Strengths: Highly motivated

Challenge: Works full-time

LEARNER 2 – DAVID

Goal: Learn basic Digital Marketing

Skill Level: Basic computer user

Available Time: 5 hours per week

Strengths: Learns quickly

Challenge: Has family responsibilities

LEARNER 3 – SOFIA

Goal: Improve English communication skills

Skill Level: Intermediate

Available Time: 10 hours per week

Strengths: Enjoys collaborative learning

Challenge: Loses motivation easily

LEARNER 4 – AHMED

Goal: Learn Spreadsheet Skills

Skill Level: No previous experience

Available Time: 6 hours per week

Strengths: Very organised

Challenge: Feels anxious about technology

WATCH VIDEO LESSONS

Time Required: 2 hours

Learning Progress: ★★

Priority: Essential

COMPLETE PRACTICAL EXERCISES

Time Required: 3 hours

Learning Progress: ★★★

Priority: Essential

JOIN A STUDY GROUP

Time Required: 2 hours

Learning Progress: ★★

Improves motivation.

Priority: High

READ LEARNING MATERIALS

Time Required: 1 hour

Learning Progress: ★

Priority: Essential

PRACTICE A REAL TASK

Time Required: 4 hours

Learning Progress: ★★★★

Builds confidence.

Priority: High

ASK FOR FEEDBACK

Time Required: 30 minutes

Learning Progress: ★★

Improves future performance.

Priority: Medium

REVIEW PREVIOUS LESSONS

Time Required: 1 hour

Learning Progress: ★★

Strengthens existing knowledge.

Priority: High

COMPLETE A MINI PROJECT

Time Required: 5 hours

Learning Progress: ★★★★★

Priority: Medium

BUSY WEEK

You have 2 fewer hours available this week.

Adjust your learning plan.

FAMILY EMERGENCY

You cannot study for two days.

Reorganise your schedule.

NEW WORK RESPONSIBILITIES

Your available study time is reduced by 50% this week.

INCREASED MOTIVATION

You have 2 extra hours to study this week.

How will you use them?