Agile2Learn

Curriculum

Annex I

Description of each module structure
TB1 documents

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Erasmus+ Program

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Project Inception (Planning)

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*1*
2	Course Module title	*Project Inception*
3	Course Module description	*Project inception is a phase that examines the feasibility of the project. Further during this phase, we create a preliminary project plan and we do project scoping while at the same time we create the initial list of requirements.* *In Scrum this phase is known as pregame. The main inception process goals are:* • *Project idea feasibility study* • *Developing project strategy and vision* • *Project scope definition and initial release planning* • *Team Formation* • *Etc.* *So, the main objectives of this module is to develop concepts like idea testing, idea formulation, scope management, project initiation, etc.*
4	Knowledge domain	*Project management, idea testing, idea formulation, project initiation, project inception, scope management*
5	Learning objectives	*The learning objectives for the trainees in this module are the following*: • *To develop on idea testing and formulation* • *To perform project environment and stakeholder analysis* • *To develop the project vision and project strategy* • *To develop the initial project blueprint* • *To develop the initial set pf project requirements using user stories* • *To formulate the project team*

Learning outcomes for the Cognitive domain⁺ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Define the basic methods to test an idea
LOut2	Define the components of a feasibility analysis
LOut3	List the main methods for assessing the project investment
LOut4	List the main project stakeholders
LOut5	Identify the concept of project vision and strategy
2. Comprehension level	
LOut6	Recognize the concepts of interests and influence of stakeholders

LOut7	Understand the concept of user stories for recording requirements
LOut8	To understand project formulation techniques
3. Application level	
LOut9	To formulate and test the feasibility of an idea
LOut10	To create the initial product backlog using user stories
5. Synthesis level	
6. Evaluation level	

Unit Code*,**	Unit title
1.1	*Project environment and stakeholder analysis*
1.2	*Formulating and assessing project ideas – Feasibility assessment*
1.3	*Developing the initial project product backlog*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

⁺ Learning outcomes for the Affective and the Psychomotor domains can also be written

Agile Methods & Fundamentals

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*2*
2	Course Module title	*Agile Fundamentals*
3	Course Module description	"Agile Fundamentals" course explores the principles and values of agile management and how overall it can be used either as a pedagogical of as a school development tool. The module introduces learners to key concepts, values and principles that govern the agile approach such as embracing of change, focus to the end result and to the customer, close collaboration with all stakeholders, etc. Further, an introduction to agile based learning will be given and on the principles that govern this approach will be presented. More specifically, the concert of self-organized class, the pair teaching concept, e.tc. will be presented. This self-paced course contains concept games, flashcards, and exercises to supplement and enhance the understanding of agile concepts.
4	Knowledge domain	*Agile management, Agile values, Agile principles, Agile based learning.*
5	Learning objectives	*The objectives of this module is to present to the students:* • *the need for agility and the fact that the agile techniques can be applied in many different domains and disciplines* • *the core agile values* • *the fundamental agile principles* • *how agile principles can be applied with a school environment, agile-based learning* • *popular agile methodologies* • *to argue on the advantages and disadvantages of the agile approach*

Learning outcomes for the Cognitive domain⁺ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
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

2. Comprehension level	
LOut5	To be able to describe the key principles agile-based learning
LOut6	To be able to describe in detail one agile methodology
Lout7	To be able to apply in a practical term two agile principles in the classroom

4. Analysis level	

5. Synthesis level	

6. Evaluation level	

Unit Code*,**	Unit title
2.1	*Introduction to agile values and principles*
2.2	*Introduction to agile based learning*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

[+] Learning outcomes for the Affective and the Psychomotor domains can also be written

Digital collaboration at professional and learning level

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*3*
2	Course Module title	*Digital collaboration at professional and learning level*
3	Course Module description	*Working with a team of individual contributors might be a challenge from the perspective of how to collaborate efficiently. As we live in a digital age, we do have many resources available that can help us succeeding in this matter. Thus, it is important to develop the skill to use digital tools to collaborate better.* *The participants will learn to assess needs in a particular situation (specific team, project etc.) and subsequently come up with a way of online collaboration that suits the needs of all stakeholders. They will learn about various solutions for teams to share materials, simultaneously work on outputs, communicate on a team and sub-team level, distribute and follow up on tasks. They will get to understand specific tools and ways of organising and what they offer, experience their pros and cons, so that they are able to suggest a tailored approach in any situation they might encounter.*
4	Knowledge domain	*Digital competences*
5	Learning objectives	• *Learn about available tools, ways, and complex solutions for digital collaboration.* • *Lear how to collaborate on an output from brainstorming to finalization.* • *Assess needs of all stakeholders involved in the collaboration.* • *Come up with a solution how to organise team collaboration based on the needs, resources available and desired outcomes.* • *Pilot a solution, analyse the outcome and adjust if needed.*

Learning outcomes for the Cognitive domain[+] (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	List tools and solutions available for online communication
LOut2	List tools and solutions available for task distribution and follow up
LOut3	List tools and solutions available for materials share and simultaneous work on outputs

