



IO5 Continuing Professional Development

The PITCH CPD Report

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About

The PITCH CPD Report on hand is the overarching document which describes the Continuing Professional Development of the educators in the different institutions and includes the concepts, materials and links to the developed and delivered educational material. As the learning setting range from rather formal (HEI) to rather informal contexts (businesses) we call these professionals “Facilitators of Competence Oriented Learning and Validation (COL&V) related to Creativity and Innovation Management”.

The CPD was planned delivered in blended learning. A large part of the CPD had to be delivered in online learning modality due to the Corona pandemic which hit the project in its main development and delivery phase in 2020 and 2021. However, due to the prolongation of the project the envisaged C1 activity could be delivered in a 5 days course planned in Thessaloniki with ## professionals.

This Corona situation afforded contingency plan since it also jeopardised the piloting phase in which the professionals had to transfer their newly acquired professional “facilitation” competences into real learning projects with their target groups (students and/or interns). Despite the pandemic all professionals could plan and deliver their concrete learning projects due to the extensive online preparation works and provided instruments related to COL&V.

The report on hand is clustered in 4 parts

- The first part of the practice report describes the PITCH approach in detail and also provides all related material and the necessary planning tools in the annex.
- The second part of the report presents the course programme which was eventually delivered in Thessaloniki in May 2022.
- The third part represents the evaluation of the course
- The report finally highlights the competence validation of the professionals.

Both the piloting phase and the final competence validation within the CPD were also targeting the practical implementation period in which the facilitators transferred the PITCH approach in their professional practice, either in the HE Institutes or in the businesses. These pilots are reported in IO6.

1. The PITCH approach – Facilitation Design Based Collaborative Learning

In the stocktaking phase of the PITCH project we found out that there is a high demand for (Professional) Development for Educational personnel in regard to Entrepreneurship education and Creativity and Innovation Management. This refers first of all to Higher Education Personnel but also to persons in enterprises being responsible for Continuing Professional Development (CPD, be it facilitators, HR-people, guides, but also professionals like trainers, learning providers or e-Learning designers – who deliver learning to others.

The approach of “Facilitating Design Based Collaborative Learning” is based on the idea that, in contrast to formalised education, Creativity and Innovation can only be planned and delivered in a competence-oriented way.

We set up an easy-to-use approach to plan and deliver Competence Oriented Learning and Validation based on the LEVEL5 system which builds on a simplified Plan-Do-Check step procedure:

