Agile2Learn
Curriculum
Annex V
Assessment
Practical assignment per module
TB3b documents

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Erasmus+ Program

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Author (Organization):	*Name of the leading partner organisation* • *University of Thessaly, Greece (partner)*
Main authors(s):	*Panos Fitsilis, Vyron Damasiotis, Evaggeli Boti*
Final version:	*Name of the organisation contributing to the deliverable* • *EPMA, Czech Republic (Coordinator)* • *University of Thessaly, Greece (partner)* • *Hellenic Open University, Greece (partner)* • *Helliwood, Germany (partner)* • *Consorzio Ro.Ma, Italy (partner)*

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1	08/06/2022	Draft version
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3	30/11/2023	Final version

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Project Inception (Planning)

TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*Use Trello tool for creating a product backlog*
2	Learning object (practical assignments) code	*Not available*
3	Learning activity (Unit) code	*Learning activity (Unit) code belongs to 1.3a*
4	Learning object (practical assignments) description	*According to the Scrum.org the product backlog is an emergent, ordered list of what is needed to improve the product.* https://www.scrum.org/resources/what-is-a-product-backlog *The product backlog contains a list of user stories. For a lengthy list of examples of user stories please visit* https://www.mountaingoatsoftware.com/agile/scrum/scrum-tools/product-backlog/example
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text *Document* *Hypertext*
8	Workload (Estimated study time) (min)	*60 minutes*
9	Key words	*User stories, product backlog, collaborative tools*
10	Learning outcomes (LOut)	LOut10 To create the initial product backlog using user stories
11	Extended practical assignments description	*This assignment is the following:* • *Visit the Trello web site and create an account. Trello is an agile-style online collaboration tool. For more information and registering to the site please*

		visit https://trello.com
		• *You can use the following youtube videos that explain how to use Trello for Scrum projects:*
		○ *https://www.youtube.com/watch?v=pFbVxXOvQ8I*
		○ *https://www.youtube.com/watch?v=3lSp-T4Fk5U*
		• *You may invite 2-3 person to work together.*
		• *In Trello you may use a template for creating a scrum board. You should use Templates menu item and then search for either agile or scrum template.*
		• *Use this template to create your product backlog*
		• *Create 4-5 simple user stories for a product of your choice.*
12	Preparatory / Additional material (literature, further readings)	• *Product backlog https://www.scrum.org/resources/what-is-a-product-backlog* • *User stories examples https://www.mountaingoatsoftware.com/agile/scrum/scrum-tools/product-backlog/example* • *Trello product video https://www.youtube.com/watch?v=pFbVxXOvQ8I https://www.youtube.com/watch?v=3lSp-T4Fk5U*
13	Answer extension (Words quantity)	*5 user stories*
14	Exemplary answer	• *User stories examples https://www.mountaingoatsoftware.com/agile/scrum/scrum-tools/product-backlog/example*

Agile Methods & Fundamentals

TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*Use a tool for sprint planning*
2	Learning object (practical assignments) code	*Not available*
3	Learning activity (Unit) code	*Learning activity (Unit) code belongs to **Agile_2.1.a***
4	Learning object (practical assignments) description	*According to the Scrum_Guide* https://scrumguides.org/download.html *"Sprint Planning initiates the Sprint by laying out the work to be performed for the Sprint. This resulting plan is created by the collaborative work of the entire Scrum Team."* A more detailed description can be found on page 8 of the scrum guide. During the Sprint Planning we must estimate the size of the user stories. For this reason, we use various techniques. Among them planning poker is one of the most popular techniques, and it is a group decision tool based on consensus. It allows us to decide if the effort required for a user story is small, medium large, very large, etc. It is quite common to use t-shirt sizes for this. A more detailed description of the planning poker can be found at https://www.atlassian.com/blog/platform/a-brief-overview-of-planning-poker
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text · *Document* *Hypertext*
8	Workload (Estimated study time) (min)	*60 minutes*
9	Key words	*Agile, scrum, planning poker*

