

**Innovative Agile  
Project Based  
Learning**



# **Agile2Learn Exploitation Guide Annex I. Modules overview**

Project: 2021-1-CZ01-KA220-VET-000025558  
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| <b>Module title</b>                    | <b>1. Project inception</b>   |
| <b>Module description</b>              | <p>Project inception is a phase that examines the feasibility of the project. Further during this phase, we create a preliminary project plan, and we do project scoping while at the same time we create the initial list of requirements.</p> <p>In Scrum this phase is known as pregame. The main inception process goals are:</p> <ul style="list-style-type: none"> <li>• Project idea feasibility study</li> <li>• Developing project strategy and vision</li> <li>• Project scope definition and initial release planning</li> <li>• Team Formation</li> <li>• Etc.</li> </ul> <p>So, the main objective of this module is to develop concepts like idea testing, idea formulation, scope management, project initiation, etc.</p>   |
| <b>Units</b>                           | <p><b>1.1: Project environment and stakeholder analysis</b></p> <p><b>1.2: Formulating and assessing project ideas – Feasibility assessment</b></p> <p><b>1.3: Developing the initial project product backlog</b></p>   |
| <b>Learning outcomes of the module</b> | <p>Define the basic methods to test an idea</p> <p>Define the components of a feasibility analysis</p> <p>List the main methods for assessing the project investment</p> <p>List the main project stakeholders</p> <p>Identify the concept of project vision and strategy</p> <p>Recognize the concepts of interests and influence of stakeholders</p> <p>Understand the concept of user stories for recording requirements</p> <p>To understand project formulation techniques</p> <p>To formulate and test the feasibility of an idea</p> <p>To create the initial product backlog using user stories</p>   |
| <b>Practical assignment</b>            | <p><b>Use Trello tool for creating a product backlog:</b></p> <ul style="list-style-type: none"> <li>• Visit the Trello web site and create an account. Trello is an agile-style online collaboration tool. For more information and registering to the site please visit <a href="https://trello.com">https://trello.com</a></li> <li>• You can use the following youtube videos that explain how to use Trello for Scrum projects: <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=pFbVxXOvQ8I">https://www.youtube.com/watch?v=pFbVxXOvQ8I</a></li> <li>○ <a href="https://www.youtube.com/watch?v=3lSp-T4Fk5U">https://www.youtube.com/watch?v=3lSp-T4Fk5U</a></li> </ul> </li> <li>• You may invite 2-3 person to work together.</li> <li>• In Trello you may use a template for creating a scrum board. You should use Templates menu item and then search for either agile or scrum template.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Use this template to create your product backlog.</li><li>• Create 4-5 simple user stories for a product of your choice.</li></ul> |
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| <b>Module title</b>                    | <b>2. Agile fundamentals</b>  |
| <b>Module description</b>              | <p>Agile Fundamentals” course explores the principles and values of agile management and how overall it can be used either as a pedagogical of as a school development tool. The module introduces learners to key concepts, values and principles that govern the agile approach such as embracing of change, focus on the end result and on the customer, close collaboration with all stakeholders, etc.</p> <p>Further, an introduction to agile based learning will be given and on the principles that govern this approach will be presented. More specifically, the concert of self-organized class, the pair teaching concept, e.tc. will be presented.</p> <p>This self-paced course contains concept games, flashcards, and exercises to supplement and enhance the understanding of agile concepts.</p> |
| <b>Units</b>                           | <p><b>2.1: Introduction to agile values and principles</b></p> <p><b>2.2: Introduction to agile based learning</b></p>  |
| <b>Learning outcomes of the module</b> | <p>Describe the core values of agile approach</p> <p>Define the key principles of the agile approach</p> <p>To know the key advantages of the agile approach</p> <p>To be able to list popular agile methodologies</p> <p>To be able to describe the key principles agile-based learning</p> <p>To be able to describe in detail one agile methodology</p> <p>To be able to apply in a practical term two agile principles in the classroom</p>   |
| <b>Practical assignment</b>            | <p><b>Use a tool for sprint planning:</b></p> <ol style="list-style-type: none"> <li>1) Create an account for using the tool<br/><a href="https://play.panningpoker.com">https://play.panningpoker.com</a></li> <li>2) Invite 2-3 person to play together. In the following page you will find instructions on how to play planning poker<br/><a href="https://www.planningpoker.com/faq/">https://www.planningpoker.com/faq/</a></li> <li>3) Use 4-5 simple user stories. Examples of simple user stories you can find at <a href="#">User Stories and User Story Examples by Mike Cohn (mountaingoatsoftware.com)</a></li> </ol>  |

