

**Innovative Agile
Project-based
Learning**



Agile2Learn Curriculum Annex II

**Description of structure of
each unit within a module
TB2 documents**

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Project Inception (Planning)

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|--|
| 1. | Unit code | 1.1 |
| 2. | Unit title | Project environment and stakeholder analysis |
| 3. | Unit description | This unit introduces the learners to project environment analysis and to stakeholder management. It involves: <ul style="list-style-type: none"> • Basic concepts of analysing the project environment • Introduction to project strategy • Basic concepts stakeholder management |
| 4. | Learning outcomes (LOut) | Upon completion of this course, attendants will be able to: LOut4 List the main project stakeholders LOut5 Identify the concept of project vision and strategy LOut6 Recognize the concepts of interests and influence of stakeholders |
| 5. | Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material) | Agile_1.1: Introductory video. Fitsilis 1: Project Inception: https://vimeo.com/762618422 Agile_1.1a: Analysis of Project <i>environment and stakeholder analysis</i> (Presentation) Agile_1.1b: Develop A Project Strategy In 8 Steps: https://www.clearpointstrategy.com/project-strategy/ (TEXT) Agile_1.1c: Stakeholder Register and Prioritization https://youtu.be/2QhvKIQhleQ (Video) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | ** to be filled upon completion of educational material** |
| 7. | Key words | <i>Project environment analysis, project stakeholder management, project strategy</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|------------------|---|
| 1. | Unit code | 1.2 |
| 2. | Unit title | Formulating and assessing project ideas – Feasibility assessment |
| 3. | Unit description | This unit introduces the learners to how <ul style="list-style-type: none"> • Develop and assess project ideas • How to conduct feasibility studies |

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| | | <ul style="list-style-type: none"> How to formulate a project by developing the project charter |
| 4. | Learning outcomes (LOut) | <p>Upon completion of this course, attendants will be able to:</p> <p>LOut1 Define the basic methods to test an idea</p> <p>LOut2 Define the components of a feasibility analysis</p> <p>LOut3 List the main methods for assessing the project investment</p> <p>LOut8 To understand project formulation techniques</p> <p>LOut9 To formulate and test the feasibility of an idea</p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material) | <p>Agile_1.2a: <i>Formulating ideas and project feasibility analysis (presentation)</i></p> <p>Agile_1.2b: <i>Idea Generation – Techniques, Tools, Examples, Sources And Activities.</i> https://alcorfund.com/insight/idea-generation-2/ (TEXT)</p> <p>Agile_3.2c: <i>How to use a feasibility study in project management.</i> https://asana.com/resources/feasibility-study (TEXT)</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | ** to be filled upon completion of educational material** |
| 7. | Key words | <i>Project ideation, project feasibility analysis, project investment appraisal, project formulation</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 1.3 |
| 2. | Unit title | <i>Developing the initial project product backlog</i> |
| 3. | Unit description | <p>This unit introduces the learners to how to elicitate and to define project requirements using user stories. More specifically the learners will:</p> <ul style="list-style-type: none"> Learn to write requirements in the form of user stories. Learn how to develop to initial product backlog |
| 4. | Learning outcomes (LOut) | <p>Upon completion of this course, attendants will be able to:</p> <p>LOut7 Understand the concept of user stories for recording requirements.</p> <p>LOut10 To create the initial product backlog using user stories</p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material) | <p>Agile_1.3a: <i>Creating User stories and the project backlog (presentation)</i></p> <p>Agile_1.3b: <i>User stories with examples and a template</i> https://www.atlassian.com/agile/project-management/user-stories (TEXT)</p> <p>Agile_1.3c: https://asana.com/resources/product-backlog (TEXT)</p> |
| 6. | Interactive objects (projects, | ** to be filled upon completion of educational material** |



| | | |
|----|---|---|
| | self-evaluation exercises, etc.) (code and title) | |
| 7. | Key words | <i>Agile, user stories, project backlog</i> |

Agile Methods & Fundamentals

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 2.1 |
| 2. | Unit title | <i>Introduction to agile values and principles</i> |
| 3. | Unit description | <p>This unit introduces the learners to basic concepts of agile paradigm and of agile learning. More specifically learners will be presented with:</p> <ul style="list-style-type: none"> • Agile concepts • Agile principles and values • Introduction to scrum methodology |
| 4. | Learning outcomes (LOut) | <p>Upon completion of this course, attendants will be able to:</p> <p>LOut1 Describe the core values of agile approach LOut2 Define the key principles of the agile approach LOut3 To know the key advantages of the agile approach LOut4 To be able to list popular agile methodologies LOut6 To be able to describe in detail one agile methodology</p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material) | <p>Agile_2.1a1: Introduction to agile approach, values and principles and Introduction to SCRUM methodology (Video) Fitsilis 1: Agile Fundamentals - Unit1 : https://vimeo.com/762618422</p> <p>Agile_2.1a2: Introduction to agile approach, values and principles and Introduction to SCRUM methodology (Presentation)</p> <p>Agile_2.1b: The Scrum Guide. https://scrumguides.org/index.html (TEXT)</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | ** to be filled upon completion of educational material** |
| 7. | Key words | <i>Agile methods, agile principles, agile values, scrum</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|------------------|--|
| 1. | Unit code | 2.2 |
| 2. | Unit title | Introduction to agile based learning |
| 3. | Unit description | <p>This unit introduces the learners to basic concepts of agile paradigm and of agile learning. More specifically learners will learn:</p> <ul style="list-style-type: none"> • what constitutes agile learning and |

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| | | <ul style="list-style-type: none"> how agile approach is used in the classroom |
| 4. | Learning outcomes (LOut) | <p>Upon completion of this course, attendants will be able to:</p> <p>LOut5 To be able to describe the key principles agile-based learning</p> <p>Lout7 To be able to apply in a practical term two agile principles in the classroom</p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material) | <p>Agile_2.2a1: Introduction to <i>Agile based learning (video)</i></p> <p>Fitsilis 2: Agile Fundamentals - Unit2 : https://vimeo.com/762612134</p> <p>Agile_2.2a2: Introduction to <i>Agile based learning (presentation)</i></p> <p>Agile_2.2b: <i>Agile Manifesto for Teaching and Learning (TEXT)</i></p> <p>https://f.hubspotusercontent40.net/hubfs/5726799/LearnLife_August_2021/Pdf/EJ1157450.pdf</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | Agile_2.d: Agile role playing exercises |
| 7. | Key words | <i>Agile, agile learning</i> |

Digital collaboration at professional and learning level

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|--|--|
| 1. | Unit code | 3.1 |
| 2. | Unit title | <i>Self-evaluation</i> |
| 3. | Unit description | <i>This unit will reflect the tools the learners use commonly for their work, how these tools work (what are they used for) and what are their advantages and disadvantages.</i> |
| 4. | Learning outcomes (LOut) | <i>The reflection of the learner`s way of work</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>Self-evaluation</i> |
| 7. | Key words | <i>Self-evaluation, Digital collaboration tools</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|---|---|
| 1. | Unit code | 3.2 |
| 2. | Unit title | <i>Introduction of the tools of the digital collaboration</i> |
| 3. | Unit description | <i>The participant will learn about the tools available for the digital collaboration and will get the overview what tool is suitable for a certain kind of activity.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut1: List tools and solutions available for online communication or materials share LOut2: List tools and solutions available for task distribution and follow up LOut3: List tools and solutions available for simultaneous work on outputs</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and | <i>PPT, external links within the presentation</i> |

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|----|---|---|
| | external links core material | |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Collaboration, communication, sharing or work, project management, digital collaboration tools</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

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|----|--|---|
| 1. | Unit code | 3.3 |
| 2. | Unit title | <i>The Project Journey</i> |
| 3. | Unit description | <i>The participant will learn about the appropriate digital collaboration tools used in accordance with the particular phase of the project creation and lifetime (form the initial idea to the project closure). The learner will gain knowledge of the existence.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut4: Match the solutions available with needs identified</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Project stages, digital collaboration tools, digital collaboration</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--------------------------|---|
| 1. | Unit code | 3.4 |
| 2. | Unit title | <i>Case study</i> |
| 3. | Unit description | <i>The participant will get a short task to think about a digital solution for the project collaboration with regard to the specific conditions of the project participants.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut5: Identify specific needs of all the stakeholders involved LOut6: Describe the advantages and disadvantages of the various tools and solutions LOut8: Compare the available solutions</i> |