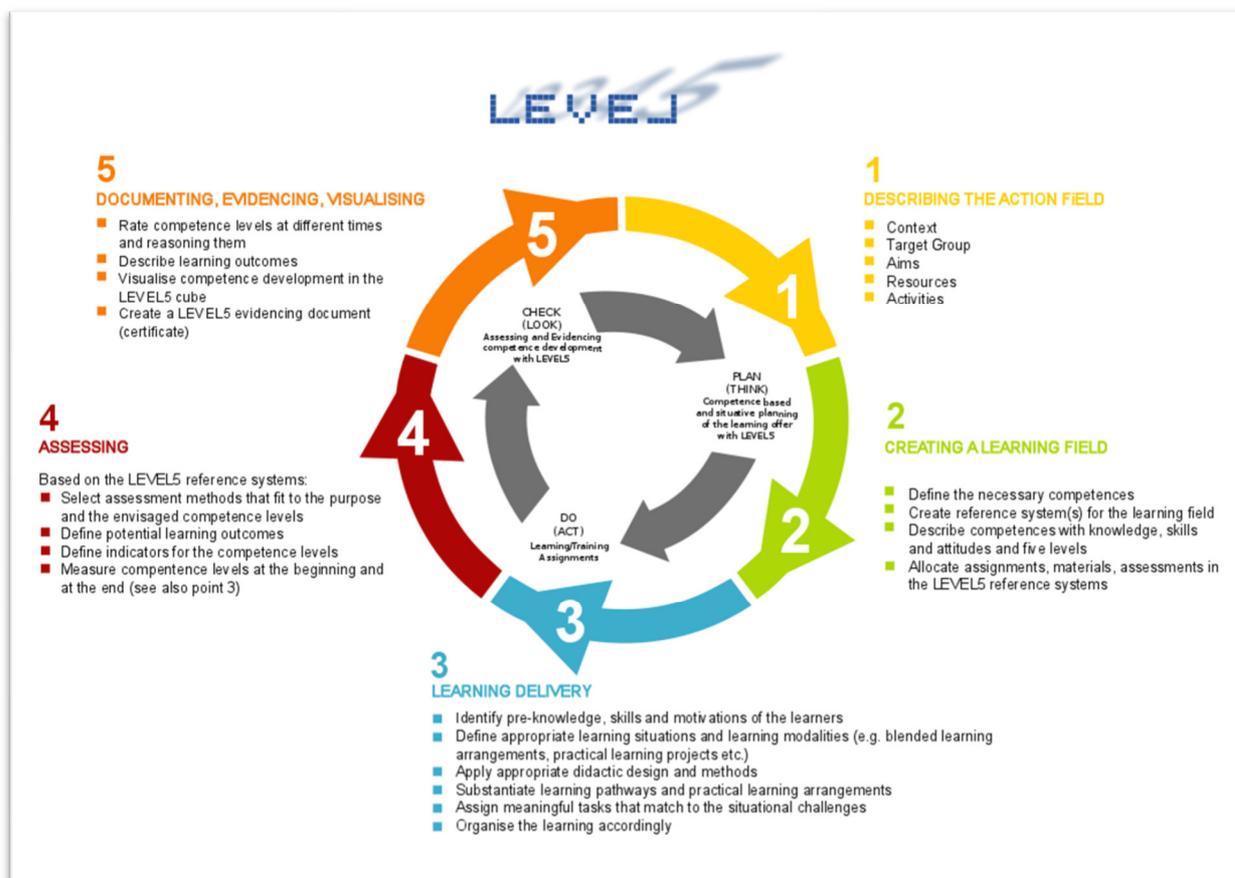


Fig. 1: Procedure to plan and deliver COL&V (translations below and in the annex)

Plan:

The starting point of the planning is the so called 'action field' in which the learner is located. It describes context, actions, resources and objectives of his/her activities.

The conversion of this action field into a learning field is facilitated by the LEVEL5 reference systems which derive the competences that are necessary to tackle the actions and solve the tasks in the field.

Do:

The delivery of learning is highly dependent on the context. It can range from a rather informal, self-guided learning (e.g. on the job (traineeships, internships, mobility settings (“Visit abroad” ERASMUS), to more formal arrangements (e.g. in Higher Education projects planned and delivered for instance in a seminar).

LEVEL5 largely supports blended, web-aided learning arrangements. It comes with state-of-the-art learning technologies and an open learning space which include LMS and e-Portfolio.

Check:

The check-element refers to the validation within LEVEL5. Dependent on the identified action and learning field it covers the identification, documentation, assessment and certification of competences. It is based on the LEVEL5 reference systems that facilitate individual and contextualised validation. The learning outcomes may normally be documented in LEVEL5 certificates including the dynamic LEVEL5 cube. In the project badges were applied to document the learning at different competence levels, hence they are representations for a rather informal certification.

Instruments for Planning and Delivery

Based on the procedure we have developed four main instruments to plan and deliver Competence Oriented Learning and Validation.