LOut4	Match the solutions available with needs identified
2. Comprehension level	
LOut5	Identify specific needs of all the stakeholders involved
LOut6	Describe the advantages and disadvantages of the various tools and solutions.
3. Application level	
LOut7	Use a collaboration tool and its features and apply the suggested solution in the team
4. Analysis level	
LOut8	Compare the available solutions.
5. Synthesis level	
LOut9	Implement the selected tools and solutions.
6. Evaluation level	
LOut10	Justify the solution in a pilot phase

Unit Code*,**	Unit title
3.1	Self-evaluation
3.2	Introduction of the tools of the digital collaboration
3.3	The way of the project - the project phases and related digital tools
3.4	Case study
3.5	Task - the choice of appropriate tools for work and rhythm of the work

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

[+] Learning outcomes for the Affective and the Psychomotor domains can also be written

Communication

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*4*
2	Course Module title	*Communication*
3	Course Module description	*The "Communication" module refers to the promotion of listening skills, nonverbal communication, public speaking, storytelling skills and effective communication. The module consists of 4 units aimed to provide fundamental notions on communication, support on comprehension of different styles of communication and skills for a successful communication.*
4	Knowledge domain	*Communication*
5	Learning objectives	*Learn communication mechanisms in classroom* *Learn how to communicate in classroom* *Acquire knowledge on communication with different school stakeholder* *Manage different styles of communication in classroom*

Learning outcomes for the Cognitive domain+ (Bloom Taxonomy)	
Code	Learning Outcome (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	List different styles of communication
LOut2	Name and describe the axioms of communication
LOut3	Recognize nonverbal communication
2. Comprehension level	
LOut4	Select the correct communication channel with respect to the school's various stakeholders
LOut5	Recognize the message of nonverbal communication
LOut6	Recognize and select agile communication strategies
3. Application level	
LOut7	Practice agile communitive strategies
4. Analysis level	
5. Synthesis level	
6. Evaluation level	

Unit Code*,**	Unit title
4.1	*Styles and axioms of communication*
4.2	*Different approaches to classroom communication*
4.3	*Agile communicative styles*
4.4	*Active listening*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

⁺ Learning outcomes for the Affective and the Psychomotor domains can also be written

Teamworking

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*5*
2	Course Module title	*Teamworking*
3	Course Module description	*Teamworking is becoming more and more dynamic, diverse, and digital. In customer-oriented projects, team members are increasingly required to adapt to frequent changes which can arise from within, in the form of changing contributors with multiple affiliations, as well as from outside, through changing customer demands and market requirements. Team members are expected to rethink how teams work together across their organization and apply a modern, **agile** approach to work.* *Participants in this course will get an introduction to the concept of agility within the context of teamwork. They will learn about the different methods that agile teams employ to increase their flexibility and efficiency.* *Participants will also be introduced to different pedagogic strategies and methods of how to teach agile teamwork in their respective learning environment.* *As a practical activity, participants will create a teaching scenario based on the newly gained knowledge.*
4	Knowledge domain	*Teamwork skills* *Agile Teams, Agile Mindset* *Agile Methods in teamworking processes* *Collaboration* *Team-based learning*
5	Learning objectives	*The learning objectives for the trainees in this module are the following*: • *To identify basic teamworking skills* • *To understand the meaning of agility within the context of teamwork* • *To highlight the different roles within agile teams* • *To identify agile methods and their usability and practicability*

Learning outcomes for the Cognitive domain[+] (Bloom Taxonomy)	
Code	**Learning Outcome**
	Upon completion of this module, the learner will be able to:
1. Knowledge level	

LOut1	List various agile teamworking skills
LOut2	List various agile methods that foster teamwork skills

2. Comprehension level	
LOut3	Describe the concept of agility within the context of agile teams
LOut4	Understand the characteristics of agile teams

3. Application level	
LOut5	Discover the functions and usability of various agile methods that foster agility
LOut6	Demonstrate the usability of agile methods in your professional learning/teaching setting

4. Analysis level	
LOut7	Select one or more agile methods for application based on the setup of the individual learning setting

5. Synthesis level	
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

6. Evaluation level	

Unit Code*,**	**Unit title**
5.1	Introduction to teamworking
5.2	*Overview of different agile methods that foster teamwork*
5.3	*Selection of agile methods for professional learning/teaching setting*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

⁺ Learning outcomes for the Affective and the Psychomotor domains can also be written

Self-Managed Teams

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	6
2	Course Module title	Self-managed teams
3	Course Module description	The topic of self-managed teams is becoming more popular at companies and organizations of all sizes. This course is dedicated to exploring of what self-managed teams are, the characteristics of self-managed teams, and how to start developing them. The participant in this course will get an overview of how to create a self-managed team. In order to achieve this, self-managed teams' types, characteristics, benefits, guidance and boundaries will be presented.
4	Knowledge domain	Self-managed teams Self-managed teams' types, characteristics, benefits, skills (full ownership, responsibility, autonomy) Team performance
5	Learning objectives	The learning objectives for the trainees in this module are the following: • To present the notion and characteristics of a self-managed team • To present the differences between traditional teams and self-managed teams • To highlight the characteristics of a successful self-managed team • To describe how to use team members diverse skills, knowledge and experience to achieve a common goal • How to develop effective decision-making practices that combine as many as possible viewpoints of team members • To be able to recognize the informal team roles.