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| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | voluntary exercise |
| 7. | Key words | <i>Digital collaboration tools, project stages, digital collaboration</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 3.5 |
| 2. | Unit title | <i>Workplace task/assignment - the choice of appropriate tools for work and rhythm of the work</i> |
| 3. | Unit description | <i>The participant will have to choose in accordance with his choice (either for the work with colleagues or for work with students in the classroom) the implementation of the solution of the digital collaboration for the way of work and for the rhythm of work.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut7: Use a collaboration tool and its features and apply the suggested solution in the team LOut9: Implement the selected tools and solutions LOut10: Justify the solution in a pilot phase</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>Self-evaluation – the participant will have to write about the feedback on the implementation of the chosen digital collaboration tools.</i> |
| 7. | Key words | <i>Implementation of solution, digital collaboration tools, digital collaboration</i> |

Communication

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 4.1 |
| 2. | Unit title | <i>Styles and axioms of communication</i> |
| 3. | Unit description | <p><i>This unit will introduce learners to:</i></p> <ul style="list-style-type: none"> <i>An overview of communication: functions of communication, channels, kind of messages, actors within communication and most recent approaches;</i> <i>Axioms of communication: all the axioms will be listed with specific reference to literature and practical example of their application within the classroom;</i> <i>Different styles of communication: styles of communication will be listed out according to the latest researches. These will support the description of behaviours related to each different communicative approach.</i> |
| 4. | Learning outcomes (LOut) | <p><i>LOut1 List different styles of communication</i></p> <p><i>LOut2 Name and describes the axioms of communication</i></p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p>4.1a: Introduction to the topic of communication (presentation)</p> <p>4.1b: Definition of axioms of communication (presentation)</p> <p>4.1c: Which are the different styles of communication (presentation)</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | ** to be filled upon completion of educational material** |
| 7. | Key words | <i>Communication, axioms, styles; message; channel; sender; receiver; Watzlawick; assertive; collaborative; dominant; dramatic.</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|------------------|--|
| 1. | Unit code | 4.2 |
| 2. | Unit title | Different approaches to classroom communication |
| 3. | Unit description | <p><i>Learners will experiment the application of communicative style within the classroom.</i></p> <p><i>It includes:</i></p> <ul style="list-style-type: none"> <i>Most frequent communicative style: how teachers communicate with students, how students communicate with teachers. Communication from a dyadic perspective.</i> <i>How to recognize a communicative style: based on the</i> |

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| | | <p><i>behavioural and descriptive items of each communication style, learners can focus on how to recognize their style and which would be the best according to students' needs.</i></p> <ul style="list-style-type: none"> • <i>Nonverbal communication: the messages conveyed through behaviours and how to detect the correct meanings.</i> • <i>How to communicate with other school actors: miscommunication and strategies to avoid it; active listening with parents.</i> |
| 4. | Learning outcomes (LOut) | <p><i>LOut3 Recognize nonverbal communication</i></p> <p><i>LOut4 Select the correct communication channel with respect to the school's various stakeholders</i></p> <p><i>LOut5 Recognize the message of nonverbal behaviour</i></p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p>4.2a: Teachers communicative styles (presentation)</p> <p>Code. 1b: The Power of Nonverbal Communication (video) https://www.youtube.com/watch?v=fLaslONQAKM</p> <p>4.2c: Towards a change in communication styles for teaching (pdf) https://drive.google.com/file/d/1jKIAYf1bn8Y3VsN2xbJ9TkC77-9X1qDd/view?usp=sharing</p> <p>4.2d: How miscommunication happens (and how to avoid it) (video) https://www.youtube.com/watch?v=gCfzeONu3Mo</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | ** to be filled upon completion of educational material** |
| 7. | Key words | <i>Communication, styles, nonverbal, behaviour, teachers</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|------------------|--|
| 1. | Unit code | 4.3 |
| 2. | Unit title | <i>Agile communicative styles</i> |
| 3. | Unit description | <p><i>This promotes learners' acknowledgement on:</i></p> <ul style="list-style-type: none"> • <i>Main Agile communicative fundamentals;</i> • <i>How agile communicative strategies can benefit to school environment and lessons;</i> • <i>How to apply Agile communicative strategies.</i> <p><i>This Unit focuses on providing teachers with strategies and knowledge on how to communicate with different school environment stakeholders, as well as to apply agile strategies to improve classroom communication. At the same time, teachers can provide students with necessary knowledge to improve their communication skills and to adopt different agile styles according each life/school situation.</i></p> |

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| 4. | Learning outcomes (LOut) | <i>LOut6: Recognize and select agile communication strategies</i> <i>LOut7: Practice agile communitive strategies</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 4.3a: Agile communication strategies (presentation); 4.3b: Agile communication tools (and how to effectively use them) (presentation) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <ul style="list-style-type: none"> • <i>Make a report about (assignment):</i> <i>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.</i> |
| 7. | Key words | <i>Agile communication, agile strategies, communication tools.</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|--|
| 1. | Unit code | 4.4 |
| 2. | Unit title | <i>Active listening</i> |
| 3. | Unit description | <i>This unit focuses on practical activities to increase teachers active listening skills and promote an active listening approach within the classroom.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut 4: Select the correct communication channel with respect to the school's various stakeholders</i> <i>LOut6: Recognize and select agile communication strategies</i> <i>LOut 7: Practice agile communitive strategies</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 4.4a: Promoting Active Listening in the Classroom (pdf); https://drive.google.com/file/d/1ig5dX3mTEYu9If9nq14_rKS30409UTYc/view?usp=sharing 4.4b: Using Active Listening to Improve Collaboration With Parents: The LAFF Don't CRY Strategy (pdf) https://drive.google.com/file/d/1wVdDy_F_QEzCgjy0jfGyUhhub3k11in/view?usp=sharing 4.4c: list of activities to promote active listening (presentation) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | ** to be filled upon completion of educational material** |
| 7. | Key words | <i>Active listening; read aloud; digital; listening activities;</i> |

Teamworking

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 5.1 |
| 2. | Unit title | Introduction to teamworking |
| 3. | Unit description | This unit will introduce learners to the concept of agility within the context of agile teams. It will also provide a list of agile teamwork skills. |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: LOut1: List various agile teamworking skills” LOut3: Describe the concept of agility within the context of agile teams LOut4: Understand the characteristics of agile teams |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 5.1a Introduction to agile teams and agile teamworking skills (Text) 5.1b Team Learning – a valuable tool for 21st century skills (Online Source) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Agile teams, teamworking skills, 21st century workplace, collaboration, team-based learning, TBL</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|---|--|
| 1. | Unit code | 5.2 |
| 2. | Unit title | Overview of different agile methods that foster teamwork |
| 3. | Unit description | <i>This unit will provide an overview of different agile methods that foster teamwork that can be applied in the classroom, summarizing their characteristics, advantages and usability.</i> |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: LOut2: List various agile methods that foster teamwork skills LOut5: Discover the functions and usability of various agile methods that foster agility and teamwork |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L | 5.2a: List of agile teamwork methods for the classroom |

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| | video, PPT, Text) and external links core material | 5.2b: Ideas for Practice: A Collaborative Look to the Classroom (external pdf) 5.2c: Using agile teamworking methods in the classroom – The Learning Squad Method (A2L-Video) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | TB3a_5.2a_MultipleChoice TB3a_5.2a_Survey |
| 7. | Key words | <i>Agile methods, brainstorming, Reciprocal Teaching, Think-Pair-Share, Fishbowl, Placemat</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 5.3 |
| 2. | Unit title | Selection of agile methods for professional learning/teaching setting |
| 3. | Unit description | <i>This unit will transition participants from the comprehension phase to the application phase. Participants will be shown agile teamwork methods in practice. Participants will be instructed to set up a list of criteria for the implementation of agile teamwork methods based on the setup of their classroom. Furthermore, the unit will challenge learners to apply their newly gained knowledge on agile teams and agile teamwork methods in a practical teaching scenario.</i> |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: LOut7: Select one or more agile methods for application based on the setup of the individual learning setting LOut8: 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 |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 5.3a: Teaching Group Work: Building Student Collaboration and Agency (External Video) 5.3b: Teaching Teamwork (External Video) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>21st century classroom, agile methods, teamwork, squad method, collaboration, group work</i> |