10	Learning outcomes (LOut)	LOut5 To be able to describe in detail one agile methodology LOut6 To be able to apply in a practical term two agile principles in the classroom
11	Extended practical assignments description	*This assignment can be executed as follows:* 1) *Create an account for using the tool* https://play.panningpoker.com 2) *Invite 2-3 person to play together. In the following page you will find instructions on how to play planning poker* https://www.planningpoker.com/faq/ 3) *Use 4-5 simple user stories. Examples of simple user stories you can find at* User Stories and User Story Examples by Mike Cohn (mountaingoatsoftware.com) 4) *Write an assessment of how planning poker was used and what do you consider as advantages and disadvantages of this method.*
12	Preparatory / Additional material (literature, further readings)	• *Scrum_Guide* https://scrumguides.org/download.html • *A brief overview of planning poker* https://www.atlassian.com/blog/platform/a-brief-overview-of-planning-poker • *Simple user stories* User Stories and User Story Examples by Mike Cohn (mountaingoatsoftware.com) • *What Is Planning Poker And How Does It Work?* https://chisellabs.com/blog/planning-poker/
13	Answer extension (Words quantity)	*200 words*
14	Exemplary answer	*What Is Planning Poker And How Does It Work?* https://chisellabs.com/blog/planning-poker/

Digital collaboration at professional and learning level

	TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*Implementation of collaboration tools*
2	Learning object (practical assignments) code	*3.3*
3	Learning activity (Unit) code	*3.2, 3.3, 3.4*
4	Learning object (practical assignments) description	*Look at the digital collaboration tools and the way of their use presented in 3.2, 3.3 and 3.4. Select one (or more) tools that can be implemented in a learning/working scenario in your workplace. Prepare the implementation of the solution of the digital collaboration for the way of work in the classroom/in your workplace. Afterwards, summarize and reflect upon the activity in a short report (max 500 words).*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text | *Document* / *Hypertext*
8	Workload (Estimated study time) (min)	*N/A*
9	Key words	*Key words (3 to 10)*
10	Learning outcomes (LOut)	*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*
11	Extended practical assignments description	
12	Preparatory / Additional material (literature, further readings)	

13	Answer extension (Words quantity)	*Up to 500 words*

Communication

TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*Agile communication framework*
2	Learning object (practical assignments) code	*4.3c*
3	Learning activity (Unit) code	*4.3a; 4.3b*
4	Learning object (practical assignments) description	*Based on what you have studied in units 4.3, try and spot those occasion where there is a context gap where you could really do with a short one page that sums up what you say. Try to apply it to your lectures.*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity* *Text composition*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text	*Document*
8	Workload (Estimated study time) (min)	*60 min*
9	Key words	*Agile communication, agile strategies, lure, context, details.*
10	Learning outcomes (LOut)	*LOut6: Recognize and select agile communication strategies* *LOut7: Practice agile communitive strategies;*
11	Extended practical assignments description	*Guiding thoughts: what do I really need to communicate? What do I want to communicate? What info do I want to recipient to receive first? What is the main message I want to deliver? What do I want the recipient to understand through the communication?*
12	Preparatory / Additional material (literature, further readings)	

13	Answer extension (Words quantity)	*200*
14	Exemplary answer	

Teamworking

TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*Workplace Activity*
2	Learning object (practical assignments) code	
3	Learning activity (Unit) code	
4	Learning object (practical assignments) description	*Look at the methods and activities presented in 5.2a, 5.2b and 5.2c. Select one (or more) methods that could be implemented in a learning scenario in your workplace. Prepare the activity for implementation in the classroom. Present your teaching concept in written form (max 500 words).*
5	Language	*EN*
6	Learning resource type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text ⫶ *Document* *Hypertext*
8	Workload (Estimated study time) (min)	*30min.*
9	Key words	*Key words (3 to 10)*
10	Learning outcomes (LOut)	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
11	Extended practical assignments description	
12	Preparatory / Additional material (literature, further readings)	