Learning outcomes for the Cognitive domain+ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Define the concept of traditional teams and self-managed teams
LOut2	Describe the characteristics of a self-managed team
LOut3	Describe the benefits of a self-managed team
LOut4	Identify the boundaries of a successful self-managed team
2. Comprehension level	
LOut5	Explain which competences are needed before seeing the benefits of a successful self-managed team
LOut6	Identify the characteristics that distinctly set great self-managed teams apart from other team structures
LOut7	Recognize the alternating/informal roles of self-managed teams' members

3. Application level	
LOut8	To apply in practical terms a self-managed team scenario in a classroom.

5. Synthesis level	

6. Evaluation level	

Unit Code*,**	Unit title
6.1	*Types of teams*
6.2	*Characteristics and alternative/informal roles in self-managed teams*
6.3	*Essential steps to build a self-managed team*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

+ Learning outcomes for the Affective and the Psychomotor domains can also be written

Agile Artifacts

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*7*
2	Course Module title	*Agile artifacts*
3	Course Module description	*Trainees will be introduced to the basic concepts of agile artifacts. Agile artifacts are information that an agile team and stakeholders use to detail the product being developed, the activities to produce it, the activities performed during the project and the activities done in the project. For example, in software development, the term artifact refers to key information needed during the development of a product. They are essential tools for every scrum team since they enable core scrum attributes of transparency, inspection, and adaption to help teams operate more efficiently. Therefore, it's important all teams have access and visibility into the artifacts. Upon completion of this module, trainees will learn the concepts of the three main agile artifacts:* • *the product backlog,* • *the sprint backlog, and* • *the product increment.* *Then, trainees will be practiced to these artifacts by developing a project with Scrum.*
4	Knowledge domain	*Agile Scrum artifacts* *Product backlog* *Sprint backlog* *Product increment*
5	Learning objectives	*After completing this module, the trainees will be able to:* • *To explain the role of agile artifacts in agile learning.* • *To use agile artifacts during a project development.* • *To use agile artifacts in a classroom environment.* • *To value the achievements and reorganize the next activities through agile artifacts*

Learning outcomes for the Cognitive domain+ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Describe the basic concepts of the agile artifacts
LOut2	Define the stages of agile artifacts in Scrum
LOut3	Match every agile artifact with the stage of project development
2. Comprehension level	
LOut4	*Describe the steps to create a scrum product backlog*
LOut5	*Explain the role of backlog*

3. Application level	
LOut6	*Use the product backlog in an educational/school project*

4. Analysis level	

5. Synthesis level	

6. Evaluation level	

Unit Code*,**	Unit title
7.1	*Overview of agile artifacts*
7.2	*Managing needs/requirements through a product backlog.*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

+ Learning outcomes for the Affective and the Psychomotor domains can also be written

Agile Ceremonies

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*8*
2	Course Module title	*Agile Ceremonies*
3	Course Module description	Meetings are part of our daily lives and are necessary to accomplish any complex task since they are a crucial form of communication. Ordinarily, they are consuming a significant amount of time and resources and therefore they need to be managed effectively. Agile ceremonies are meetings with defined lengths, frequencies, and goals that enable us to increase our productivity. More specifically the aim of these meetings is to ensure that project team plan is executed according to schedule, track, and engage stakeholders that are taken part at different project stages and help team members to reflect on their work. Agile ceremonies are usually elements of the Scrum agile framework.
4	Knowledge domain	*Agile methods* *Agile meetings* *Agile ceremonies*
5	Learning objectives	• *To describe what agile ceremonies are.* • *To present the different types of agile ceremonies* • *To describe the main aspects of each one of agile ceremonies e.g.: participants, frequency, length, etc.* • *To present differences in agile ceremonies between different agile frameworks.* • *To present best practices to conduct meetings*

Learning outcomes for the Cognitive domain+ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	To define what agile ceremonies are
LOut2	To identify team members that should participate at each ceremony
LOut3	To identify challenges at each ceremony
2. Comprehension level	
LOut4	To describe agile ceremonies
LOut5	To explain the role of each ceremony
LOut6	To describe the purpose of each ceremony
3. Application level	
Lout 7	To be able to organize agile ceremonies in a school/classroom environment
4. Analysis level	

5. Synthesis level	
6. Evaluation level	

Unit Code*,**	Unit title
8.1	*Introduction to Agile ceremonies*
8.2	*Agile ceremonies in a classroom/ best practices.*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

[+] Learning outcomes for the Affective and the Psychomotor domains can also be written

Selecting digital resources

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*9*
2	Course Module title	*Selecting Digital Resources*
3	Course Module description	*Each learning/teaching setting is different. Differences manifest in the learner group's individual skillsets and needs. Learners may also vary with regards to their socioeconomic background. The induvial makeup of each learning group requires the assistance of digital resources that ensures everyone's learning progress.* *The digital world is full of resources and applications which can be selected and adapted easily for individual learning purposes. Participants of this module will be introduced to various digital resources, understand their functions, usability, and limitations.* *It is the participant's task to select one or more digital resources and apply them in their professional learning/teaching setting.* *The module will support them in identifying, assessing, and selecting different resources, as well as enabled participants to set up criteria for their own professional learning/teaching setting to make learning more agile.*
4	Knowledge domain	*Digital Competences*
5	Learning objectives	*Learning objectives (4 up to 10) for the specific course module* • *To identify learning resources as digital resources* • *To set up individual criteria for selection process* • *To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.*