Self-Managed Teams

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|--|
| 1 | Unit code | 6.1 |
| 2 | Unit title | <i>Types of teams</i> |
| 3 | Unit description | <p><i>This unit presents to learners the fundamentals of different types of teams.</i></p> <p><i>It includes:</i></p> <ul style="list-style-type: none"> • <i>Distinctions between groups and teams;</i> • <i>Types and purposes of teams;</i> • <i>Team success criteria and preconditions.</i> |
| 4 | Learning outcomes (LOut) | <p><i>LOut1 Understand the concept of groups and teams</i></p> <p><i>LOut2 Describe the types and purposes of teams</i></p> <p><i>LOut3 Explain the criteria and the preconditions for successful teams</i></p> <p><i>LOut4 Identify the boundaries of a successful self-managed team</i></p> <p><i>LOut6 Identify the characteristics that distinctly set great self-managed teams apart from other team structures</i></p> |
| 5 | Unit schedule (format per Unit title: ext. Video, A2l VIDEO, PPT, Text and external links core material) | <p><i>6.1.a Introduction to teams (presentation)</i></p> <p><i>6.1.b Working Cross-Functionally</i> https://youtu.be/FiUeG5CJWuo</p> <p><i>6.1.c Making Virtual Teams Work</i> https://youtu.be/95hRrCysWQw</p> <p><i>6.1.d How to keep your team motivated</i> https://youtu.be/H9LSopkLbpw</p> <p><i>6.1.e What Makes the Highest Performing Teams in the World</i> https://youtu.be/zP9jpxitfb4</p> |
| 6 | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | ** to be filled upon completion of educational material** |
| 7 | Key words | Teams, Types of Teams, Team Success |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|------------------|---|
| 1 | Unit code | 6.2 |
| 2 | Unit title | <i>Characteristics and alternative/informal roles in self-managed teams</i> |
| 3 | Unit description | <p><i>This unit presents to learners the basic characteristics of a self-managed team, its benefits and the roles in it.</i></p> <p><i>It includes:</i></p> <ul style="list-style-type: none"> • <i>Characteristics of self-managed teams;</i> |

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| | | <ul style="list-style-type: none"> • Roles in self-managed teams; • Benefits of a self-managed team. |
| 4 | Learning outcomes (LOut) | <p><i>LOut1 Describe the characteristics of a self-managed team</i></p> <p><i>LOut2 Recognize the alternating/informal roles of self-managed teams' members</i></p> <p><i>LOut3 Describe the benefits of a self-managed team</i></p> <p><i>LOut7 Recognize the alternating/informal roles of self-managed teams' members</i></p> |
| 5 | Unit schedule (format per Unit title: ext. Video, A2l VIDEO, PPT, Text and external links core material) | <p>6.2.a Characteristics of self-managed teams (presentation)</p> <p>6.2.b Self-Managed Teams / How do self-managed teams work? https://youtu.be/95IH8VAUVTo</p> <p>6.2.c Are Self-managed teams possible? https://youtu.be/KTy17AW8fYs</p> |
| 6 | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | ** to be filled upon completion of educational material** |
| 7 | Key words | Characteristics, roles, benefits, self-managed teams |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

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|--------|---|--|
| 1 | Unit code | 6.3 |
| 2 | Unit title | <i>Essential steps to build a self-managed team</i> |
| 3 | Unit description | <p><i>This unit presents to learners the steps and the conditions that lead in creating a successful managed-team</i></p> <p><i>It includes:</i></p> <ul style="list-style-type: none"> • <i>How self-managed team works;</i> • <i>Innovative steps to ease into self-managed teams;</i> • <i>Requested competences to move toward self-managed teams.</i> |
| 4 | Learning outcomes (LOut) | <p><i>LOut1 Describe how a self-managed team work</i></p> <p><i>LOut2 Explain which competences are needed before seeing the benefits of a successful self-managed team</i></p> <p><i>LOut3 Describe the steps to build a self-managed team</i></p> <p><i>Lout4 Identify the boundaries of a successful self-managed team</i></p> <p><i>LOut5 Explain which competences are needed before seeing the benefits of a successful self-managed team</i></p> <p><i>LOut6 Identify the characteristics that distinctly set great self-managed teams apart from other team structures</i></p> |
| LOut 4 | Identify the boundaries of a successful self-managed team | <p>6.3.a The steps for a self-managed team (presentation)</p> <p>6.3.b How to Build a Self-Managed Team (video) https://youtu.be/CbpfWz771nq</p> |

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| | | <p>6.3.c <i>How to Lead Self-Managed Teams (video)</i> https://youtu.be/fypfjVuOMKE</p> <p>6.3.d <i>How HR can help build better teams (the power of Agile retrospectives)</i> https://youtu.be/mfklnAXdOhk</p> |
| 6 | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | ** to be filled upon completion of educational material** |
| 7 | Key words | Steps, changes, build, self-managed teams |

Agile Artifacts

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|--|
| 1 | Unit code | 7.1 |
| 2 | Unit title | <i>Overview of agile artifacts</i> |
| 3 | Unit description | <i>This unit introduces the learners to the basic concepts of agile artifacts.</i> <ul style="list-style-type: none"> • <i>Basic concepts of agile artifacts</i> |
| 4 | Learning outcomes (LOut) | <i>Upon completion of this course, attendants will be able to:</i> <i>LOut1 Describe the basic concepts of the agile artifacts</i> <i>LOut2 Define the stages of agile artifacts in Scrum</i> <i>LOut3 Match every agile artifact with the stage of project development</i> |
| 5 | Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material) | <i>7.1.a Introduction to Agile artifacts (presentation)</i> <i>7.1.b Goals of Scrum artifacts (video)</i> https://youtu.be/U5T4GwMCs9E <i>7.1.c Product increment (video)</i> https://youtu.be/jkdlisW_yM6o <i>7.1.d Sprint backlog (video)</i> https://youtu.be/orqfbBs6hk8 <i>7.1.e Product backlog (video)</i> https://youtu.be/vbKcZiA_4iM |
| 6 | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | ** to be filled upon completion of educational material** |
| 7 | Key words | <i>Agile Scrum artifacts, Product backlog, Sprint backlog, Product increment</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--------------------------|---|
| 1 | Unit code | 7.2 |
| 2 | Unit title | <i>Managing needs/requirements through a product backlog.</i> |
| 3 | Unit description | <i>This unit presents to learners the basic steps to create a product backlog</i> <i>It includes:</i> <ul style="list-style-type: none"> • <i>Steps to create a scrum product backlog</i> • <i>The importance of product backlog</i> |
| 4 | Learning outcomes (LOut) | <i>Upon completion of this course, attendants will be able to:</i> <i>LOut4 Describe the steps to create a scrum product backlog</i> <i>LOut5 Explain the role of backlog</i> <i>LOut6 Use the product backlog in an educational/school project</i> |

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| 5 | Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material | <p>7.2.a A healthy product backlog – Steps to build it (presentation)</p> <p>7.2.b Product Backlog Refinement in Scrum Importance of Backlog Refinement (video)</p> <p>https://youtu.be/pSguy2FuC2c</p> <p>7.2.c Using product backlog in an educational environment- Play Scrum - A Card Game to Learn the Scrum Agile Method (Text)</p> <p>https://www.researchgate.net/publication/221238613_PlayScrum_-_A_Card_Game_to_Learn_the_Scrum_Agile_Method</p> |
| 6 | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | ** to be filled upon completion of educational material** |
| 7 | Key words | Product backlog, development of product backlog |

Agile Ceremonies

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 8.1 |
| 2. | Unit title | <i>Introduction to Agile ceremonies</i> |
| 3. | Unit description | This unit introduces the learners to the basic concepts of agile ceremonies: <ul style="list-style-type: none"> • Basic concepts of agile ceremonies |
| 4. | Learning outcomes (LOut) | Upon completion of this course, attendants will be able to: LOut1 To <u>define</u> what agile ceremonies are LOut2 To <u>identify</u> team members that should participate at each ceremony. LOut3 To <u>identify</u> challenges at each ceremony. LOut4 To <u>describe</u> agile ceremonies. LOut5 To <u>explain</u> the role of each ceremony. LOut6 To <u>describe</u> the purpose of each ceremony. |
| 5. | Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material) | 8.1a: <i>Introduction to Agile Ceremonies</i> (Presentation) 8.1b : Scrum Foundations : Scrum Events Explained (video) https://youtu.be/hgmOS_MxvNI |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | Quiz Questions Practical Assignment |
| 7. | Key words | <i>Agile ceremonies, Scrum ceremonies, Agile meetings, Scrum meetings, agile events, Scrum events</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--------------------------|---|
| 1. | Unit code | 8.2 |
| 2. | Unit title | <i>Agile ceremonies in a classroom/ best practices.</i> |
| 3. | Unit description | This unit introduces the learners to how to adapt agile ceremonies to a classroom environment. <ul style="list-style-type: none"> • Mapping agile ceremonies elements to classroom elements • Implementation of agile ceremonies to a classroom environment |
| 4. | Learning outcomes (LOut) | Upon completion of this course, attendants will be able to: LOut2 To <u>identify</u> team members that should participate at each ceremony LOut3 To <u>identify</u> challenges at each ceremony |

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| | | <p>LOut6 To <u>describe</u> the purpose of each ceremony</p> <p>Lout 7 To <u>be able to organize</u> agile ceremonies in a school/classroom environment</p> |
| 5. | <p>Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material</p> | <p>8.2a: <i>Agile ceremonies in a classroom/ best practice</i></p> <p>8.2b: eduScrum in Class (video)</p> <p>https://youtu.be/uRgBBaiUc58</p> |
| 6. | <p>Interactive objects (projects, self-evaluation exercises, etc.) (code and title)</p> | <p>Quiz assessment</p> <p>Practical assignment</p> |
| 7. | <p>Key words</p> | <p>Agile in classroom, agile meetings in classroom, agile ceremonies in classroom, agile practices in classroom, scrum in classroom, teaching with scrum, agile teaching</p> |