13	Answer extension (Words quantity)	*Up to 500 words*
		13

Self-Managed Teams

	TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*A self-managed team framework*
2	Learning object (practical assignments) code	*6.3*
3	Learning activity (Unit) code	*6.1, 6.2*
4	Learning object (practical assignments) description	*Based on what you have studied in units 6.1, 6.2 and 6.3, define and design a project which will be implemented by a self-managed team in a classroom environment.* *Define and describe in detail: Roles (assignments) for each classroom member, its responsibilities, obligations, rights, etc.,* *Describe in detail the goal of the project, who participate, how it is conducted, what are the outcomes etc. Answer should include justifications for your choices.*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity* *Text Composition*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text *Document*
8	Workload (Estimated study time) (min)	*60min*
9	Key words	*project, creation of self-managed team, classroom environment*
10	Learning outcomes (LOut)	*LOut8 To apply in practical terms a self-managed team scenario in a classroom.*
11	Extended practical assignments description	
12	Preparatory / Additional material (literature, further readings)	

13	Answer extension (Words quantity)	*600*
14	Exemplary answer	

Agile Artifacts

TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*Use a tool for a product backlog*
2	Learning object (practical assignments) code	*7.3*
3	Learning activity (Unit) code	*7.1, 7.2*
4	Learning object (practical assignments) description	*Based on what you have studied in units 7.1 and 7.2, define and design a product backlog for a project in a classroom environment.* • *Create a product roadmap for all project participants to get a common understanding of the product.* • *Describe the type and characteristics of the product (the vision)* • *Define the product backlog items (a prioritized list of product features (user stories)* • *Describe in details the process of breaking down a complex task into a series of steps* • *Describe each role and its responsibilities in each user story you created.* *e.g. As a "type of user", I want "some goal" so that "some reason".*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity* *Text Composition*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*

7 (cont.)		*Text*	*Document*

8	Workload (Estimated study time) (min)	*60min*
9	Key words	*Product backlog, agile artifacts, user stories, prioritize, classroom environment*

10	Learning outcomes (LOut)	*LOut6 Use the product backlog in an educational/school project*
11	Extended practical assignments description	
12	Preparatory / Additional material (literature, further readings)	User Stories and User Story Examples by Mike Cohn (mountaingoatsoftware.com)
13	Answer extension (Words quantity)	*300*
14	Exemplary answer	

Agile Ceremonies

	TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*An Agile classroom framework*	
2	Learning object (practical assignments) code	*8.3*	
3	Learning activity (Unit) code	*8.1, 8.2*	
4	Learning object (practical assignments) description	*Based on what you have studied in units 8.1 and 8.2, define and design an agile ceremony framework for a classroom environment.* *Define and describe in detail: Agile roles for each Classroom member, its responsibilities, obligations, rights, etc.,* *For each agile event/ceremony describe in detail who participate, what is its purpose, how it is conducted, what are the outcomes etc. Answer should include justifications for your choices.*	
5	Language	*EN*	
6	Learning recourse type (IEEE LOM)	*Activity* *Text Composition*	
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*	
		Text	*Document*
8	Workload (Estimated study time) (min)	*60min*	
9	Key words	*Agile ceremonies, Agile classroom frameworks, Agile in classroom, agile meetings in classroom, agile ceremonies in classroom,*	
10	Learning outcomes (LOut)	*Lout 7 To be able to organize agile ceremonies in a school/classroom environment*	
11	Extended practical assignments description		

12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	*600*
14	Exemplary answer	

Selecting digital resources

TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*Practical Assignment*
2	Learning object (practical assignments) code	*9.4a*
3	Learning activity (Unit) code	*9.4*
4	Learning object (practical assignments) description	*After having finished all of the units in this module, it is now time to apply your knowledge with a practical exercise that challenges you to apply your newly gained knowledge on digital resources in a practical teaching scenario. Select one or more digital resources from this module based on your individual learning setting in the classroom. Explain your decision and elaborate how you will implement the selection in a teaching scenario (max. 500 words).*
5	Language	*EN*
6	Learning resource type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text — *Document / Hypertext*
8	Workload (Estimated study time) (min)	*30min.*
9	Key words	*Digital resources, digital learning resources, digital educational resources, e-learning*
10	Learning outcomes (LOut)	LOut8: Create a teaching scenario and include a digital resource
11	Extended practical assignments description	
12	Preparatory / Additional material (literature, further readings)	