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| <b>Module title</b>                    | <b>3. Digital collaboration at professional and learning level</b>   |
| <b>Module description</b>              | <p>Working with a team of individual contributors might be a challenge from the perspective of how to collaborate efficiently. As we live in a digital age, we do have many resources available that can help us succeeding in this matter. Thus, it is important to develop the skill to use digital tools to collaborate better.</p> <p>The participants will learn to assess needs in a particular situation (specific team, project etc.) and subsequently come up with a way of online collaboration that suits the needs of all stakeholders. They will learn about various solutions for teams to share materials, simultaneously work on outputs, communicate on a team and sub-team level, distribute, and follow up on tasks. They will get to understand specific tools and ways of organising and what they offer, experience their pros and cons, so that they are able to suggest a tailored approach in any situation they might encounter.</p> |
| <b>Units</b>                           | <p><b>3.1: Self evaluation</b></p> <p><b>3.2: Introduction of the tools of the digital collaboration</b></p> <p><b>3.3: The way of the project - the project phases and related digital tools</b></p> <p><b>3.4: Case study</b></p>  |
| <b>Learning outcomes of the module</b> | <p>Describe the core values of agile approach</p> <p>Define the key principles of the agile approach</p> <p>To know the key advantages of the agile approach</p> <p>To be able to list popular agile methodologies</p> <p>To be able to describe the key principles agile-based learning</p> <p>To be able to describe in detail one agile methodology</p> <p>To be able to apply in a practical term two agile principles in the classroom</p>  |
| <b>Practical assignment</b>            | <p><b>Implementation of collaboration tools:</b></p> <p>Look at the digital collaboration tools and the way of their use presented in 3.2 and 3.3. Select one (or more) tools that can be implemented in a learning/working scenario in your workplace. Prepare the implementation of the solution of the digital collaboration for the way of work in the classroom/in your workplace.</p>  |

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| <b>Module title</b>                    | <b>4. Communication</b>   |
| <b>Module description</b>              | The “Communication” module refers to the promotion of listening skills, nonverbal communication, public speaking, storytelling skills and effective communication. The module consists of 4 units aimed to provide fundamental notions on communication, support on comprehension of different styles of communication and skills for a successful communication. |
| <b>Units</b>                           | <b>4.1: Styles and axioms of communication</b><br><b>4.2: Different approaches to classroom communication</b><br><b>4.3: Agile communicative styles</b><br><b>4.4: Active listening</b>   |
| <b>Learning outcomes of the module</b> | List different styles of communication  |
|  | Name and describe the axioms of communication   |
|  | Recognize nonverbal communication   |
|  | Select the correct communication channel with respect to the school's various stakeholders  |
|  | Recognize the message of nonverbal communication  |
|  | Recognize and select agile communication strategies   |
|  | Practice agile communitive strategies   |
| <b>Practical assignment</b>            | <b>Agile communication framework:</b><br>Based on what you have studied in units 4.3, try and spot those occasion where there is a context gap where you could really do with a short one page that sums up what you say. Try to apply it to your lectures.   |

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| <b>Module title</b>                    | <b>5. Teamworking</b>  |
| <b>Module description</b>              | <p>Teamworking is becoming more and more dynamic, diverse, and digital. In customer-oriented projects, team members are increasingly required to adapt to frequent changes which can arise from within, in the form of changing contributors with multiple affiliations, as well as from outside, through changing customer demands and market requirements. Team members are expected to rethink how teams work together across their organization and apply a modern, agile approach to work.</p> <p>Participants in this course will get an introduction to the concept of agility within the context of teamwork. They will learn about the different methods that agile teams employ to increase their flexibility and efficiency.</p> <p>Participants will also be introduced to different pedagogic strategies and methods of how to teach agile teamwork in their respective learning environment.</p> <p>As a practical activity, participants will create a teaching scenario based on the newly gained knowledge.</p> |
| <b>Units</b>                           | <p><b>5.1: Introduction to teamworking</b></p> <p><b>5.2: Overview of different agile methods that foster teamwork</b></p> <p><b>5.3: Selection of agile methods for professional learning/teaching setting</b></p>  |
| <b>Learning outcomes of the module</b> | <p>List various agile teamworking skills</p> <p>List various agile methods that foster teamwork skills</p> <p>Describe the concept of agility within the context of agile teams</p> <p>Understand the characteristics of agile teams</p> <p>Discover the functions and usability of various agile methods that foster agility</p> <p>Demonstrate the usability of agile methods in your professional learning/teaching setting</p> <p>Select one or more agile methods for application based on the setup of the individual learning setting</p> <p>Prepare the implementation of the selected method(s) in the classroom through a creation of a teaching scenario including one or more agile teamwork methods</p>   |
| <b>Practical assignment</b>            | <p><b>Workplace activity:</b></p> <p>Look at the methods and activities presented in 5.2a, 5.2b and 5.2c (methods that foster teamwork). Select one (or more) methods that could be implemented in a learning scenario in your workplace. Prepare the activity for implementation in the classroom.</p>  |