Selecting digital resources

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 9.1 |
| 2. | Unit title | Introduction to different digital resources |
| 3. | Unit description | This unit will introduce learners to the concept of digital resources, explain the difference between digital resources and digital learning resources, establish a classification and present examples of digital resources. |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: LOut5: Discuss the purposes and needs for digital resources LOut1: Identify digital resources |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 9.1a Why use digital resources? (Video) 9.1b Types of digital resources (Text) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Digital resources, digital learning resources, digital educational resources, e-learning</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 9.2 |
| 2. | Unit title | Setting up criteria for the selection of digital resources |
| 3. | Unit description | <i>This unit will list factors that should influence the selection process when working with digital resources, discuss them in more detail and support learners in establishing their own set of criteria.</i> |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: LOut2: List criteria for useful digital resources LOut4: Distinguish selection criteria |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 9.2a: Learners and context (PPT) 9.2b: Digital Accessibility (PPT) 9.2c: Availability, access and ability (PPT) 9.2d: Checklist for digital accessibility |
| 6. | Interactive objects (projects, | |

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| | self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Digital resources, digital learning resources, digital educational resources, e-learning, accessibility, access</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

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|----|--|---|
| 1. | Unit code | 9.3 |
| 2. | Unit title | Selection of digital resources |
| 3. | Unit description | <i>This unit will walk learners through the process of researching, finding and selecting appropriate digital resources.</i> |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: LOut3: Select digital resources for learning purposes LOut6: Choose digital resources for own teaching settings LOut7: Choose digital resources for own learning settings |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 9.3a: Selection process (PPT) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Digital resources, digital learning resources, digital educational resources, e-learning, accessibility, access</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

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|----|--|---|
| 1. | Unit code | 9.4 |
| 2. | Unit title | Demonstration of a professional learning scenario supported by a digital resource |
| 3. | Unit description | <i>This unit will challenge learners to apply their newly gained knowledge on digital resources in a practical teaching scenario.</i> |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: LOut8: Create a teaching scenario and include a digital resource |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 9.4a: Demonstration of a professional learning scenario supported by a digital resource |

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| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | TB3b |
| 7. | Key words | <i>Digital resources, digital learning resources, digital educational resources, e-learning</i> |

Creating and modifying digital resources

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|--|--|
| 1. | Unit code | 10.1 |
| 2. | Unit title | <i>The concept of OER, Creating/ modifying concept maps, Collaborative teaching with Padlet.</i> |
| 3. | Unit description | <i>The Unit introduces the learners:</i> <ul style="list-style-type: none"> • <i>The concept of OER;</i> • <i>The ways they can create concept maps using Cmap Cloud;</i> • <i>The Padlet platform as a collaborative noticeboard;</i> |
| 4. | Learning outcomes (LOut) | <i>LOut1: Describe the concept of OER. Lout2: Name digital tools for creating educational material / resources. Lout3: Recognize of the technical features of digital tools for the creation of educational material / resource Lout4: To construct digital concepts maps and use digital notice boards.</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>10.1a: Introduction (PPT) 10.1b: Introduction to OER (https://en.wikipedia.org/wiki/Open_educational_resources) 10.1c: Creating and modifying digital educational resources (video). 10.1d: Cmap Tools in the Cloud. How to construct a concept map (video). https://www.youtube.com/watch?v=SjaJ67xFC28 10.1e: Using Padlet (PPT)</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>OER, educational resources, Cmap Tools, Padlet</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|------------------|---|
| 1. | Unit code | 10.2 |
| 2. | Unit title | <i>Creating / modifying digital educational material using tools such as LibreOffice Impress, EDpuzzle, Quizizz.</i> |
| 3. | Unit description | <i>This unit introduces the learners to the ways:</i> <ul style="list-style-type: none"> • <i>They can insert multimedia files such as photo and video in a Libre Office Impress presentation;</i> • <i>They can use EDpuzzle to edit a video;</i> • <i>They can search and modify a video from EDpuzzle's library</i> |

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| | | <ul style="list-style-type: none"> • They can use Quizizz to make a quiz; • They can search and modify a quiz from the Quizizz's library |
| 4. | Learning outcomes (LOut) | <p><i>LOut1: To develop digital educational material / resource using tools such slide creation software, platforms for online quizzes, creating educational videos etc.</i></p> <p><i>Lout2: 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.</i></p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p><i>10.2a: How to insert multimedia in Libreoffice Impress(PPT)</i></p> <p><i>10.2b: How to Edit a Video with Edpuzzle (video)</i> https://www.youtube.com/watch?v=0_Sg9Bd7CoE&list=PLKl8fZYdu71EZy8p3oEmbV_ikMvq4hXL5&index=4&t=32s</p> <p><i>10.2c: How to use Quizizz to make quiz (video)</i> https://www.youtube.com/watch?v=JRxLldemLPw&t=56s</p> <p><i>10.2d: How to find a quiz on Quizizz, or a video in EDpuzzle (PPT)</i></p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>EDpuzzle, Libreoffice Impress, Quizizz</i> |

Managing, protecting and sharing digital resources

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|--|
| 1. | Unit code | 11.1 |
| 2. | Unit title | <i>Creative commons licenses, sensitive data and GDPR</i> |
| 3. | Unit description | <p><i>This unit introduces the learners to:</i></p> <ul style="list-style-type: none"> <i>Personal data and sensitive data definition</i> <i>Creative commons licenses</i> <i>The GDPR in education</i> |
| 4. | Learning outcomes (LOut) | <p><i>Lout1: Defines sensitive personal data.</i></p> <p><i>Lout2: Recognizes the marking of Creative Commons licenses.</i></p> <p><i>Lout3: Respect possible copyright restrictions to using, re-using and modifying digital resources.</i></p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p><i>11.1a: Introduction (Presentation)</i></p> <p><i>11.1b: Personal data and GDPR in education (Presentation)</i></p> <p><i>11.1c: GDPR awareness for school staff (video)</i> https://www.youtube.com/watch?v=4yPxs4D9u_c</p> <p><i>11.1d: Creative Commons licenses (online source)</i> https://creativecommons.org/about/cclicenses/</p> <p><i>11.1e: Copyright Management (video)</i></p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>GDPR, Copyright, Creative Commons, Sensitive data</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--------------------------|--|
| 1. | Unit code | 11.2 |
| 2. | Unit title | <i>Sharing digital educational resources</i> |
| 3. | Unit description | <p><i>This unit introduces the learners to ways they can:</i></p> <ul style="list-style-type: none"> <i>Share digital resources with Google Docs.</i> <i>Share digital resources with Microsoft OneDrive.</i> <i>Share video with EDpuzzle.</i> <i>Share a quiz with Quizizz</i> |
| 4. | Learning outcomes (LOut) | <p><i>Lout1: Share resources using links or as attachments, e.g. to e-mails.</i></p> <p><i>Lout2: Share resources on online platforms or personal or organizational websites/blogs.</i></p> <p><i>Lout3: Take measures to protect sensitive data and resources (e.g.</i></p> |

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| | | <p>students' grades, exams).</p> <p>Lout4: Share administrative and student-related data with colleagues, students and parents, as appropriate.</p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p>11.2a: Share files from Google Drive (online source) https://support.google.com/drive/answer/2494822?hl=en&co=GENIE.Platform%3DDesktop</p> <p>11.2b: Google Drive: Sharing and Collaborating (video) https://www.youtube.com/watch?v=xapBM5iOnn4</p> <p>11.2c: Share OneDrive files and folders (online source) https://support.microsoft.com/en-us/office/share-onedrive-files-and-folders-9fcc2f7d-de0c-4cec-93b0-a82024800c07</p> <p>11.2d: Share video with others in EDpuzzle platform (Presentation)</p> <p>11.2e: Share a link in Quizziz platform (video) https://www.youtube.com/watch?v=FNFBNG25zx4</p> <p>Share a link in Quizziz platform</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | Sharing files, Google Docs, OneDrive, share link, EDpuzzle, Quizziz |