Learning outcomes for the Cognitive domain+ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Identify different types of digital resources
LOut2	List the selection criteria for different digital resources
LOut3	Select digital resources for different learning purposes
2. Comprehension level	
LOut4	Outline the purposes and needs for digital resource
LOut5	Discuss the purposes and needs for digital resources
3. Application level	
LOut6	Select one or more digital learning resources for your professional learning/teaching setting
4. Analysis level	
5. Synthesis level	

LOut7	Make use of one more digital learning resources for your professional learning/teaching setting and create a teaching plan
Lout8	Create a teaching scenario and include a digital resource Create a teaching scenario and include a digital resource

6. Evaluation level

Unit Code*,**	Unit title
9.1	*Introduction to digital resources*
9.2	*Selection criteria for digital resources*
9.3	*Selection of digital resources*
9.4	*Demonstration of a professional learning scenario supported by a digital resource*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

[+] Learning outcomes for the Affective and the Psychomotor domains can also be written

Creating and modifying digital resources

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*10*
2	Course Module title	*Creating and modifying digital resources*
3	Course Module description	*The digital revolution has begun to affect and transform educational systems and lead to the development of new approaches to teaching and learning. This shows the need for a new pedagogy that will use new technologies, promote learning through collaboration, foster the development of problem-solving skills and cultivate creativity.*
		Teachers in particular should create the right environment and opportunities for meaningful learning that will help learners discover and enhance their abilities and skills, especially those that characterize the 21st century citizen. Thus, the teacher does not just facilitate learning, but works creatively, choosing from a wide range of strategies which he mixes and adapts to the respective educational context and the needs of the learners.
		In this direction, teachers and learners should develop specific skills with the basic to be considered the ability to develop new and process and modify ready-made digital educational resources.
4	Knowledge domain	*Creating and modifying digital educational resources*
5	Learning objectives	• *To select an appropriate digital tool for the creation of digital educational material / resource depending on the educational context and the expected learning outcome.* • *To create digital educational material / resource according to the educational needs of the trainees.* • *To process, modify and adapt the digital educational material / resource to achieve the expected learning outcome.*

Learning outcomes for the Cognitive domain[+] (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Describe the concept of OER.
Lout2	Name digital tools for creating educational material / resources.
2. Comprehension level	
Lout3	Recognize of the technical features of digital tools for the creation of educational material / resource.
3. Application level	
Lout4	To develop digital educational material / resource using tools such slide creation software, platforms for online quizzes, creating educational videos etc.
Lout5	To construct digital concepts maps and use digital notice boards.
Lout6	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.
4. Analysis level	

5. Synthesis level		23
6. Evaluation level		

UnitCode*,**	Unittitle
10.1	*The concept of OER, Creating/ modifying concept maps, Collaborative teaching with Padlet.*
10.2	*Creating / modifying digital educational material using tools such as LibreOffice Impress, EDpuzzle, Quizizz.*

(*) A unit (learning activity) should be approximately 1-2 hours of study

(**) For each Unit specified above please fill in a Table TB2

⁺ Learning outcomes for the Affective and the Psychomotor domains can also be written

Managing, protecting and sharing digital resources

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*11*
2	Course Module title	*Managing, protecting and sharing digital educational resources*
3	Course Module description	*Educators need to look into the future to determine what should be done to be relevant and serve society in the future. The education system will be preparing learners for jobs that do not exist today because of emerging technologies and information explosion.* *The demand for lifelong learning is growing significantly around the world since to get meaningful jobs citizens need to obtain current and relevant education.* *Digital competence is one of the competencies that all individuals need for personal fulfilment and development, active citizenship, social inclusion, and employment.* *An important aspect of the digital skills that the teacher and the trainee in particular must have in order to face the challenges of the new era is the ability to browse, evaluate and manage information and digital educational resources, share digital resources with other teachers and/or trainees and preserve safety.*
4	Knowledge domain	*Managing, protecting and sharing digital educational resources*
5	Learning objectives	• *To share resources using links or as attachments, e.g. to e-mails.* • *To share resources on online platforms or personal or organizational websites/blogs.* • *To respect possible copyright restrictions to using, re-using and modifying digital resources.* • *To take measures to protect sensitive data and resources (e.g. students' grades, exams).* • *To share administrative and student-related data with colleagues, students and parents, as appropriate.*

Learning outcomes for the Cognitive domain[+] (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Names the attributes and rights that can be assigned to users who have access to the digital material that is shared.
LOut2	Recognizes the marking of Creative Commons licenses.
LOut3	Defines sensitive personal data.
2. Comprehension level	
Lout4	Explains the ways in which digital resources can be shared
Lout5	Gives examples of use of attributes and rights that can be assigned to users who have access to the digital material that is shared.
3. Application level	
Lout6	Shares educational content on virtual learning environments or by uploading, linking or embedding it e.g. on a course website or blog