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| <b>Module title</b>                    | <b>6. Self-managed teams</b>   |
| <b>Module description</b>              | The topic of self-managed teams is becoming more popular at companies and organizations of all sizes. This course is dedicated to exploring of what self-managed teams are, the characteristics of self-managed teams, and how to start developing them. The participant in this course will get an overview of how to create a self-managed team. In order to achieve this, self-managed teams' types, characteristics, benefits, guidance and boundaries will be presented.  |
| <b>Units</b>                           | <b>6.1: Types of teams</b><br><b>6.2: Characteristics and alternative/informal roles in self-managed teams</b><br><b>6.3: Essential steps to build a self-managed team</b>   |
| <b>Learning outcomes of the module</b> | Define the concept of traditional teams and self-managed teams   |
|  | Describe the characteristics of a self-managed team  |
|  | Describe the benefits of a self-managed team   |
|  | Identify the boundaries of a successful self-managed team  |
|  | Explain which competences are needed before seeing the benefits of a successful self-managed team  |
|  | Identify the characteristics that distinctly set great self-managed teams apart from other team structures   |
|  | Recognize the alternating/informal roles of self-managed teams' members  |
|  | To apply in practical terms a self-managed team scenario in a classroom.   |
| <b>Practical assignment</b>            | <b>A self-managed team framework:</b><br>Based on what you have studied in units 6.1, 6.2 and 6.3, define and design a project which will be implemented by a self-managed team in a classroom environment.<br>Define and describe in detail: Roles (assignments) for each classroom member, its responsibilities, obligations, rights, etc.<br>Describe in detail the goal of the project, who participates, how it is conducted, what are the outcomes etc. Answer should include justifications for your choices. |

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| <b>Module title</b>                    | <b>7. Agile artifacts</b>   |
| <b>Module description</b>              | <p>Trainees will be introduced to the basic concepts of agile artifacts. Agile artifacts are information that an agile team and stakeholders use to detail the product being developed, the activities to produce it, the activities performed during the project and the activities done in the project. For example, in software development, the term artifact refers to key information needed during the development of a product. They are essential tools for every scrum team since they enable core scrum attributes of transparency, inspection, and adaption to help teams operate more efficiently. Therefore, it's important all teams have access and visibility into the artifacts. Upon completion of this module, trainees will learn the concepts of the three main agile artifacts:</p> <ul style="list-style-type: none"> <li>• the product backlog,</li> <li>• the sprint backlog, and</li> <li>• the product increment.</li> </ul> <p>Then, trainees will be practiced to these artifacts by developing a project with Scrum.</p> |
| <b>Units</b>                           | <p><b>7.1: Overview of agile artifacts</b><br/> <b>7.2: Managing needs/requirements through a product backlog</b></p>   |
| <b>Learning outcomes of the module</b> | Describe the basic concepts of the agile artifacts  |
|  | Define the stages of agile artifacts in Scrum   |
|  | Match every agile artifact with the stage of project development  |
|  | Describe the steps to create a scrum product backlog  |
|  | Explain the role of backlog   |
|  | Use the product backlog in an educational/school project  |
| <b>Practical assignment</b>            | <p><b>Use a tool for a product backlog:</b><br/> Based on what you have studied in units 7.1 and 7.2, define and design a product backlog for a project in a classroom environment.</p> <ul style="list-style-type: none"> <li>• Create a product roadmap for all project participants to get a common understanding of the product.</li> <li>• Describe the type and characteristics of the product (the vision).</li> <li>• Define the product backlog items (a prioritized list of product features (user stories).</li> <li>• Describe in detail the process of breaking down a complex task into a series of steps.</li> <li>• Describe each role and its responsibilities in each user story you created.</li> </ul> <p>For example: As a “type of user”, I want “some goal” so that “some reason”.</p>   |

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| <b>Module title</b>                    | <b>8. Agile ceremonies</b>  |
| <b>Module description</b>              | <p>Meetings are part of our daily lives and are necessary to accomplish any complex task since they are a crucial form of communication. Ordinarily, they are consuming a significant amount of time and resources and therefore they need to be managed effectively.</p> <p>Agile ceremonies are meetings with defined lengths, frequencies, and goals that enable us to increase our productivity. More specifically the aim of these meetings is to ensure that project team plan is executed according to schedule, track, and engage stakeholders that are taken part at different project stages and help team members to reflect on their work. Agile ceremonies are usually elements of the Scrum agile framework</p> |
| <b>Units</b>                           | <p><b>8.1: Introduction to Agile ceremonies</b></p> <p><b>8.2: Agile ceremonies in a classroom/ best practice</b></p>   |
| <b>Learning outcomes of the module</b> | <p>To define what agile ceremonies are</p> <p>To identify team members that should participate at each ceremony</p> <p>To identify challenges at each ceremony</p> <p>To describe agile ceremonies</p> <p>To explain the role of each ceremony</p> <p>To describe the purpose of each ceremony</p> <p>To be able to organize agile ceremonies in a school/classroom environment</p>   |
| <b>Practical assignment</b>            | <p><b>An Agile classroom framework:</b></p> <p>Based on what you have studied in units 8.1 and 8.2, define and design an agile ceremony framework for a classroom environment.</p> <p>Define and describe in detail: Agile roles for each Classroom member, its responsibilities, obligations, rights, etc.</p> <p>For each agile event/ceremony describe in detail who participate, what is its purpose, how it is conducted, what are the outcomes etc. Answer should include justifications for your choices.</p>  |