Creativity

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
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| 1. | Unit code | 12.1 |
| 2. | Unit title | <i>Creativity and creative thinking. How do I know if I am a creative thinker?</i> |
| 3. | Unit description | <p><i>This unit introduces the learners to the concept of creativity and creative thinking.</i></p> <p><i>It includes:</i></p> <ul style="list-style-type: none"> • <i>A basic introduction to the concept of creativity</i> • <i>Main characteristics of creative thinking</i> <p><i>The essential conditions that encourage creative thinking</i></p> |
| 4. | Learning outcomes (LOut) | <p><i>LOut1 Define the concept of Creativity</i></p> <p><i>LOut2 Illustrate creativity's basic characteristics</i></p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p>12.1a: Introduction to the concept of Creativity (presentation)</p> <p>12.1b: Definition of the concept of Creativity (video) https://www.youtube.com/watch?v=MTCOExd0hDk</p> <p>12.1c: Towards an Understanding of Creativity and its Measurements (pdf file) https://andrei.clubcisco.ro/5master/aac-sac/misc/Measuring%20Creativity.pdf, Pages 10-12</p> <p>12.1d: The 6 Characteristics of Truly Creative People (video) https://www.youtube.com/watch?v=CgCdsERkqrc&t=401s (from the beginning to 14:00 minutes)</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <ul style="list-style-type: none"> • Based on the learning material provided how would you define the notion of creativity? • What are the main characteristics of creativity? • In your opinion why is creativity an important asset for entrepreneurship? • Name 3 to 5 conditions that should be met in order to foster creativity |
| 7. | Key words | <i>Creative thinking, divergent thinking, creative problem-solving, imagination, visualization, inspiration, originality, usefulness</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
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| 1. | Unit code | 4.2 |
| 2. | Unit title | <i>Why should I be creative? The path to creative thinking.</i> |
| 3. | Unit description | <i>This unit introduces the learners to the value of creativity and creative</i> |

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| | | <p><i>thinking in today's world.</i></p> <p><i>It includes:</i></p> <ul style="list-style-type: none"> • <i>Societal, business, and educational trends that render creativity an important asset of professionals at present time as well as in the future</i> • <i>Applications of creative thinking in working, educational, and research environments</i> |
| 4. | Learning outcomes (LOut) | <p><i>LOut3 Relate creativity to innovation</i></p> <p><i>LOut4 Discover the applications of creative thinking in everyday life</i></p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p>12.2a: <i>The importance of Creativity and how it became widely recognized as a 21st century skill (video)</i> https://www.youtube.com/watch?v=n1OCxz0iG8o&t=1s</p> <p>12.2b: <i>Innovation and Creativity in Education and Training in the EU Member States: Fostering Creative Learning and Supporting Innovative Teaching (pdf file)</i> https://www.kent.ac.uk/teaching/documents/academic-practice/Established%20Teaching%20Staff/Innovation%20in%20teaching%20and%20creativity%20in%20learning.pdf, Pages 5-6 (Executive summary) and 37-39 (Subchapters 3.6.and 3.7)</p> <p>12.2c: <i>What creativity and innovation looks like in everyday life (video)</i> https://www.youtube.com/watch?v=nASvlqSOCxw</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <ul style="list-style-type: none"> • <i>In your opinion why creativity became an essential 21st century skill?</i> • <i>What applications creativity can have in everyday life?</i> • <i>Can you mention in two sentences what is not considered creativity nowadays?</i> • <i>Try to form 3 simple questions directed to students with the end goal of eliciting creative answers.</i> |
| 7. | Key words | <p><i>Innovation, education, knowledge application, experiential learning, media, technology, interdisciplinarity, exploration, curiosity, inquisitiveness</i></p> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

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| 1. | Unit code | 4.3 |
| 2. | Unit title | <i>Creativity and Innovation. Two concepts one goal.</i> |
| 3. | Unit description | <i>The word innovation is often used interchangeably with creativity, even though it tendentially bestows a greater emphasis on the application aspect of the creative process and is more frequently associated with the worlds of business, management, engineering, and entrepreneurship. An important distinction that has been made</i> |

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| | | <i>between creativity and innovation is that creativity is thinking of new ideas, whereas innovation entails the practical implementation of said ideas. The logical extension of this applied spectrum is the concept of sustainable entrepreneurship, which emphasizes the creation of new businesses or functional, useful, new products. Creativity is considered a key component of the innovative process needed to succeed in modern day entrepreneurship.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut5 Assemble techniques aimed at the enhancement of creative skills</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p>12.3a: Creative Thinking: How to Increase the Dots to Connect (video) https://www.youtube.com/watch?v=cYhqllTy4yY</p> <p>12.3b: Innovative thinking. Can you be taught? (video) https://www.youtube.com/watch?v=B2pjN4Ne1aq</p> <p>12.3c: Creative management techniques and methods as a part of the management education: analytical study on students' perceptions (pdf file) shorturl.at/bcrDT, Pages 1-8</p> <p>12.3d: How do we create a school that inspires creativity? (video) https://www.youtube.com/watch?v=OdKUEtID43A</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <ul style="list-style-type: none"> • Based on the learning material provided what would you say is the difference between creativity and innovation? • How does creativity relate to innovation? • "Creative people are able and willing to think and act differently, bring innovative and original ideas and improvements, refuse limitations and change the status quo". Do you agree or disagree? Please leave a short commentary on this quote. • In your opinion how do we create a school that inspires and fosters creativity? |
| 7. | Key words | <i>Convergent thinking, divergent thinking, boosting creativity and innovation, creative teaching, and learning</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

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|----|--------------------------|--|
| 1. | Unit code | 4.4 |
| 2. | Unit title | <i>Let's train our brains into creative thinking patterns.</i> |
| 3. | Unit description | <p><i>This unit introduces the learners to techniques that can enhance creativity and creative thinking in students.</i></p> <p><i>It includes:</i></p> <ul style="list-style-type: none"> • <i>Techniques aimed at fostering creativity</i> • <i>Patterns for Creative Thinking</i> |
| 4. | Learning outcomes (LOut) | <i>LOut6 Recommend exercises aimed at the enhancement of creative</i> |

| | | |
|----|--|---|
| | | <i>skills</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p>12.4a: <i>Igniting creativity to transform corporate culture (video)</i> https://www.youtube.com/watch?v=01Y7qIPFpqw</p> <p>12.4b: <i>Patterns for Creative Thinking (pdf file)</i> https://www.hillside.net/plop/2012/papers/Group%201%20-%20Elk/Patterns%20for%20Creative%20Thinking.pdf, Pages 1-15</p> <p>12.4c: <i>The art of innovation (video)</i> https://www.youtube.com/watch?v=Mtjatz9r-Vc</p> <p>12.4d: <i>Digital tools to spark creativity (Text)</i> https://blog.cambridgeinternational.org/digital-tools-to-spark-creativity/</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <ul style="list-style-type: none"> • An original idea makes us creative. What else do we need in your opinion to transform our creativity into innovation? • Name 3 patterns of creative thinking and elaborate on one of them at your discretion. • Name 3 to 5 digital tools that foster creativity in the school classroom. • Create a trivia quiz on a subject using Kahoot. |
| 7. | Key words | <i>21st century skills, formal and informal learning environments, creativity in the entrepreneurial world, innovation in the workplace</i> |

Time Management

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|--|---|
| 1. | Unit code | 13.1 |
| 2. | Unit title | <i>Self-evaluation task</i> |
| 3. | Unit description | <i>This unit is intended to self-evaluate the learner's ability to manage its time productively and efficiently and the knowledge of the time management tools.</i> |
| 4. | Learning outcomes (LOut) | |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>Self-evaluation</i> |
| 7. | Key words | <i>Self-evaluation, Time management</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|--|---|
| 1. | Unit code | 13.2 |
| 2. | Unit title | <i>Time Management Introduction</i> |
| 3. | Unit description | <i>This unit will briefly introduce the topic of time management to the participant.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut1: Recognise stakeholder's non-desirable behaviours leading to waste of time and procrastination</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Time management, Agile time management, History of time management</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 13.3 |
| 2. | Unit title | <i>Mind Mapping</i> |
| 3. | Unit description | <i>This unit will provide the information about the mind mapping technique and the related tools.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut7: Use of time management tools and various self-management techniques.</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT, external links within the presentation (studies, online mind mapping tools)</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>Exercise (activity)</i> |
| 7. | Key words | <i>Mind mapping, Time management, Mind mapping tools</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 13.4 |
| 2. | Unit title | <i>Eisenhower Matrix</i> |
| 3. | Unit description | <i>This unit will provide the learner with the knowledge about how to prioritise the tasks.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut2: Identify how much time is needed for a task to be delivered. LOut3: Identify key priorities in real-time in relation to their goals. LOut4: Distinguish which types of tasks can be delegated. LOut5: Distinguish which types of tasks can be eliminated. LOut7: Use of time management tools and various self-management techniques. LOut8: Analyse tasks based on their urgency and importance.</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT, external links within the presentation (video)</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>Exercise (activity)</i> |
| 7. | Key words | <i>Eisenhower Matrix, Prioritisation, Time management</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