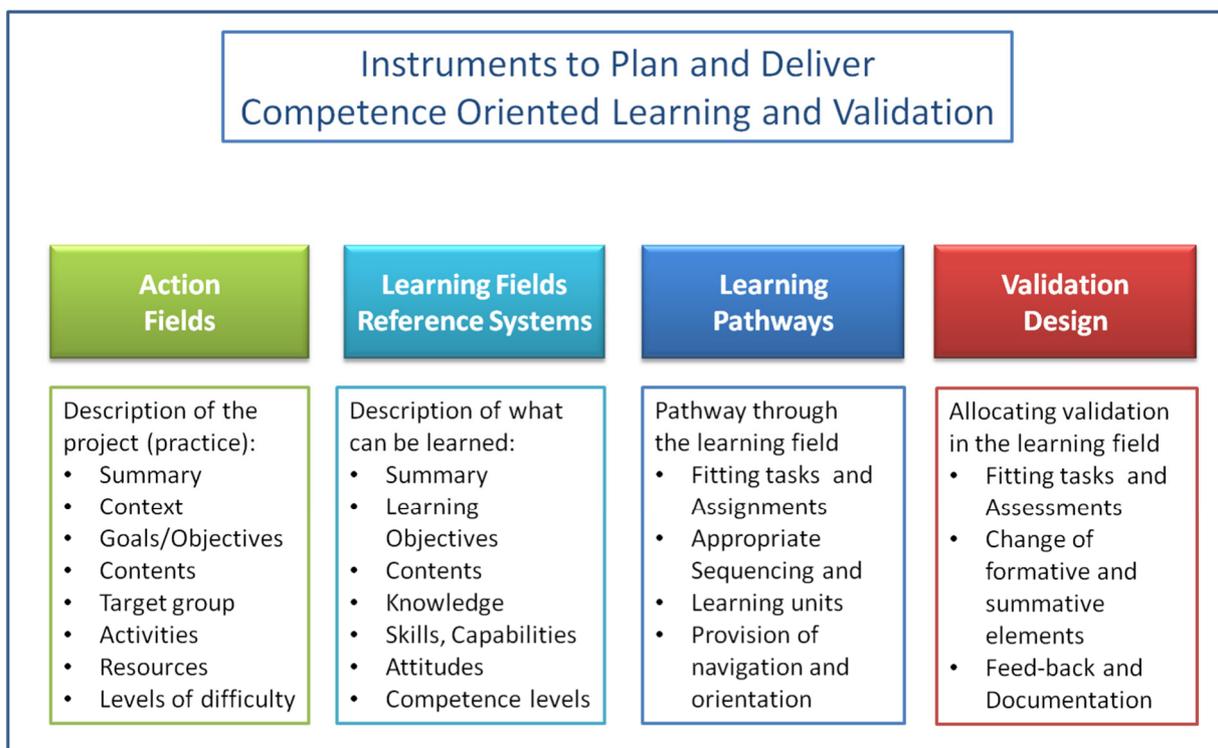


Fig. 2: Tools and Instruments for Planning and Delivering COL&V

The instruments are easy to use tools that facilitate the planning according to a logical step-by step procedure. The first step (action field) scans the practical field and the challenges therein.

The learning field connects to learning objectives and envisaged competences levels and sets up a contextualised reference system. In the third step a learning pathway is designed and reasonable tasks and assignments are located on it. In the last step a reasonable assortment of assessments is assigned to it (formative and summative if applicable) as well as meaningful documentation and certification.

1.1. Action fields

The first planning step is always related to the practical situation and describes:

- Context
- Target Group
- Aims
- Resources
- Activities

What is the acting field and what does the individual has to perform in a specific context –(what are the tasks, the challenges, the visions, background and the perspectives)?

The action field is thoroughly described in a pre-defined project pattern. This step represents the planning of modern, practical and contextualised learning. It can be applied in a large variety of learning sectors ranging from modern HR-management for highly efficient continuing professional development (CPD at the workplace) to practical learning projects in NGOs or in innovative formal education settings (HEI), e.g. in innovative study projects, or innovative interdisciplinary fields, system thinking or other interdisciplinary action fields or simply by creating and introducing innovative practices (e.g. methods in educational studies).

The action field already comes with five different quality levels and describes the challenges and tasks that the individual is confronted with in his/her field of action (which can be professional and/or private).