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| <b>Module title</b>  | <b>9. Selecting Digital Resources</b>   |
| <b>Module description</b>  | <p>Each learning/teaching setting is different. Differences manifest in the learner group’s individual skillsets and needs. Learners may also vary with regards to their socioeconomic background. The individual makeup of each learning group requires the assistance of digital resources that ensures everyone’s learning progress.</p> <p>The digital world is full of resources and applications which can be selected and adapted easily for individual learning purposes. Participants of this module will be introduced to various digital resources, understand their functions, usability, and limitations.</p> <p>It is the participant’s task to select one or more digital resources and apply them in their professional learning/teaching setting.</p> <p>The module will support them in identifying, assessing, and selecting different resources, as well as enabled participants to set up criteria for their own professional learning/teaching setting to make learning more agile.</p> |
| <b>Units</b>   | <p><b>9.1: Introduction to digital resources</b></p> <p><b>9.2: Selection criteria for digital resources</b></p> <p><b>9.3: Selection of digital resources</b></p> <p><b>9.4: Demonstration of a professional learning scenario supported by a digital resource</b></p>   |
| <b>Learning outcomes of the module</b>   | Identify different types of digital resources   |
|  | List the selection criteria for different digital resources   |
|  | Select digital resources for different learning purposes  |
|  | Outline the purposes and needs for digital resource   |
|  | Select one or more digital learning resources for your professional learning/teaching setting   |
| Make use of one more digital learning resources for your professional learning/teaching setting and create a teaching plan |   |
| <b>Practical assignment</b>  | <p><b>Selection of digital resources:</b></p> <p>Select one or more digital resources from this module based on your individual learning setting in the classroom.</p>  |

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| <b>Module title</b>                    | <b>10. Creating and modifying digital resources</b>  |
| <b>Module description</b>              | <p>The digital revolution has begun to affect and transform educational systems and lead to the development of new approaches to teaching and learning. This shows the need for a new pedagogy that will use new technologies, promote learning through collaboration, foster the development of problem-solving skills and cultivate creativity.</p> <p>Teachers in particular should create the right environment and opportunities for meaningful learning that will help learners discover and enhance their abilities and skills, especially those that characterize the 21st century citizen.</p> <p>Thus, the teacher does not just facilitate learning, but works creatively, choosing from a wide range of strategies which he mixes and adapts to the respective educational context and the needs of the learners.</p> <p>In this direction, teachers and learners should develop specific skills with the basic to be considered the ability to develop new and process and modify ready-made digital educational resources.</p> |
| <b>Units</b>                           | <p><b>10.1: The concept of OER, Creating/ modifying concept maps, Collaborative teaching with Padlet</b></p> <p><b>10.2: Creating / modifying digital educational material using tools such as LibreOffice Impress, EDpuzzle, Quizizz</b></p>  |
| <b>Learning outcomes of the module</b> | <p>Describe the concept of OER.</p> <p>Name digital tools for creating educational material / resources.</p> <p>Recognize of the technical features of digital tools for the creation of educational material / resource.</p> <p>To develop digital educational material / resource using tools such slide creation software, platforms for online quizzes, creating educational videos etc.</p> <p>To construct digital concepts maps and use digital notice boards.</p> <p>To expand / modify digital educational material / resource depending on the educational framework that will integrate it, what specifications have been set, the learning needs of the trainees and the expected learning outcomes.</p>   |
| <b>Practical assignment</b>            | <p><b>Creating and modifying educational resources, using some of the tools presented in the module:</b></p> <ul style="list-style-type: none"> <li>- Create a simple concept map about an educational object and share your experience with the community.</li> <li>- Use the Padlet platform and create a post for an educational object. Share your experience with the community.</li> <li>- Can you make a video about any educational subject and add some questions using EDpuzzle? Share your experience with the community.</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>- Can you make a quiz with at least five questions about any educational subject using Quizizz? Share your experience with the community.</li></ul> |
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| <b>Module title</b>                    | <b>11. Managing, protecting and sharing digital educational resources</b>   |
| <b>Module description</b>              | <p>Educators need to look into the future to determine what should be done to be relevant and serve society in the future. The education system will be preparing learners for jobs that do not exist today because of emerging technologies and information explosion.</p> <p>The demand for lifelong learning is growing significantly around the world since to get meaningful jobs citizens need to obtain current and relevant education.</p> <p>Digital competence is one of the competencies that all individuals need for personal fulfilment and development, active citizenship, social inclusion, and employment.</p> <p>An important aspect of the digital skills that the teacher and the trainee in particular must have in order to face the challenges of the new era is the ability to browse, evaluate and manage information and digital educational resources, share digital resources with other teachers and/or trainees and preserve safety.</p> |
| <b>Units</b>                           | <b>11.1: Creative commons licenses, sensitive data and GDPR</b><br><b>11.2: Sharing digital educational resources</b>   |
| <b>Learning outcomes of the module</b> | <p>Names the attributes and rights that can be assigned to users who have access to the digital material that is shared.</p> <p>Recognizes the marking of Creative Commons licenses.</p> <p>Defines sensitive personal data.</p> <p>Explains the ways in which digital resources can be shared</p> <p>Gives examples of use of attributes and rights that can be assigned to users who have access to the digital material that is shared.</p> <p>Shares educational content on virtual learning environments or by uploading, linking or embedding it e.g. on a course website or blog</p> <p>Applies licenses to the digital resources published online.</p>  |
| <b>Practical assignment</b>            | <b>Small digital classroom creation:</b> <ul style="list-style-type: none"> <li>- Create a small digital classroom either using EDpuzzle or Quizizz and share a digital educational resource (video in EDpuzzle or quiz in Quizizz).</li> </ul>   |