Lout7	Applies licenses to the digital resources published online.
4. Analysis level	
5. Synthesis level	
Lout8	Restrict access to digital resources as appropriate
6. Evaluation level	

Unit Code*,**	Unit title
11.1	*Creative commons licenses, sensitive data and GDPR.*
11.2	*Sharing digital educational resources.*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

⁺ Learning outcomes for the Affective and the Psychomotor domains can also be written

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*12*
2	Course Module title	*Creativity.* *Subhead: Creativity, divergent thinking, and innovation. A simple guide on how to think outside of the box and generate new ideas.*
3	Course Module description	*Creativity, divergent thinking, and innovation are among the key skills of the 21st century and in addition to being fundamental elements of artistic education and practice, they are also some of the primary goals of STEM education. Creativity is defined as a deliberate mental function that everyone is capable of performing to some extent. It unfolds through a recognizable process and is verified through the uniqueness and usefulness of the result. Thus, creative thinking and innovation go hand in hand. The evolution of research and the constant need for innovation, have given very different dimensions to the skill of creativity making it a prerogative for creative fields other than art, such as science, mathematics, engineering, and architecture. In today's world, creativity signifies the ability to visualize, to speculate, to make new connections and to provide a multitude of alternative interpretations of a concept or a multitude of solutions to a problem. Moreover, research shows that creative thinking is not singularly linked to talent and can be improved in each and every individual through practice and an adequately encouraging educational environment. This module explains the concept of creativity, defines its basic characteristics, underlines its usefulness in today's way of thinking and provides us with ways to enhance it in every individual for a more creative and innovative way into the future.*
4	Knowledge domain	*Creativity; Innovation; Divergent thinking; Visualization; Problem solving*
5	Learning objectives	*The learning objectives of this module are the following:* • *To present a brief introduction of the concept of creativity* • *To define its basic characteristics* • *To provide the links between creativity and innovation* • *To present the applications of creativity in today's way of thinking* • *To outline ways of development of the skill of creativity* • *To provide simple exercises that can enhance the skill of creativity*

Learning outcomes for the Cognitive domain[+] (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Define the concept of Creativity
2. Comprehension level	
LOut2	Illustrate creativity's basic characteristics

3. Application level	
Lout3	Relate creativity to innovation
4. Analysis level	
Lout4	Discover the applications of creative thinking in everyday life
5. Synthesis level	
Lout5	Assemble techniques aimed at the enhancement of creative skills
6. Evaluation level	
LOut6	Recommend exercises aimed at the enhancement of creative skills

UnitCode*,**	Unittitle
12.1	*Creativity and creative thinking. How do I know if I am a creative thinker?*
12.2	*Why should I be creative? The path to creative thinking.*
12.3	*Creativity and Innovation. Two concepts one goal.*
12.4	*Let's train our brains into creative thinking patterns.*

(*) A unit (learning activity) should be approximately 1-2 hours of study

(**) For each Unit specified above please fill in a Table TB2

[+] Learning outcomes for the Affective and the Psychomotor domains can also be written

Time Management

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*13*
2	Course Module title	*Time management*
3	*Course Module description*	*Time management refers to the ability to use one's time productively and efficiently in order to achieve the goals set. Working in an agile environment might be challenging from the time management perspective, as things change progressively, and flexibility is needed. Therefore, it is important to equip the participants with tools, techniques and skills in order to succeed in such an environment.* *The participants will learn how to plan and organise their time, set reasonable time frames including buffer times. Furthermore, they will learn how to prioritise, including what, when and how to delegate and how to follow up. They will also learn self-management techniques to minimise procrastination and time wasters. They will be able to handle situations when they feel overwhelmed.*
4	Knowledge domain	*Transversal and Personal Competences*
5	Learning objectives	• *Be able to plan and organise individuals in a productive and efficient manner, including setting realistic time frames for tasks* • *Be able to prioritise in real time* • *Be able to manage teamwork in an efficient manner* • *Be able to delegate and follow up*

Learning outcomes for the Cognitive domain⁺ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
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.
LOut3	Identify key priorities in real-time in relation to their goals.
2. Comprehension level	
LOut4	Distinguish which types of tasks can be delegated.

LOut5	Distinguish which types of tasks can be eliminated.

3. Application level	
LOut6	Use of time in an efficient way.
LOut7	Use of time management tools and various self-management techniques.