1.2. Learning fields

In the next planning step the action field is turned into a learning field, following the question: Which competences do we need at which (quality) level in order to tackle the situation successfully? At this stage the LEVEL5 reference systems establish a framework which maps the necessary (contextualised) competences on three dimensions and quality levels. Necessary actions to create a learning field are:

- Define the necessary competences
- Create a reference system for the learning field (attached in the annex)
- Describe learning outcomes on knowledge, skills and attitudes and five levels
- Allocate assignments, materials, assessments in the LEVEL5 reference systems

KNOWLEDGE			SKILLS Capabilities		ATTITUDES Emotions/Values	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing, constructing, transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team.	Incorporation	Having internalised the "culture" of constructive team work and to accomplish goals through mutual support. Inspiring others to improve their teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for one-self.	Self-regulation, determination	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal.	Motivation/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.	Using, imitating	Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others.	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal.	Perceiving	Recognising situations in which teamwork is feasible to reach goals.	Self-orientation	Seeing teamwork as something positive, but without considering developing own team work competence.

Fig. 3: LEVEL5 Reference system (Learning field)

Knowledge, skills and attitudes in the learning field are described in a consistent way on the five quality levels including potential learning outcomes. Appropriate learning activities, materials, resources, and potential validation settings are assigned to and allocated in the reference systems.

1.3. Learning Pathways - Planning not formal learning

KNOWLEDGE		SKILLS Capabilities		ATTITUDES Emotions/Values	
Knowing where else (strategic transfer)	Knowing how to transfer idea creation skills and concepts into other contexts. Knowing how to help other people act successfully in different entrepreneurial structures in this respect.	Developing, constructing, transferring	Being able to transfer ideation and prototyping strategies into new business contexts. Actively planning and creating new entrepreneurial activities based on ideating and prototyping.	Incorporation	Having internalised ideation and prototyping as a fundamental personal entrepreneurship mindset. Being an inspiration for others in their ideation and prototyping activities.
Knowing when (implicit understanding)	Knowing when to apply right instruments from the portfolio of different ideation and prototyping approaches and tools. Knowing when to use certain ideation and prototyping strategies.	Discovering acting independently	Project presentation, Essays		Being determined and pro-active in using ideation and prototyping in the own environment. Finding it important to be creative in this respect.
Knowing how	7. Learning input on...	Deciding/ selecting	8. Teamwork Design sessions on...	6. Case study on	5. Excursion to
Knowing why (distant understanding)	4. Theory input on...	Using, imitating	3. Exercise on		1. Film
Knowing what	2. Research task on...	Perceiving	Perceiving and recognising the concept of creating ideas and opportunities without taking further steps.	Self-orientation	Perceiving the concept of creating ideas and opportunities without relating it to oneself.

Fig. 4: Learning pathway with envisaged activities in the Learning field

The learning pathway is a trajectory through a learning landscape, a consciously planned path through the reference system (which is the competence framework of this learning field).

While planning and delivering COL we have to consider:

- Assigning the right tasks to the right stages; depending on
- content levels (level of complexity)
- levels of difficulty
- levels of knowledge, skills
- attitudes
- intention of the designer

The action and learning fields help the learning designer to identify different competence levels, to describe learning outcomes related to the levels and the three dimensions (columns) knowledge, skills and attitudes. They are then able to deliver a kind of landscape to develop a consistent and high quality learning pathway – also in informal learning settings.

Based on these landscapes, designers can also plan learning trajectories when the learner is not in a classroom (e.g. in cultural projects, internships, volunteering or on mobility) and/or connected with mobile learning apps.

Necessary actions while delivering Competence Oriented Learning:

- Identify pre-knowledge, skills and motivations of the learners
- Define appropriate learning situations and learning modalities (e.g. blended learning arrangements, practical learning projects etc.)
- Apply appropriate didactic design and methods in the learning field
- Substantiate the learning pathway and practical learning arrangements
- Assign meaningful tasks that match to the situational challenges
- Organise the learning accordingly

Appropriate assignments on different levels may be:

Knowledge basic level:	Basic Input, simple research questions, ...
Skills basic level:	Simple exercises, imitation of something , ...
Attitudes basic level:	watching film, discussion, provocative opening questions, ...