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| <b>Module title</b>                    | <p align="center"><b>12. Creativity</b></p> <p><b><i>Subtitle: Creativity, divergent thinking, and innovation. A simple guide on how to think outside of the box and generate new ideas</i></b></p>   |
| <b>Module description</b>              | <p>Creativity, divergent thinking, and innovation are among the key skills of the 21st century and in addition to being fundamental elements of artistic education and practice, they are also some of the primary goals of STEM education. Creativity is defined as a deliberate mental function that everyone can perform to some extent. It unfolds through a recognizable process and is verified through the uniqueness and usefulness of the result. Thus, creative thinking and innovation go hand in hand. The evolution of research and the constant need for innovation, have given very different dimensions to the skill of creativity making it a prerogative for creative fields other than art, such as science, mathematics, engineering, and architecture. In today's world, creativity signifies the ability to visualize, to speculate, to make new connections and to provide a multitude of alternative interpretations of a concept or a multitude of solutions to a problem. Moreover, research shows that creative thinking is not singularly linked to talent and can be improved in each and every individual through practice and an adequately encouraging educational environment. This module explains the concept of creativity, defines its basic characteristics, underlines its usefulness in today's way of thinking and provides us with ways to enhance it in every individual for a more creative and innovative way into the future.</p> |
| <b>Units</b>                           | <p><b>12.1: Creativity and creative thinking. How do I know if I am a creative thinker?</b></p> <p><b>12.2: Why should I be creative? The path to creative thinking.</b></p> <p><b>12.3: Creativity and Innovation. Two concepts one goal.</b></p> <p><b>12.4: Let's train our brains into creative thinking patterns.</b></p>  |
| <b>Learning outcomes of the module</b> | <p>Define the concept of Creativity</p> <p>Illustrate creativity's basic characteristics</p> <p>Relate creativity to innovation</p> <p>Discover the applications of creative thinking in everyday life</p> <p>Assemble techniques aimed at the enhancement of creative skills</p> <p>Recommend exercises aimed at the enhancement of creative skills</p>  |
| <b>Practical assignment</b>            | <p><b>Please answer the following questions in a paragraph of up to 500 words:</b></p> <ul style="list-style-type: none"> <li>• Based on the learning material provided how would you</li> </ul>  |