4. Analysis level	
LOut8	Analyse tasks based on their urgency and importance.

5. Synthesis level	

6. Evaluation level	

Unit Code*,**	Unit title
13.1	*Self-evaluation task*
13.2	*Introduction*
13.3	*Mind Map*
13.4	*Eisenhower Matrix*
13.5	*Case study*
13.6	*Procrastination and other time wasters*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

Problem Solving and Decision Making

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*14*
2	Course Module title	*Problem Solving and Decision Making*
3	*Course Module description*	*In agile driven teams it is important to be able to take an action when obstacle arises. It is crucial to identify the root cause of the problem encountered and, according to this, find the most suitable solution and apply it. All these must be done quickly and inexpensively, hence it is crucial that participants develop their problem solving and decision-making skills.* *They need to have strong analytical skills to find a root cause and identify viable solutions. Furthermore, they need to be able to understand the stakeholders and their needs and communicate with them, both when gathering the information from them and when selling the solution to them. Furthermore, they need to be familiar with various brainstorming techniques that can be used when working with a group. It is advisable for the participants to be able to use the design thinking methodology. Finally, the participants also need to be willing and capable to take ownership over taking a decision and proceeding with action.*
4	Knowledge domain	*Transversal and Personal Competences*
5	Learning objectives	• *Basic concepts of problem solving* • *Learn how to run a root cause analysis* • *Learn how to run a comparative analysis* • *To be able to think out of the box* • *To develop the ability to think creatively* • *To develop the ability to listen actively* • *To learn how to use design thinking* • *To be able to use mind mapping and other brainstorming techniques* • *To learn how to take ownership* • *To understand the concept of empathy* • *To develop communication skills* • *To develop solution selling skills*

Learning outcomes for the Cognitive domain[+] (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	

LOut1	Identify a root cause
LOut2	Select an appropriate solution
LOut3	Describe the design thinking methodology
2. Comprehension level	
LOut4	Translate needs into solutions
3. Application level	
LOut5	To demonstrate creative thinking ability
Lout6	To be able to choose an appropriate solution
4. Analysis level	
Lout7	To be able to compare data
5. Synthesis level	
Lout8	To be able to design a solution for a given practical problem
6. Evaluation level	
LOut9	To be able to assess needs of various stakeholders

Unit Code*,**	Unit title
14.1	*Pre-course reflection*
14.2	*Problem Solving and Root Cause Analysis*
14.3	*Strategies and tools for problem solving*
14.4	*Decision Making and Design Thinking*
14.5	*Some Other Decision-Making Techniques*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

[+] Learning outcomes for the Affective and the Psychomotor domains can also be written

Digital Problem Solving

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*15*
2	Course Module title	*Digital Problem Solving*
3	Course Module description	*Digital problem-solving competence area has 4 dimensions and includes the competences of solving technical problems, identifying needs and technological responses, creatively using digital technology and identifying digital competence gaps. Solving technical problems refers to technical problems identification when operating digital environments or when using digital environments and to solve them. Identifying needs and technological responses includes needs assessment, identification, evaluation, selection, and use of digital tools to solve problems an adjust digital environments to personal needs. Creatively use digital technology to use digital technologies and tools to create knowledge, to understand conceptual problems and problem situations in digital environment. Finally, identifying digital competence gaps refers to understanding of when someone's or your own digital competences need to be improved or updated and be able to support this process.*
4	Knowledge domain	*Digital Competences*
5	Learning objectives	• *Classification of problems* • *Introduction to problem solving techniques.* • *Creatively using digital technology for problem solving.* • *To assess needs, identify, evaluate, select digital tools to solve problems*

Learning outcomes for the Cognitive domain⁺ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	To be able to categorize problems
LOut2	To be able to provide solutions to problems
LOut3	To be able to use digital tools for problem solving
2. Comprehension level	
LOut4	To Select the appropriate technologies for different type of problems
Lout5	To develop alternative solutions to problems
3. Application level	
LOut6	To use digital tools for various types of problems in classrooms.

4. Analysis level	
Lout7	To analyze problems using digital tools
5. Synthesis level	33
6. Evaluation level	

Unit Code*,**	Unit title
15.1	*Fundamentals of problem solving*
15.2	*Digital tools for problem solving*

(*) A unit (learning activity) should be approximately 1-2 hours of study

(**) For each Unit specified above please fill in a Table TB2

+ Learning outcomes for the Affective and the Psychomotor domains can also be written

Handling Ambiguity

For the competence you are allocated into, please fill in this template (white fields).

	TB1: COURSE MODULE DESCRIPTION	
1	Course Module code	*16*
2	Course Module title	*Handling Ambiguity*
3	Course Module description	*Ambiguous situations can occur in our everyday lives, especially when dealing with complex tasks and projects. They are usually characterized by complete or partial lack of information or inconsistent information about a situation at a given point in time.* *Lack of information impacts decision-making and often evokes negative emotions, such as stress or anxiety, and can have long-term consequences on job satisfaction.* *Recognizing and managing ambiguous situations effectively is an important competence needed in the 21st century workplace.* *Participants in this course will get an introduction to the concept of ambiguity within the context of project-based learning. They will learn about the different strategies that people employ to embrace and to overcome ambiguity.* *Participants will also be introduced to different teacher-friendly exercises to navigate ambiguity.* *As a practical activity, participants will create a teaching scenario based on the newly gained knowledge.*
4	Knowledge domain	*Handling Ambiguity* *Tolerance of Ambiguity* *Project-based learning* *Navigating Ambiguity*
5	Learning objectives	*The learning objectives for the trainees in this module are the following:* • *To identify the sources of ambiguity* • *To understand the meaning of ambiguity within the context of project-based learning* • *To highlight strategies for building a tolerance of ambiguity* • *To exercise ambiguous situations and reflection upon them* • *To create a learning scenario that includes an ambiguous situation*