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|----|--|---|
| 1. | Unit code | 13.5 |
| 2. | Unit title | <i>Case study - The Journey of the Tribe</i> |
| 3. | Unit description | <i>This unit is intended to present a case study on prioritisation of tasks according to the Eisenhower Matrix prioritisation tool.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut2: Identify how much time is needed for a task to be delivered. LOut3: Identify key priorities in real-time in relation to their goals. LOut4: Distinguish which types of tasks can be delegated. LOut5: Distinguish which types of tasks can be eliminated.</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>13.5a: PPT 13.5b: Expert video</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Case study, Time management, Prioritisation of tasks</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

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|----|--|--|
| 1. | Unit code | 13.6 |
| 2. | Unit title | <i>Procrastination and other time wasters</i> |
| 3. | Unit description | <i>This unit will provide the learner with the information about the time wasters and what changes can be done for improving the time organisation.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut1: Recognise stakeholder's non-desirable behaviours leading to waste of time and procrastination. LOut2: Identify how much time is needed for a task to be delivered. LOut6: Use of time in an efficient way. LOut7: Use of time management tools and various self-management techniques.</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT, external links within the presentation (study)</i> |
| 6. | Interactive objects (projects, | <i>Exercise (activity)</i> |

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| | self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Procrastination, Timewasters, Time management</i> |

Problem Solving and Decision Making

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 14.1 |
| 2. | Unit title | <i>Pre-course reflection</i> |
| 3. | Unit description | <i>This unit is intended to reflect the learners most common problems with the school projects – how satisfied are they with their results or solutions and how is the impact of their results or solutions - whether it is in favour of the project or are they missing something? What is functional, useful and what did not work.</i> |
| 4. | Learning outcomes (LOut) | <i>The reflection of the learner`s way of work</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT, Q & A</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>Self-evaluation</i> |
| 7. | Key words | <i>Self-evaluation, Reflection</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 14.2 |
| 2. | Unit title | <i>Problem Solving and Root Cause Analysis</i> |
| 3. | Unit description | This unit will shortly introduce problem solving and after the root cause analysis for identification of problem. In the end, the learner will acquire knowledge of special way to analyse his/her own problem. |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: <ul style="list-style-type: none"> • <i>LOut1: Identify a root cause</i> • <i>LOut7: To be able to compare data</i> • <i>LOut8: To be able to design a solution for a given practical problem</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | PPT, Text, external links |
| 6. | Interactive objects (projects, | Activity 1 (short exercise) |

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| | self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Problem Solving, Root cause analysis</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 14.3 |
| 2. | Unit title | <i>Strategies and Tools for Problem Solving</i> |
| 3. | Unit description | This unit will shortly introduce strategies and tools to acquire additional knowledge how the problems can be solved. After completion of this unit, the participant will acquire additional knowledge how to analyse his/her own problem. |
| 4. | Learning outcomes (LOut) | <p>Upon completing this unit, learners will be able to:</p> <ul style="list-style-type: none"> • <i>LOut1: Identify a root cause</i> • <i>LOut2: Select an appropriate solution</i> • <i>LOut7: To be able to compare data</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | PPT with external links inside |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | Activity 2 (short exercise) |
| 7. | Key words | <i>Root cause analysis, Fish bone method, Mind mapping, Questioning, Mentoring, Brainstorming</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--------------------------|--|
| 1. | Unit code | 14.4 |
| 2. | Unit title | <i>Decision making and Design Thinking</i> |
| 3. | Unit description | This unit will introduce to the learner a short introduction of problem solving with respect to agile methods. Then, a specific iterative process - Design Thinking - to solve a problem regarding better understanding of the target user, challenging assumptions, redefinition of problems and creation of innovative solutions will be introduced. |
| 4. | Learning outcomes (LOut) | <p>Upon completing this unit, learners will be able to:</p> <ul style="list-style-type: none"> • <i>LOut2: Select an appropriate solution</i> • <i>LOut3: Describe the design thinking methodology</i> |

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| | | <ul style="list-style-type: none"> • <i>LOut4: Translate needs into solutions</i> • <i>LOut5: To demonstrate creative thinking ability</i> • <i>LOut6: To be able to choose an appropriate solution</i> • <i>LOut8: To be able to design a solution for a given practical problem</i> • <i>LOut9: To be able to assess needs of various stakeholders</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | PPT with external links inside |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | Activity 3 (short self evaluation exercise) |
| 7. | Key words | <i>Design thinking, Creative thinking, Innovative solution, Decision Making</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 14.5 |
| 2. | Unit title | <i>Some Other Decision-Making techniques</i> |
| 3. | Unit description | This unit will present to the course participant the decision-making techniques – e. g. group decision making, advice-based decision making etc. |
| 4. | Learning outcomes (LOut) | <ul style="list-style-type: none"> • <i>LOut2: Select an appropriate solution</i> • <i>LOut3: Describe the design thinking methodology</i> • <i>LOut4: Translate needs into solutions</i> • <i>LOut5: To demonstrate creative thinking ability</i> • <i>LOut6: To be able to choose an appropriate solution</i> • <i>LOut8: To be able to design a solution for a given practical problem</i> • <i>LOut9: To be able to assess needs of various stakeholders</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT with external links</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |

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| 7. | Key words | <i>Group Decision Making, Advice Process, Criteria Based Decision Making</i> |
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Digital Problem Solving

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|--|--|
| 1. | Unit code | 15.1 |
| 2. | Unit title | <i>Fundamentals of Problem Solving</i> |
| 3. | Unit description | This unit introduces the learners to the basic concepts of problem solving: <ul style="list-style-type: none"> • Problem solving techniques • Problem solving fundamentals (principles, steps) • Necessary competences skills for problem solving |
| 4. | Learning outcomes (LOut) | Upon completion of this course, attendants will be able to: LOut1: To be able to categorize problems LOut2: To be able to provide solutions to problems LOut5: To develop alternative solutions to problems |
| 5. | Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material) | 15.1a: Problem Solving fundamentals (Presentation) 15.1b: How to Solve a Problem in Four Steps (Video) https://youtu.be/QOjTJAFyNrU |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) (code and title) | <ul style="list-style-type: none"> • Quiz questions • Practical assignment |
| 7. | Key words | <i>Problem-solving, problem-solving steps, problem solving skills, problem solving fundamentals</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|--------------------------|---|
| 1. | Unit code | 15.2 |
| 2. | Unit title | <i>Digital tools for problem solving</i> |
| 3. | Unit description | This unit introduces the learners to: <ul style="list-style-type: none"> • Digital problem-solving definition, • Dimensions of digital problem solving • Activities related to digital problem solving • Educator's role in Digital problem solving • Skills required for solving problems using digital tools • A set of digital tools that can be used to solve problems in a classroom environment |
| 4. | Learning outcomes (LOut) | Upon completion of this course, attendants will be able to: LOut3: To be able to use digital tools for problem solving LOut4: To Select the appropriate technologies for different type of |

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| | | <p>problems</p> <p>LOut6: To use digital tools for various types of problems in classrooms.</p> <p>Lout7: To analyze problems using digital tools</p> |
| 5. | <p>Unit schedule (format per Unit title: ext. Video, A2I VIDEO, PPT, Text and external links core material</p> | <p>15.2a: Digital tools for problem solving (presentation)</p> <p>15.2b: What are digital capabilities? (video) https://youtu.be/ZK9K_a0fq5o</p> <p>15.2c: Digital problem-solving skills (video) https://youtu.be/Mv5aO4C_e_E</p> |
| 6. | <p>Interactive objects (projects, self-evaluation exercises, etc.) (code and title)</p> | <ul style="list-style-type: none"> • Describe the concept of digital problem solving • What is the main digital skills someone should have today? • What is the educator’s role in digital problem solving • List various types of digital tools that can be used to solve problems |
| 7. | <p>Key words</p> | <p><i>digital problem solving, digital skills, digital tools</i></p> |