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|  | <p>define the notion of creativity?</p> <ul style="list-style-type: none"><li>• What are the main characteristics of creativity?</li><li>• In your opinion why is creativity an important asset for entrepreneurship?</li><li>• Name 3 to 5 conditions that should be met in order to foster creativity</li></ul> |
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| <b>Module title</b>                    | <b>13. Time management</b>  |
| <b>Module description</b>              | <p>Time management refers to the ability to use one's time productively and efficiently in order to achieve the goals set. Working in an agile environment might be challenging from the time management perspective, as things change progressively, and flexibility is needed. Therefore, it is important to equip the participants with tools, techniques, and skills in order to succeed in such an environment.</p> <p>The participants will learn how to plan and organise their time, set reasonable time frames including buffer times. Furthermore, they will learn how to prioritise, including what, when and how to delegate and how to follow up. They will also learn self-management techniques to minimise procrastination and time wasters. They will be able to handle situations when they feel overwhelmed.</p> |
| <b>Units</b>                           | <p><b>13.1: Self-evaluation</b><br/> <b>13.2: Introduction</b><br/> <b>13.3: Mind Map</b><br/> <b>13.4: Eisenhower Matrix</b><br/> <b>13.5: Case study</b></p>  |
| <b>Learning outcomes of the module</b> | <p>Recognise stakeholder's non-desirable behaviours leading to waste of time and procrastination</p> <p>Identify how much time is needed for a task to be delivered</p> <p>Identify key priorities in real-time in relation to their goals.</p> <p>Distinguish which types of tasks can be delegated</p> <p>Distinguish which types of tasks can be eliminated</p> <p>Use of time in an efficient way</p> <p>Use of time management tools and various self-management techniques</p> <p>Analyse tasks based on their urgency and importance</p>   |
| <b>Practical assignment</b>            | <p><b>Implementation of the time management tools:</b></p> <p>Your task is to look at your recent tasks you need to manage. Then choose a tool that is best for you (mind map, Eisenhower matrix, ...) and prioritize the tasks you just identified. Try to hold on to it and follow the priorities you identified. One by one.</p>   |

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| <b>Module title</b>                    | <b>14. Problem solving and decision making</b>  |
| <b>Module description</b>              | <p>In agile driven teams it is important to be able to take an action when obstacle arises. It is crucial to identify the root cause of the problem encountered and, according to this, find the most suitable solution and apply it. All these must be done quickly and inexpensively; hence it is crucial that participants develop their problem solving and decision-making skills.</p> <p>They need to have strong analytical skills to find a root cause and identify viable solutions. Furthermore, they need to be able to understand the stakeholders and their needs and communicate with them, both when gathering the information from them and when selling the solution to them. Furthermore, they need to be familiar with various brainstorming techniques that can be used when working with a group. It is advisable for the participants to be able to use the design thinking methodology. Finally, the participants also need to be willing and capable to take ownership over taking a decision and proceeding with action.</p> |
| <b>Units</b>                           | <p><b>14.1: Pre-course reflection</b><br/> <b>14.2: Problem Solving and Root Cause Analysis</b><br/> <b>14.3: Strategies and tools for problem solving</b><br/> <b>14.4: Decision Making and Design Thinking</b><br/> <b>14.5: Some Other Decision-Making Techniques</b></p>  |
| <b>Learning outcomes of the module</b> | <p>Identify a root cause</p> <p>Select an appropriate solution</p> <p>Describe the design thinking methodology</p> <p>Translate needs into solutions</p> <p>To demonstrate creative thinking ability</p> <p>To be able to choose an appropriate solution</p> <p>To be able to compare data</p> <p>To be able to design a solution for a given practical problem</p> <p>To be able to assess needs of various stakeholders</p>   |
| <b>Practical assignment</b>            | <p><b>Strategies and Tools for Problem Solving:</b></p> <p>Recall a problem that you are facing recently at school (either during classes or during the work on school projects). Choose one or more of the presented problem-solving tools and try to identify the root of the problem origin.</p>   |

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| <b>Module title</b>                    | <b>15. Digital Problem Solving</b>  |
| <b>Module description</b>              | Digital problem-solving competence area has 4 dimensions and includes the competences of solving technical problems, identifying needs and technological responses, creatively using digital technology and identifying digital competence gaps. Solving technical problems refers to technical problems identification when operating digital environments or when using digital environments and to solve them. Identifying needs and technological responses includes needs assessment, identification, evaluation, selection, and use of digital tools to solve problems and adjust digital environments to personal needs. Creatively use digital technology to use digital technologies and tools to create knowledge, to understand and understand conceptual problems and problem situations in digital environment. Finally, identifying digital competence gaps refers to understanding of when someone's or your own digital competences need to be improved or updated and be able to support this process. |
| <b>Units</b>                           | <b>15.1: Fundamentals of problem solving</b><br><b>15.2: Digital tools for problem solving</b>  |
| <b>Learning outcomes of the module</b> | To be able to categorize problems   |
|  | To be able to provide solutions to problems   |
|  | To be able to use digital tools for problem solving   |
|  | To Select the appropriate technologies for different type of problems   |
|  | To develop alternative solutions to problems  |
|  | To use digital tools for various types of problems in classrooms.   |
|  | To analyse problems using digital tools   |
| <b>Practical assignment</b>            | <b>An Agile classroom framework:</b><br>You and your students want to organize an event in your school to increase awareness about climate change. The event should engage beyond students and their families, the local community. At the end the event should be evaluated by participants for future improvements. Define the steps and digital tools that will be used to support the problem of organizing and carrying out the event  |