Learning outcomes for the Cognitive domain⁺ (Bloom Taxonomy)	
Code	**Learning Outcome** Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	List various sources of ambiguity
LOut2	List various strategies for embracing and tackling ambiguity
2. Comprehension level	
Lout3	Describe the concept of tolerance of ambiguity (ToA)

Lout4	Understand the concept of ambiguity within project-based learning
3. Application level	
Lout5	Discover the usability of strategies that embrace and tackle ambiguity
LOut6	Demonstrate the usability of strategies against ambiguity in your professional learning/teaching setting
4. Analysis level	
LOut7	Select one or more exercises suited for in-class application based on the setup of the individual learning setting
5. Synthesis level	
LOut8	Apply strategies against an ambiguous situation in a project-based learning scenario.
6. Evaluation level	

Unit Code*,**	Unit title
16.1	Introduction to ambiguity
16.2	*How to embrace ambiguous situations and master them*
16.3	*Navigating ambiguity*

(*) A unit (learning activity) should be approximately 1-2 hours of study

(**) For each Unit specified above please fill in a Table TB2

⁺ Learning outcomes for the Affective and the Psychomotor domains can also be written

Critical Thinking

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*17*
2	Course Module title	*Critical Thinking*
3	Course Module description	*Critical Thinking refers to the ability to analyze information objectively and make reasoned judgments and involves the ability to evaluate data sources, facts, experience, and research findings in making decisions.* *The module will focus on sources of information, reasoning, and will provide learners tools/methods to stimulate their critical thinking.*
4	Knowledge domain	*Critical thinking; Critical reasoning*
5	Learning objectives	• *Establish connection between different school subjects* • *Identify inconsistencies, weaknesses, and errors in reasoning* • *Providing students with the intellectual tools they need to engage in critical reasoning* • *Helping students learn to think within the key concepts in subjects and disciplines.*

Learning outcomes for the Cognitive domain[+] (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Identify process of reasoning
LOut2	Select and evaluate sources of information
LOut3	Identify wrong reasoning
2. Comprehension level	
LOut4	Explain the logical path between subjects and disciplines
LOut5	Recognize the inconsistencies, weaknesses and errors in different subject matters
3. Application level	
LOut6	Apply agile critical reasoning approach, to everyday teaching
4. Analysis level	
5. Synthesis level	
6. Evaluation level	

Unit Code*,**	Unit title
	37
17.1	*How to think critically*
17.2	*How it ends up – logical reasoning of school subject matters*
17.3	*Thinking critically and Agile*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

[+] Learning outcomes for the Affective and the Psychomotor domains can also be written

Entrepreneurial Thinking

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*18*
2	Course Module title	*Entrepreneurial Thinking*
3	Course Module description	*The workers and entrepreneurs of tomorrow are the children who attend school today. The more knowledgeable and skilful they are, the more ready they will be to live, to work and to create.* *To become successful entrepreneurs, teachers must be prepared to meet the challenges of understanding, developing and applying their entrepreneurial mind-set, skill set and competences either as educators or as employees at a school.* *This module is introducing teachers to the key concepts of entrepreneurship and of business development. Further, trainees will be introduced to the basic concepts of entrepreneurship as competence, according to the EntreComp framework.* *Finally, trainees will be able to apply and to develop business ideas, plans, skills using tools and techniques such as business canvas.*
4	Knowledge domain	*Entrepreneurship* *Entrepreneurial Thinking* *Entrepreneurial Skills* *Business planning* *Entrepreneurship in Education*
5	Learning objectives	*The learning objectives for the trainees in this module are the following:* • *To learn and explain the terms of entrepreneurship and to identify typical characteristics of successful entrepreneurs.* • *To describe the stages of the entrepreneurial process.* • *To consider entrepreneurship as a transversal competence based on the EntreComp framework.* • *To be able to develop an innovative idea* • *To be able to develop a business plan* • *To be able to teach entrepreneurship at the classroom*

Learning outcomes for the Cognitive domain[+] (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Describe the basic concepts of entrepreneurship and the characteristics of entrepreneurs.
LOut2	Identify different roles of an entrepreneur.
LOut3	Describe the entrepreneurial competence areas based on the EntreComp framework.
LOut4	Outline some key entrepreneurial attitudes.
2. Comprehension level	
Lout5	Describe different techniques for idea generation

3. Application level	
4. Analysis level	
5. Synthesis level	
6. Evaluation level	

Unit Code*,**	Unit title
18.1	Introduction to Entrepreneurship
18.2	Strategy and Entrepreneurship
18.3a&3b	From Business Ideas and Business Planning to success
18.4	Entrepreneurship in Education

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

 Learning outcomes for the Affective and the Psychomotor domains can also be written

Social Skills

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*19*
2	Course Module title	*Social skills*
3	Course Module description	*Social skills are those abilities that enable people to implement appropriate behaviours that allow them to enter relationships with others, to "stay" in the social group with ease, then to include themselves within the group, to adapt to the environment and the context.* *The module provides participants all the information related to social skills, how to develop them and promote the development of positive and social skills.*
4	Knowledge domain	*Social skills; communication; cooperation; conflicts*
5	Learning objectives	• *Acknowledge basic information on social skills in classrooms* • *Activate positive relational modes with students* • *Create a peaceful school environment to foster and experience positive interpersonal relationships* • *Stimulate students to acquire better interpersonal skills*