Handling Ambiguity

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 16.1 |
| 2. | Unit title | Introduction to ambiguity |
| 3. | Unit description | This unit will introduce learners to the concept of ambiguity and list potential sources of ambiguous situations. |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: LOut1: List various sources of ambiguity |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 16.1a Introduction to ambiguity (PPT) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>handling ambiguity, ambiguous situations, sources of ambiguity</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|--|
| 1. | Unit code | 16.2 |
| 2. | Unit title | How to embrace ambiguous situations and master them |
| 3. | Unit description | <i>This unit will provide learners with strategies that help embracing and mastering ambiguous situations.</i> |
| 4. | Learning outcomes (LOut) | Upon completing this unit, learners will be able to: LOut2: List various strategies for embracing and tackling ambiguity LOut3: Describe the concept of tolerance of ambiguity (ToA) LOut4: Understand the concept of ambiguity within project-based learning |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 16.2a: Coping With Uncertainty (Video) 16.2b: Tackling Ambiguity (PPT) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Tolerance of Ambiguity, emotional regulation, critical thinking, transparent communication, coping activities, practicing empathy</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
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| 1. | Unit code | 16.3 |
| 2. | Unit title | Navigating Ambiguity |
| 3. | Unit description | <i>This unit will transition participants from the comprehension phase to the application phase. Participants will be introduced to classroom activities and exercises that help teachers and students alike to navigate ambiguity.</i> |
| 4. | Learning outcomes (LOut) | <p>Upon completing this unit, learners will be able to:</p> <p>LOut5: Discover the usability of strategies that embrace and tackle ambiguity</p> <p>LOut6: Demonstrate the usability of strategies against ambiguity in your professional learning/teaching setting</p> <p>LOut7: Select one or more exercises suited for in-class application based on the setup of the individual learning setting</p> <p>LOut8: Apply strategies against an ambiguous situation in a project-based learning scenario.</p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <p>16.3a Navigating Ambiguity feat. students from the Stanford d. school (Video)</p> <p>16.3b: Exercises to Navigate Ambiguity (PPT)</p> <p>16.3c: Navigating Ambiguity feat. Sarah Stein Greenberg and Scott Doorley (Video)</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <p>16.3d: Multiple Choice</p> <p>16.3e: Workplace Activity</p> |
| 7. | Key words | <i>Navigating ambiguity, Journey Road Map, Learning Zone Reflection</i> |

Critical Thinking

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|---|
| 1. | Unit code | 17.1 |
| 2. | Unit title | <i>How to think critically</i> |
| 3. | Unit description | <i>This unit introduces learners to the topic of critical thinking. First, it is defined as a general construct, then characterized within school environment and education. Also, most common errors in reasoning are highlighted, and main strategies presented to evaluate source of information, select critical information, evaluate events from different perspectives and develop strategies to think critically.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut 1: Identify process of reasoning; LOut 2: Select and evaluate sources of information; LOut3: Identify wrong reasoning;</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 17.1a: Critical thinking in pills (A2L video) 17.1b: The Importance of Critical Thinking (video) https://www.youtube.com/watch?v=Vqg3Irr5-14 17.1c: Methods for evaluating information (pdf, page 2-9) https://drive.google.com/file/d/1etixu7uyBIZRd_XPIIvAijmKNLGMGsjm/view?usp=sharing 17.1d: Critical thinking in education: a review (pdf page 234-247) https://drive.google.com/file/d/1esEfkjQWLnj3NNzr4SSPAijfpRgT4enP/view?usp=sharing |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>** to be filled upon completion of educational material**</i> |
| 7. | Key words | <i>Critical thinking; thinking; critical education; bias; cognitive; information.</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--------------------------|--|
| 1. | Unit code | 17.2 |
| 2. | Unit title | <i>How it ends up – logical reasoning of school subject matters</i> |
| 3. | Unit description | <i>This unit aims to highlight logical reasoning supporting pathfinding between different school subjects. Teachers will be able to provide students with effective strategies to improve their critical thinking, as well as criteria to analyse wrong reasoning.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut 4: Explain logical path between subjects and disciplines;</i> |

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| | | <i>LOut 5: Recognize inconsistencies, weaknesses, and errors in different subjects</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 17.2a: This tool will help improve your critical thinking (video) https://www.youtube.com/watch?v=vNDYUlxNIAA 17.2b: 5 tips to improve your critical thinking (video) https://www.youtube.com/watch?v=dltUGF8GdTw 17.2c: Critical thinking in elementary school children (pdf) https://drive.google.com/file/d/1E8UaIBRIDNVrTWyDkzQpaRLupsVcQzeg/view?usp=sharing |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | ** to be filled upon completion of educational material** |
| 7. | Key words | <i>Critical thinking; Logical reasoning; critical reasoning; school subjects; Socratic reasoning; tools; activities; strategies; analyze reasoning.</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 17.3 |
| 2. | Unit title | <i>Thinking critically and Agile</i> |
| 3. | Unit description | <i>This unit focuses on the Agile approach to critical thinking. It aims to define how the topic of critical thinking is designed to be applied as an Agile method.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut 6: Apply agile critical reasoning approach, to everyday teaching</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 17.3a: Agile critical thinking (website page) Agile critical thinking (pmi.org) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | ** to be filled upon completion of educational material** |
| 7. | Key words | <i>Critical thinking; school activities; thinking environment; critical thinking activities;</i> |

Entrepreneurial Thinking

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|---|---|
| 1. | Unit code | 18.1 |
| 2. | Unit title | Introduction to Entrepreneurship |
| 3. | Unit description | <p>This unit introduces the learners to the concept of entrepreneurship. It includes:</p> <ul style="list-style-type: none"> • understanding basic concepts in entrepreneurship, • understanding the role and importance of entrepreneurship for economic development, • developing personal creativity and entrepreneurial initiative, • adopting of the key steps in the elaboration of business idea, • understanding the stages of the entrepreneurial process and the • resources needed for the successful development of • entrepreneurial ventures. • The myths and facts about entrepreneurship. |
| 4. | Learning outcomes (LOut) | <p><i>LOut1 Describe the basic concepts of entrepreneurship and the characteristics of entrepreneurs.</i></p> <p><i>LOut2 Identify different roles of an entrepreneur.</i></p> <p><i>Lout3 Outline some key entrepreneurial attitudes.</i></p> |
| 5. | Unit schedule | <p>18.1a: Introduction to Entrepreneurship (presentation)</p> <p>18.1b: Introduction to Entrepreneurship (video)</p> <p>18.1c: Introduction to Entrepreneurship (pdf file)</p> <p>18.1d: Case studies and analysis</p> <p>18.1e: Assessment test</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>** to be filled upon completion of educational material**</i> |
| 7. | Key words | Entrepreneurship, <i>idea, business plan, growth, internationalization</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--------------------------|---|
| 1. | Unit code | 18.2 |
| 2. | Unit title | Strategy and Entrepreneurship |
| 3. | Unit description | <ul style="list-style-type: none"> • This unit introduces learners to the topic of Strategy and strategy formulation tools as well as entrepreneurship as a concept and attitude |
| 4. | Learning outcomes (LOut) | <i>Lout1: Identify different roles of an entrepreneur.</i> |

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| | | <p><i>Lout2: Describe the entrepreneurial competence areas based on the EntreComp framework.</i></p> <p><i>Lout3: Outline some key entrepreneurial attitudes</i></p> |
| 5. | Unit schedule | <p>18.2a: Strategy and Entrepreneurship (presentation)</p> <p>18.2b: Strategy and Entrepreneurship (video)</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>** to be filled upon completion of educational material**</i> |
| 7. | Key words | Strategy, Strategy formulation, Porter, SWOT Business Canvas, Entrepreneurship |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|---|--|
| 1. | Unit code | 18.3a & 3b |
| 2. | Unit title | From Business Ideas and Business Planning to success |
| 3. | Unit description | <p>This unit introduces learners to the basic steps Business Ideas and Business Planning. It includes:</p> <ul style="list-style-type: none"> • Identify and evaluate new business ideas; • Write a business plan and effectively communicate and "sell" new business concepts to other people; • Understand basic financial statements and ratios; • Managing growth and fall of start-ups; • Definition of tools creating a business plan • Using project based learning to be entrepreneurial |
| 4. | Learning outcomes (LOut) | <p><i>LOut1 Describe the basic concepts of business plan.</i></p> <p><i>LOut2 Distinguish between different sources of financing.</i></p> <p><i>LOut3 Outline some key entrepreneurial attitudes.</i></p> |
| 5. | Unit schedule | <p>18.3-4a: From Business Ideas and Business Planning to success (presentation)</p> <p>18.3-4b: From Business Ideas and Business Planning to success (video)</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>** to be filled upon completion of educational material**</i> |
| 7. | Key words | Entrepreneurship, business idea, business plan, growth, internationalization, start-ups, franchise |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|---|---|
| 1. | Unit code | 18.4 |
| 2. | Unit title | Entrepreneurship in Education |
| 3. | Unit description | <p>This unit introduces the learners to the concept of Entrepreneurship in Education. To teach a complex and abstract concept like Entrepreneurship the teacher must innovate in hers/his approach. Some ways to do that are to:</p> <ul style="list-style-type: none"> • Turn class participation into speaking events. Instead of standard class discussions, give students a chance to practice public speaking or to present / depict their ideas to an audience. They have to learn how to present and convince their audience that their idea has value to user of the product/service they propose as a business idea. Give importance to the understanding of Example of Virtual Business Entrepreneurship in the School Unit • Stimulate discussion and exchange of ideas, based on STEM methodology • Facilitate teamwork and cooperation • Explain the competences of EntreComp and use them in case analysis. • Acknowledge the signification of teamwork skills |
| 4. | Learning outcomes (LOut) | <p><i>LOut1 Define the relation between entrepreneurship and education.</i></p> <p><i>LOut2 Identify Teamwork Skills in Entrepreneurial Effort.</i></p> <p><i>LOut3 Describe the entrepreneurial competence areas based on the EntreComp framework.</i></p> <p><i>LOut4 Emphasize the relation between entrepreneurial thinking and stem methodology</i></p> |
| 5. | Unit schedule | <p>18.1a: Introduction Entrepreneurship in Education (presentation)</p> <p>18.1b: Introduction to Business Canvas & Lego Serious Play (video)</p> <p>18.1e: Assessment test</p> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>** to be filled upon completion of educational material**</i> |
| 7. | Key words | <i>EntreComp, STEM Education, Defining problems, Teamwork Skills, School Unit</i> |