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| <b>Module title</b>                    | <b>16. Handling ambiguity</b>   |
| <b>Module description</b>              | <p>Ambiguous situations can occur in our everyday lives, especially when dealing with complex tasks and projects. They are usually characterized by complete or partial lack of information or inconsistent information about a situation at a given point in time.</p> <p>Lack of information impacts decision-making and often evokes negative emotions, such as stress or anxiety, and can have long-term consequences on job satisfaction.</p> <p>Recognizing and managing ambiguous situations effectively is an important competence needed in the 21st century workplace.</p> <p>Participants in this course will get an introduction to the concept of ambiguity within the context of project-based learning. They will learn about the different strategies that people employ to embrace and to overcome ambiguity.</p> <p>Participants will also be introduced to different teacher-friendly exercises to navigate ambiguity.</p> |
| <b>Units</b>                           | <p><b>16.1: Introduction to ambiguity</b></p> <p><b>16.2: How to embrace ambiguous situations and master them</b></p> <p><b>16.3: Navigating ambiguity</b></p>  |
| <b>Learning outcomes of the module</b> | <p>List various sources of ambiguity</p> <p>List various strategies for embracing and tackling ambiguity</p> <p>Describe the concept of tolerance of ambiguity (ToA)</p> <p>Understand the concept of ambiguity within project-based learning</p> <p>Discover the usability of strategies that embrace and tackle ambiguity</p> <p>Demonstrate the usability of strategies against ambiguity in your professional learning/teaching setting</p> <p>Select one or more exercises suited for in-class application based on the setup of the individual learning setting</p> <p>Apply strategies against an ambiguous situation in a project-based learning scenario.</p>  |
| <b>Practical assignment</b>            | <p><b>Implementation of the exercises and activities in the workplace:</b></p> <p>Look at the exercises and activities presented in 16.3b. Select one (or more) exercises that can be implemented in a learning scenario in your workplace.</p>   |

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| <b>Module title</b>   | <b>17. Critical Thinking</b>  |
| <b>Module description</b>                                     | <p>Critical Thinking refers to the ability to analyse information objectively and make reasoned judgments and involves the ability to evaluate data sources, facts, experience, and research findings in making decisions.</p> <p>The module will focus on sources of information, reasoning, and will provide learners tools/methods to stimulate their critical thinking.</p> |
| <b>Units</b>  | <p><b>17.1: How to think critically</b><br/> <b>17.2: How it ends up – logical reasoning of school subject matters</b><br/> <b>17.3: Thinking critically and Agile</b></p>  |
| <b>Learning outcomes of the module</b>                        | Identify process of reasoning   |
|   | Select and evaluate sources of information  |
|   | Identify wrong reasoning  |
|   | Explain the logical path between subjects and disciplines   |
|   | Recognize the inconsistencies, weaknesses and errors in different subject matters   |
| Apply agile critical reasoning approach, to everyday teaching |   |
| <b>Practical assignment</b>                                   | <p><b>Application of the “clarifying question”:</b><br/> Apply the “clarifying question” tool to a topic subject you teach.</p>   |

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| <b>Module title</b>                    | <b>18. Entrepreneurial Thinking</b>  |
| <b>Module description</b>              | <p>The workers and entrepreneurs of tomorrow are the children who attend school today. The more knowledgeable and skilful they are, the more ready they will be to live, to work and to create.</p> <p>To become successful entrepreneurs, teachers must be prepared to meet the challenges of understanding, developing and applying their entrepreneurial mind-set, skill set and competences either as educators or as employees at a school.</p> <p>This module is introducing teachers to the key concepts of entrepreneurship and of business development. Further, trainees will be introduced to the basic concepts of entrepreneurship as competence, according to the EntreComp framework.</p> <p>Finally, trainees will be able to apply and to develop business ideas, plans, skills using tools and techniques such as business canvas.</p> |
| <b>Units</b>                           | <p><b>18.1: Introduction to Entrepreneurship</b><br/> <b>18.2: Strategy and Entrepreneurship</b><br/> <b>18.3: From Business Ideas and Business Planning to success</b><br/> <b>18.4: Entrepreneurship in Education</b></p>  |
| <b>Learning outcomes of the module</b> | Describe the basic concepts of entrepreneurship and the characteristics of entrepreneurs.  |
|  | Identify different roles of an entrepreneur.   |
|  | Describe the entrepreneurial competence areas based on the EntreComp framework.  |
|  | Outline some key entrepreneurial attitudes.  |
|  | Describe different techniques for idea generation  |
| <b>Practical assignment</b>            | <p><b>Apply entrepreneurship game at the classroom:</b></p> <p>A new competitor is entering the product market and is introducing a low-price level product. This section of the market (low price – high value to the customer) is the section that produces the most income for your company. The fact that the new competitor has a good reputation, high production capability and good financial situation is what makes it a threat for the company. Provide solution to this situation taking into account that the customer has no loyalty to the brand.</p>   |