13	Answer extension (Words quantity)	*Up to 500 words*

Creating and modifying digital resources

	TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*Creating and modifying educational resources, using some of the tools presented in the module.*
2	Learning object (practical assignments) code	*10.3*
3	Learning activity (Unit) code	*10.1, 10.2*
4	Learning object (practical assignments) description	- *Create a simple concept map about an educational object and share your experience with the community.* - *Use the Padlet platform and create a post for an educational object. Share your experience with the community.* - *Can you make a video about any educational subject and add some questions using EDpuzzle? Share your experience with the community.* - *Can you make a quiz with at least five questions about any educational subject using Quizizz? Share your experience with the community*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text *Document* *Hypertext*
8	Workload (Estimated study time) (min)	*The estimated study time needed for an average learner in minutes*
9	Key words	*Key words (3 to 10)*
10	Learning outcomes (LOut)	*Lout1: To construct digital concepts maps and use digital notice boards.* *Lou2: To develop digital educational material / resource using platforms for online quizzes, creating educational videos etc*
11	Extended practical assignments	*The implementation of the above tasks requires that you*

	description	*have tried the specific tools presented in the module. The essential point is to prepare small applications to familiarize yourself with their use. You can then present them to the community, since everything is stored in the cloud.*
12	Preparatory / Additional material (literature, further readings)	*The first thing you need to do is to get an account on the respective platforms. Then with the help of the training material you can start and implement simple projects in order to get in touch with the capabilities of the specific tools.*
13	Answer extension (Words quantity)	*Expected range of words for the accepted answers*
14	Exemplary answer	*Provide a brief exemplary answer, describing the key points of subjects or sentences a correct answer should include.* *Also provide any common wrong answer that trainees are expected to give and the feedback comments that should be given by the trainers.* *Provide any other information necessary for the trainer to support his role and to be able to grade the answer.*

Managing, protecting and sharing digital resources

	TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*Tasks for module: Managing, protecting and sharing digital educational resources*
2	Learning object (practical assignments) code	*11.3*
3	Learning activity (Unit) code	*11.1, 11.2*
4	Learning object (practical assignments) description	*Create a small digital classroom either using EDpuzzle or Quizizz and share a digital educational resource (video in EDpuzzle or quiz in Quizizz).*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text *Document Hypertext*
8	Workload (Estimated study time) (min)	*The estimated study time needed for an average learner in minutes*
9	Key words	*Key words (3 to 10)*
10	Learning outcomes (LOut)	*Lout1: Defines sensitive personal data.* *LOut2: Recognizes the marking of Creative Commons licenses.* *Lout3: Share resources on online platforms.*
11	Extended practical assignments description	*The educational material in this section covers the basic points that an educator should keep in mind and concern the protection of sensitive personal data of students and teachers as well as the management of material that we find on the Internet and are going to use it for educational purposes. The first three questions / tasks provide motivation to study the educational material on these very important issues. Your engagement with the platforms introduced in module 10 will show you some more of their capabilities that you will use to complete the next two*

		tasks.
12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	*Expected range of words for the accepted answers*
14	Exemplary answer	*Provide a brief exemplary answer, describing the key points of subjects or sentences a correct answer should include.* *Also provide any common wrong answer that trainees are expected to give and the feedback comments that should be given by the trainers.* *Provide any other information necessary for the trainer to support his role and to be able to grade the answer.*

Creativity

TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*Practical assignment on Creativity*
2	Learning object (practical assignments) code	*12*
3	Learning activity (Unit) code	*12.1*
4	Learning object (practical assignments) description	*Please answer the following questions in a paragraph of up to 500 words.* • *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*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Definition of the learning recourse type: Theory.* **Text Composition**
7	Technical type (IEEE LOM)	*ppt, pdf document, video*
		• *Introduction to the concept of Creativity (presentation)* • *Definition of the concept of Creativity (video)* *https://www.youtube.com/watch?v=MTCOExd0hDk* • *Towards an Understanding of Creativity and its Measurements (pdf file)* *https://andrei.clubcisco.ro/5master/aac-sac/misc/Measuring%20Creativity.pdf,* *Pages 10-12* • *The 6 Characteristics of Truly Creative People (video)* *https://www.youtube.com/watch?v=CgCdsERkqrc&t=401s* *(from the beginning to 14:00 minutes)*