Social Skills

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|--|
| 1. | Unit code | 19.1 |
| 2. | Unit title | <i>Social skills</i> |
| 3. | Unit description | <i>This Unit will provide learners with fundamental knowledge on social skills, and related perspectives. Also, learners will be able to classify social skills according to most recent taxonomies and models, as well as individuating social skills related behaviours.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut1 Define, name, recognize at least 3 social skills LOut2 Define the characteristics of a positive school environment LOut 3 Classify social skills in relation to students' social behaviour</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 19.1a: Social skills: definitions and related behaviours (PPT) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>Upon completion</i> |
| 7. | Key words | <i>Social skills, social behaviours, behavioural perspective; social learning, social competences</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|--|--|--|
| 1. | Unit code | 19.2 |
| 2. | Unit title | <i>Teaching Social skills</i> |
| 3. | Unit description | <i>This Unit will provide learners with specific knowledge on how to design lesson plan to teach and promote social skills within the classroom and the school environment.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut4 Give examples of how to foster positive relationships with students LOut5 Select correct social skill in different classroom situations</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 19.2a: Teaching social skills (pdf) https://drive.google.com/file/d/1UPYehU3fMCs3Fz7Pd9d7j2ifjGUX326C/view?usp=share_link 19.2b: Social skills teaching techniques (PPT) |
| 6. | Interactive objects (projects, | <i>Upon completion</i> |

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| | self-evaluation exercises, etc.) | |
| 7. | Key words | <i>Social skills, social behaviours, behavioural perspective; checklist, lesson plan, rules.</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 19.3 |
| 2. | Unit title | <i>Lesson plans – social skills for teamwork</i> |
| 3. | Unit description | <i>This Unit will mainly focus on how to build a lesson plan, providing learners with a specific methodology to promote social skills for teamwork, but most importantly to provide a job-oriented classroom environment.</i> |
| 4. | Learning outcomes (LOut) | <i>LOut6 Apply correctly a social skill in a real classroom environment</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | 19.3a: Lesson plans – social skills for teamwork (PPT) |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>Upon completion</i> |
| 7. | Key words | <i>Social skills, social behaviours, behavioural perspective; lesson plan, teamwork, practice.</i> |

Actively engaging learners

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|--|---|
| 1. | Unit code | 20.1 |
| 2. | Unit title | <i>Pre-course evaluation</i> |
| 3. | Unit description | <i>This unit will reflect the tools and their pros and cons concerning their usage. They should evaluate what did work and what did not work during on-line classes (e.g., when students were paying less attention when the camera did not work, and they were hidden etc.).</i> |
| 4. | Learning outcomes (LOut) | N/A |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | PPT |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | NONE |
| 7. | Key words | <i>Self-evaluation, student engagement, engagement digital tools</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|---|---|
| 1. | Unit code | 20.2 |
| 2. | Unit title | <i>Introduction of active engagement, related digital tools and gamification features</i> |
| 3. | Unit description | <i>The participant will be introduced the topic of the active engagement of students and also learn about the relevant available tools. They will get the overview what tool is suitable for a certain kind of activity. Also, they will be introduced to gamification features that can be included to support the student's engagement.</i> |
| 4. | Learning outcomes (LOut) | LOut1: List digital tools for team collaboration LOut7: Develop strategies for active participation in an online and offline group work, while using digital tools LOut8: Judge which techniques and tools suit learners' individual needs |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and | PPT |

| | | |
|----|---|--|
| | external links core material | |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | NONE |
| 7. | Key words | <i>Student engagement, engagement digital tools, gamification in education</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 20.3 |
| 2. | Unit title | <i>The examples for different phases of the lesson</i> |
| 3. | Unit description | <i>The participant will learn about the appropriate techniques and digital collaboration tools used in accordance with the particular phases of the lesson (form ice break, the way of presentation by the teacher, group exercises, individual work in a creative way, to assessment and reflection). The learner will gain knowledge of the existence of the specific techniques and appropriate digital tools.</i> |
| 4. | Learning outcomes (LOut) | <p><i>LOut2: Recognise tools suitable for a specific outcome</i></p> <p><i>LOut3: Identify which tools and approaches suit individual needs of a particular group and situation.</i></p> <p><i>LOut4: Solve problems by creative collaborative group work</i></p> <p><i>LOut5: Apply mind mapping technique in an individual work and group work both online and offline.</i></p> <p><i>LOut6: Interpret the data collected via the collaborative digital tools</i></p> <p><i>LOut7: Develop strategies for active participation in an online and offline group work, while using digital tools</i></p> <p><i>LOut8: Judge which techniques and tools suit learners' individual needs</i></p> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>PPT, external links - videos</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | NONE |
| 7. | Key words | <i>Student engagement, engagement digital tools, phases of school lessons</i> |

Digital content creation

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|--|--|
| 1. | Unit code | 21.1 |
| 2. | Unit title | <i>Fundamentals of digital content creation</i> |
| 3. | Unit description | <i>The objective of this module is to:</i> <i>a) discuss the advantages and challenges of digital content creation</i> <i>b) provide roadmap for developing such content</i> |
| 4. | Learning outcomes (LOut) | <i>LOut1 describe the advantages and challenges of digital content creation</i> <i>LOut2 name the six stages of digital content creation</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>21.1 Fundamentals of digital content creation</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>digital content creation, stages of digital content creation</i> |

| TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION | | |
|---|---------------------------|--|
| 1. | Unit code | 21.2 |
| 2. | Unit title | <i>Copyright and licensing issues</i> |
| 3. | Unit description | <i>The objective of this module is to:</i> <i>a) present the concept of intellectual property protection and elaborate on the important issue of copyright</i> <i>b) identify sources of non-copyrighted material to use when creating digital content</i> <i>c) familiarize with the concepts of fair use of copyrighted material and creative commons licensing</i> |
| 4. | Learning outcomes (LOut) | <i>LOut3 name the types of intellectual property forms of protection</i> <i>LOut4 select sources of non-copyrighted material when creating digital content</i> <i>LOut6 differentiate between the various licensing models</i> |
| 5. | Unit schedule (format per | <i>21.2 Copyright and licensing issues</i> |

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|----|--|---|
| | Unit title: ext. Video, A2L video, PPT, Text) and external links core material | |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>digital content creation, intellectual property, copyright, fair use, public domain material, creative commons</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|--|---|
| 1. | Unit code | 21.3 |
| 2. | Unit title | <i>Digital content creation related tools</i> |
| 3. | Unit description | <i>The objective of this module is to present tools that can be used to create and/or modify digital content of various types (image, video, e-book, website, presentation, animation, quiz). Moreover, guidelines are provided, via youtube videos, on creating animated ppts and properly designing infographics</i> |
| 4. | Learning outcomes (LOut) | <i>LOut5 identify the appropriate tools to use to create or modify digital content</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>21.3a Digital content creation related tools 21.3b Make Animated PowerPoint Slide (video) https://www.youtube.com/watch?v=Gjev8RkqO1k 21.3c Infographic Design Do's and Don'ts (video) https://www.youtube.com/watch?v=uBBmbdPbfhw</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | |
| 7. | Key words | <i>digital content creation tools</i> |

TB2: COURSE UNIT (LEARNING ACTIVITY) DESCRIPTION

| | | |
|----|------------------|--|
| 1. | Unit code | 21.4 |
| 2. | Unit title | <i>Demonstration of a digital content creation</i> |
| 3. | Unit description | <i>This unit will challenge learners to apply their newly gained knowledge on digital content creation in designing an infographic</i> |

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|----|--|---|
| 4. | Learning outcomes (LOut) | <i>LOut7 produce original digital content for a classroom environment</i> |
| 5. | Unit schedule (format per Unit title: ext. Video, A2L video, PPT, Text) and external links core material | <i>21.4 Demonstration of a digital content creation</i> |
| 6. | Interactive objects (projects, self-evaluation exercises, etc.) | <i>TB3b</i> |
| 7. | Key words | <i>digital content creation, infographic</i> |



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