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| <b>Module title</b>                    | <b>19. Social skills</b>  |
| <b>Module description</b>              | <p>Social skills are those abilities that enable people to implement appropriate behaviours that allow them to enter relationships with others, to "stay" in the social group with ease, then to include themselves within the group, to adapt to the environment and the context.</p> <p>The module provides participants all the information related to social skills, how to develop them and promote the development of positive and social skills.</p> |
| <b>Units</b>                           | <p><b>19.1: Social skills: definitions and related behaviours</b></p> <p><b>19.2: Teaching social skills</b></p> <p><b>19.3: Lesson plans – social skills for teamwork</b></p>  |
| <b>Learning outcomes of the module</b> | Define, name, recognize at least 3 social skills  |
|  | Define the characteristics of a positive school environment   |
|  | Classify social skills in relation to students' social behaviour  |
|  | Give examples of how to foster positive relationships with students   |
|  | Select correct social skill in different classroom situations   |
|  | Apply correctly a social skill in a real classroom environment  |
| <b>Practical assignment</b>            | <p><b>Create your own lesson plan:</b></p> <p>Try to develop a lesson following the steps outlines in Unit 19.3a. You can choose the social skill according to your environment.</p>  |



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| <b>Module title</b>                    | <b>20. Actively engaging learners</b>   |
| <b>Module description</b>              | <p>There are plenty of tools that help educators to engage learners and support creative process. Firstly, it is important that educators know about these tools and are familiar with them. Secondly, they need to be able to apply them in a group or individual work both in an online or offline scenario. Thirdly, they need to be able to distinguish when to apply a digital tool and when other resources would be more fruitful.</p> <p>Participants will get familiar with various tools for brainstorming and creative collaboration. They will learn how to prepare and facilitate workshops using these tools, including techniques that support active participation. Furthermore, they will learn how to apply the mind-mapping technique, use existing mind-mapping tools and work with them on an individual level as well as in a group session. Moreover, they will learn about digital tools to support group dynamics (tools for icebreakers, warmups, energizers and wrap-ups). They will also learn efficient techniques how to promote and facilitate a group discussion in an online environment and how to create engaging online meetings.</p> |
| <b>Units</b>                           | <p><b>20.1: Pre-course evaluation</b></p> <p><b>20.2: Introduction of active engagement, related digital tools and gamification features</b></p> <p><b>20.3: The examples for different phases of the lesson</b></p>  |
| <b>Learning outcomes of the module</b> | List digital tools for team collaboration   |
|  | Recognise tools suitable for a specific outcome   |
|  | Recognise the differences in working with a group online and offline.   |
|  | Identify which tools and approaches suit individual needs of a particular group and situation.  |
|  | Solve problems by creative collaborative group work   |
|  | Apply mind mapping technique in an individual work and group work both online and offline.  |
|  | Develop strategies for active participation in an online and offline group work, while using digital tools  |
|  | Judge which techniques and tools suit learners' individual needs.   |
| <b>Practical assignment</b>            | <p><b>Creation of workshop flow:</b></p> <p>Your task is to create the workshop flow/ the structure of the lesson and find and use relevant digital tools of your choice for that. Divide the lesson into phases that are appropriate for the lesson and try to think what digital tool you would use for each part or for some of them.</p>  |

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| <b>Module title</b>                    | <b>21. Digital content creation</b>   |
| <b>Module description</b>              | <p>The objective of this module is to:</p> <ol style="list-style-type: none"> <li>a) discuss the advantages and challenges of digital content creation,</li> <li>b) provide guidelines for developing such content,</li> <li>c) present the concept of intellectual property protection and elaborate on the important issue of copyright,</li> <li>d) identify sources of non-copyrighted material to use when creating digital content,</li> <li>e) present tools that can be used to create and/or modify digital content of various types.</li> </ol> |
| <b>Units</b>                           | <p><b>21.1: Fundamentals of digital content creation</b><br/> <b>21.2: Copyright and licensing issues</b><br/> <b>21.3: Digital content creation related tools</b><br/> <b>21.4: Demonstration of a digital content creation</b></p>  |
| <b>Learning outcomes of the module</b> | Describe the advantages and challenges of digital content creation  |
|  | Name the six stages of digital content creation   |
|  | Name the types of intellectual property forms of protection   |
|  | Select sources of non-copyrighted material when creating digital content  |
|  | Identify the appropriate tools to use to create or modify digital content   |
|  | Differentiate between the various licensing models  |
| <b>Practical assignment</b>            | <p><b>Creation of an infographic:</b></p> <p>Select a topic of your preference and create an infographic in order to present it to your students.</p>   |



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