8	Workload (Estimated study time) (min)	*30 minutes*
9	Key words	*Creative thinking, divergent thinking, creative problem-solving, imagination, visualization, inspiration, originality, usefulness*
10	Learning outcomes (LOut)	
11	Extended practical assignments description	
12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	*Up to 500 words*
14	Exemplary answer	

Time Management

TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*Implementation of the time management tools*
2	Learning object (practical assignments) code	*13.3, 13.4*
3	Learning activity (Unit) code	*13.3, 13.4*
4	Learning object (practical assignments) description	*Your task is to look at your recent tasks you need to manage. Then choose a tool that is best for you (mind map, Eisenhower matrix, …) and prioritize the tasks you have identified. Try to hold on to it and follow the priorities you identified. One by one.*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text / *Document Hypertext*
8	Workload (Estimated study time) (min)	*20*
9	Key words	*Time management tools, Eisenhower matrix, mind mapping tools*
10	Learning outcomes (LOut)	*LOut7: Use of time management tools and various self-management techniques.* *LOut8: Analyse tasks based on their urgency and importance.* *LOut9: Reorganize time for greater productivity and flexibility.* *LOut10: Judge which techniques and tools suit learners` individual needs.*
11	Extended practical assignments description	

12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	*Up to 500 words*

TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*Procrastination*
2	Learning object (practical assignments) code	*13.6*
3	Learning activity (Unit) code	*13.6*
4	Learning object (practical assignments) description	*Identify your time waters that distract you from work. Set up a plan that will help you to overcome them. Remember: the plan needs to be reachable and realistic. You do not have to overwhelm yourself. Just start with small steps and enjoy every victory over procrastination.*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text / *Document Hypertext*
8	Workload (Estimated study time) (min)	*20*
9	Key words	*Time wasters, Time management*
10	Learning outcomes (LOut)	*LOut7: Use a collaboration tool and its features and apply the suggested solution in the team* *LOut9: Implement the selected solution (from a technical perspective)* *LOut10: Judge which techniques and tools suit learners` individual needs.*
11	Extended practical assignments	

		description	
12	Preparatory / Additional material (literature, further readings)		
13	Answer extension (Words quantity)	*Up to 500 words*	

Problem Solving and Decision Making

TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*Strategies and Tools for Problem Solving*
2	Learning object (practical assignments) code	*14.3*
3	Learning activity (Unit) code	*14.3*
4	Learning object (practical assignments) description	*Recall a problem that you are facing recently at school (either during classes or during the work on school projects). Choose one or more of the presented problem-solving tools and try to identify the root of the problem origin. Afterwards, summarize and reflect upon the activity in a short report (max 500 words).*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text *Document* *Hypertext*
8	Workload (Estimated study time) (min)	*N/A*
9	Key words	*Problem Solving, Core of the problem, Problem-Solving tools*
10	Learning outcomes (LOut)	*LOut1: Identify a root cause*
11	Extended practical assignments description	
12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	*Up to 500 words*

Digital Problem Solving

	TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*An Agile classroom framework*	
2	Learning object (practical assignments) code	*15.3*	
3	Learning activity (Unit) code	*15.1, 15.2*	
4	Learning object (practical assignments) description	*Based on what you have studied in units 15.1 and 15.2, do the following:* *You and your students want to organize an event in your school to increase awareness about climate change. The event should engage besides students and their families, the local community. At the end the event should be evaluated by participants for future improvements. Define the steps and digital tools that will be used to support the problem of organizing and carrying out the event.*	
5	Language	*EN*	
6	Learning recourse type (IEEE LOM)	*Activity* *Text Composition*	
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*	
		Text	*Document*
8	Workload (Estimated study time) (min)	*60min*	
9	Key words		
10	Learning outcomes (LOut)	LOut2: To be able to provide solutions to problems, Lout 7: To be able to organize agile ceremonies in a school/classroom environment Lout3: To be able to use digital tools for problem solving LOut4: To Select the appropriate technologies for different type of problems LOut6: To use digital tools for various types of problems in classrooms.	