Learning outcomes for the Cognitive domain⁺ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	Define, name, recognize at least 3 social skills
LOut2	Define the characteristics of a positive school environment
2. Comprehension level	
LOut3	Classify social skills in relation to students' social behaviour
LOut4	Give examples of how to foster positive relationships with students
LOut5	Select correct social skill in different classroom situations
3. Application level	
LOut6	Apply correctly a social skill in a real classroom environment
4. Analysis level	
5. Synthesis level	
6. Evaluation level	
Unit Code*,**	**Unit title**

19.1	*Social skills: definitions and related behaviours*
19.2	*Teaching social skills*
19.3	*Lesson plans – social skills for teamwork*

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

⁺ Learning outcomes for the Affective and the Psychomotor domains can also be written

Actively engaging learners

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*20*
2	Course Module title	*Active Engaging Learners*
3	Course Module description	*There are plenty of tools that help educators to engage learners and support creative process. Firstly, it is important that educators know about these tools and are familiar with them. Secondly, they need to be able to apply them in a group or individual work both in an online or offline scenario. Thirdly, they need to be able to distinguish when to apply a digital tool and when other resources would be more fruitful. Participants will get familiar with various tools for brainstorming and creative collaboration. They will learn how to prepare and facilitate workshops using these tools, including techniques that support active participation. Furthermore, they will learn how to apply the mind-mapping technique, use existing mind-mapping tools and work with them on an individual level as well as in a group session. Moreover, they will learn about digital tools to support group dynamics (tools for icebreakers, warmups, energizers and wrap-ups). They will also learn efficient techniques how to promote and facilitate a group discussion in an online environment and how to create engaging online meetings.*
4	Knowledge domain	*Digital competences*
5	Learning objectives	• *Use online collaborative tools such as interactive whiteboards.* • *Promote active participation throughout digital online and offline.* • *Use mind-mapping technique both online and offline.* • *Use digital tools to support group dynamics.* • *Promote and facilitate a group discussion in an online environment.* • *Create engaging online meetings.*

Learning outcomes for the Cognitive domain[+] (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	List digital tools for team collaboration
LOut2	Recognise tools suitable for a specific outcome
2. Comprehension level	

LOut3	Recognise the differences in working with a group online and offline.
LOut4	Identify which tools and approaches suit individual needs of a particular group and situation.

3. Application level	
LOut5	Solve problems by creative collaborative group work
LOut6	Apply mind mapping technique in an individual work and group work both online and offline.

4. Analysis level	

5. Synthesis level	
LOut7	Develop strategies for active participation in an online and offline group work, while using digital tools

6. Evaluation level	
LOut8	Judge which techniques and tools suit learners' individual needs.

Unit Code*,**	Unit title
20.1	Pre-course evaluation
20.2	Introduction of active engagement, related digital tools and gamification features
20.3	The examples for different phases of the lesson

(*) A unit (learning activity) should be approximately 1-2 hours of study
(**) For each Unit specified above please fill in a Table TB2

+ Learning outcomes for the Affective and the Psychomotor domains can also be written

Digital content creation

For the competence you are allocated into, please fill in this template (white fields).

TB1: COURSE MODULE DESCRIPTION		
1	Course Module code	*21*
2	Course Module title	*Digital Content Creation*
3	Course Module description	*The objective of this module is to;* a) *discuss the advantages and challenges of digital content creation* b) *provide guidelines for developing such content* c) *present the concept of intellectual property protection and elaborate on the important issue of copyright* d) *identify sources of non-copyrighted material to use when creating digital content* e) *present tools that can be used to create and/or modify digital content of various types*
4	Knowledge domain	*Digital Competences*
5	Learning objectives	*Key learning objectives are to familiarize trainees with the following;* • *the concept of digital content creation and its main characteristics* • *copyright, the importance of fair use* • *sources of available to use material* • *tools to create and/or modify digital content*

Learning outcomes for the Cognitive domain+ (Bloom Taxonomy)	
Code	**Learning Outcome** (please underline the verb and the concept of the knowledge domain used) Upon completion of this module, the learner will be able to:
1. Knowledge level	
LOut1	describe the advantages and challenges of digital content creation
LOut2	name the six stages of digital content creation
LOut3	name the types of intellectual property forms of protection
Lout4	select sources of non-copyrighted material when creating digital content
LOut5	identify the appropriate tools to use to create or modify digital content
2. Comprehension level	
LOut6	differentiate between the various licensing models
3. Application level	
LOut7	produce original digital content for a classroom environment
4. Analysis level	
5. Synthesis level	

6. Evaluation level	

Unit Code*,**	Unit title
21.1	*Fundamentals of digital content creation*
21.2	*Copyright and licensing issues*
21.3	*Digital content creation related tools*
21.4	*Demonstration of a digital content creation*

(*) A unit (learning activity) should be approximately 1-2 hours of study

(**) For each Unit specified above please fill in a Table TB2

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