11	Extended practical assignments description	
12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	*600*
14	Exemplary answer	

Handling Ambiguity

	TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*Workplace Activity*
2	Learning object (practical assignments) code	16.3e
3	Learning activity (Unit) code	*16.3*
4	Learning object (practical assignments) description	*Look at the exercises and activities presented in 16.3b. Select one (or more) exercises that can be implemented in a learning scenario in your workplace. Prepare the activity and write a teaching concept (500 words max.)*
5	Language	*EN*
6	Learning resource type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text	*Document* *Hypertext*
8	Workload (Estimated study time) (min)	*The estimated study time needed for an average learner in minutes*
9	Key words	*Key words (3 to 10)*
10	Learning outcomes (LOut)	LOut7: Select one or more exercises suited for in-class application based on the setup of the individual learning setting LOut8: Apply strategies against an ambiguous situation in a project-based learning scenario
11	Extended practical assignments description	
12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	*Up to 500 words*

Critical Thinking

	TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*Clarifying the question*
2	Learning object (practical assignments) code	*10.3b*
3	Learning activity (Unit) code	*10.3a*
4	Learning object (practical assignments) description	*Write down a short report after applying the "clarifying question" tool to a topic subject you teach.*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Document*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*

7		*Text*	*Document*

8	Workload (Estimated study time) (min)	*60 minutes*
9	Key words	*Agile critical thinking, clarifying the question; tool; critical thinking skills.*
10	Learning outcomes (LOut)	*LOut 6: Apply agile critical reasoning approach, to everyday teaching*
11	Extended practical assignments description	*According to what studied in 10.3a, lead the clarifying question activity. The team lead starts in the centre by writing down what this project is about in as few words as possible.* *Then, starting with the "how" box and going counterclockwise, the team lead captures the immediate response of the team members to fill in each box. This is not a brainstorming activity. Quickly get everyone's impressions down in a short-hand format, taking all responses without evaluating or discussing them.* *Writing down the answers in the order in which they are given indicates what's most important or "level of*

		enthusiasm" for a particular answer. It is interesting to observe different answers to similar questions, for example, "risks" versus "issues" or "outcomes" versus "why."
		It is important to go in order and to maintain the alignment of the boxes:
		The team can more quickly absorb the bulleted responses visually than they can in outline form.
		They will also be able to compare boxes that are visually aligned and see inconsistencies.
		This format is very useful to capture a one-page summary of the team's first impressions of the project that can be used as a starting point for further, deeper exploration.
12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	*200*
14	Exemplary answer	

Entrepreneurial Thinking

	TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	Apply entrepreneurship game at the classroom
2	Learning object (practical assignments) code	Lout8
3	Learning activity (Unit) code	*Learning activity (Unit) code belongs to*
4	Learning object (practical assignments) description	*Solve the problem of a new competitor*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Problem Solving*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*

		Technical type cont.	
		Text	*Document* *Hypertext*

8	Workload (Estimated study time) (min)	*60*
9	Key words	*Key words (3 to 10)*
10	Learning outcomes (LOut)	*Lout7 Apply Business Canvas Model for defining business plans* *Lout8 Apply entrepreneurship game at the classroom*
11	Extended practical assignments description	*A new competitor is entering the product market and is introducing a low-price level product. This section of the market (low price – high value to the customer) is the section that produces the most income for your company. The fact that the new competitor has a good reputation, high production capability and good financial situation is what makes it a threat for the company. Provide solution to this situation taking into account that the customer has no loyalty to the brand.*
12	Preparatory / Additional material (literature, further readings)	*Business Canvas will be provided as well as other strategy formulation tools like Value Chain and 5-Forces of Porter.*

13	Answer extension (Words quantity)	*300-1000*
14	Exemplary answer	*The solutions may be:*

The solutions may be:

1. *Lower the price and start a price war with the new competitor. Since the customer has not shown any loyalty to the brand) the only thing that matters is the value that she/he gains form the product. Also, the competitor has good financials, and the "war" will be long. This solution is feasible, but the competitor can respond with the same strategy as well. So, this solution cannot have significant results in the short run and can weaken the company as well.*
2. *Enrichment of the low-price product to provide more value to the customer for the same price. This solution can be feasible as well but has consequences on the product mix and brand. The new low-price product can "cannibalize" the income of the mid-price products.*
3. *New product. The design and production of a new product takes time and money. The competitor can take advantage of this time horizon given by the company to gain market share. So, this solution is not feasible if the company doesn't have the product already ready for production or doesn't have the production capacity.*

A combined solution of solutions 1 and 2 is preferable.

Social Skills

	TB3b: Learning Object (Practical assignments)	
1	Learning object (practical assignments) title	*Create your own lesson plan*
2	Learning object (practical assignments) code	*19a*
3	Learning activity (Unit) code	*19.2b* *19.3a*
4	Learning object (practical assignments) description	*After studying units 19.2b and 19.3a, try to develop a lesson following the steps outlines in Unit 19.3a. You can choose the social skill according to your environment.*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Definition of the learning recourse type* *Activity* *Test composition*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*

7 (cont.)		*Text*	*Document* *Hypertext*

8	Workload (Estimated study time) (min)	*60 Min*
9	Key words	*Social skills, lesson plan, checklist.*
10	Learning outcomes (LOut)	*LOut4 Give examples of how to foster positive relationships with students* *LOut5 Select correct social skill in different classroom situations* *LOut6 Apply correctly a social skill in a real classroom environment*
11	Extended practical assignments description	*The expected outcome of this practical assignment is the creation of a lesson plan, according to the social skill the course participant wants to address.*
12	Preparatory / Additional material	

	(literature, further readings)	
13	Answer extension (Words quantity)	*200*
14	Exemplary answer	*Describe lesson plan as studied within Unit 19.3*

Actively engaging learners

TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*Creation of workshop flow*
2	Learning object (practical assignments) code	*20.2, 20.3*
3	Learning activity (Unit) code	*20.2, 20.3*
4	Learning object (practical assignments) description	*Your task is to create the workshop flow/ the structure of the lesson and find and use relevant digital tools of your choice for that. Divide the lesson into phases that are appropriate for the lesson and try to think what digital tool you would use for each part or for some of them.*
5	Language	*EN*
6	Learning recourse type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Text *Document Hypertext*
8	Workload (Estimated study time) (min)	*30*
9	Key words	*Time management tools, Eisenhower matrix, mind mapping tools*
10	Learning outcomes (LOut)	*LOut2: Recognise tools suitable for a specific outcome* *LOut4: Identify which tools and approaches suit individual needs of a particular group and situation.* *LOut5: Solve problems by creative collaborative group work* *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*
11	Extended practical assignments	

	description	
12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	*Up to 500 words*

Digital content creation

TB3b: Learning Object (Practical assignments)		
1	Learning object (practical assignments) title	*Practical Assignment*
2	Learning object (practical assignments) code	*21.4a*
3	Learning activity (Unit) code	*21.4*
4	Learning object (practical assignments) description	*After having finished all of the units in this module, it is now time to apply your knowledge with a practical exercise that challenges you to apply your newly gained knowledge on digital content creation.* *Select a topic of your preference and create an infographic in order to present it to your students*
5	Language	*EN*
6	Learning resource type (IEEE LOM)	*Activity*
7	Technical type (IEEE LOM)	*Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)*
		Image *Image*
8	Workload (Estimated study time) (min)	*30*
9	Key words	*digital content creation, infographic*
10	Learning outcomes (LOut)	*LOut7 produce original digital content for a classroom environment*
11	Extended practical assignments description	*Use one of the free tools mentioned in the relevant presentation and based on the design guidelines of unit 21.3b, create an infographic in order to present a topic to your students in a comprehensive way*
12	Preparatory / Additional material (literature, further readings)	
13	Answer extension (Words quantity)	