Knowledge medium level:	advanced knowledge Input, comprehensive tasks, more complicated research questions, reflections and discussion, valuing different approaches according to certain scales ...
Skills medium level:	More complex exercises, taking a role, unguided activities in a protected space (role plays, case studies), ...
Attitudes medium level:	self-reflection on the main theme, advanced and motivating tasks, ...

Knowledge high level:	transfer knowledge in complex scenarios, evaluating complex different options and explanation of complex systems and principles...
Skills high level:	Complex exercises in an unknown or disturbed context, project tasks...
Attitudes high level:	no specific tasks, just observation of comittment ...

1.4. Validation Design in informal and non-formal learning

Validation is a complementary process to planning and delivery of competence-oriented learning. Validation refers to the identification of already available competences, their documentation, a competent assessment and (if needed) a certification as formal proof of the learning activity.

The **identification** could be easily integrated into the learning processes, for instance as entry questionnaires or competence spiders based on self-assessments.

Documentation, as outlined above, can be facilitated with e-Portfolios (e.g. Mahara as an Open Source tool). Here, the learning proofs or artefacts can easily be collected and connected to the learners competence profiles.

Hence the individual (who should be in the centre of the validation) has the opportunity to organise his/her learning proofs accordingly, and the web-based portfolio also facilitates a 'management' of these proofs of competences.

The **Certification** and this is what the whole BADGES project is about, is NOT a formalised one but an informal one, which nevertheless has a high quality claim. In the end, visitors receive a badge which is connected to a pre-defined competence level.

The most challenging point which has to be considered while validating informal learning is the right way of assessing competences.

Hence **Assessments** have to be competence oriented as well. This refers to

1. the competence column (knowledge, skills and attitudes): there is no need to identify and measure complex attitudes with simplified tick-box questions.
1. on the other hand to the competence level (again, the higher the competences level is, the greater the need for a more complex assessment)
2. to the purpose (formative to empower, summative to measure performances)

2. The CPD – Qualification for Educational Professionals

The CPD programme consisted of:

1. E-learning and distant learning (in Collaborative group works on the PITCH online platform, provided by LMS courses, and synchronous online workshops and webinars)
2. Practical application phase in modules or whole courses with students and interns
3. Transnational 5-day event in Thessaloniki, Greece

The original plan to start the CPD for the trainers with a F2F workshop was thwarted by the pandemic, so the consortium had to change and adapt the concept.

For this reason, the main phase of the CPD was conducted online, using the CBCL method. This ultimately had the advantage that the teachers had to try out concretely what they would offer their students themselves in the following.

Due to the extension and the lifted travel restrictions, the F2F course could be made up in May 2022.

2.1. Collaborative Learning and Design Phase

In this phase of the CPD, different teaching/learning formats were applied according to the DBCL system.

In the asynchronous part of the CPD, the learning theory content was provided on the OITCH Moodle.

For this purpose, 3 course modules were developed (COL&V, Design Thinking and Validation) and provided with various learning modules (the excerpts can be found in the annex of this report, the learning units themselves - incl. the interactive learning tasks (Hp5 formats) are available on the learning platform. (see also IO 4 report incl. access data).

In addition, synchronous partner workshops were held via ZOOM and collaborative tools (MIRO) were presented in various sessions. These workshops were partly organised institution-wise or in joint European online seminars.

The trainers then organised their own teaching/learning offers in the practical phase for their students or trainees on the basis of these learning modules.

2.2. Practical application phase with students and interns

The pilot projects for the students developed by the trainers in this phase had different formats:

- Entire courses were partly extended with the PITCH approach. For this, the original concepts had to be expanded to include collaborative practice projects in which groups of students first defined suitable challenges, developed solution ideas and then turned these into concrete prototypes.
- Other partners developed stand-alone teaching units on design thinking, which were offered in addition to existing programmes.
- Individual universities perfected their internship programmes in which concrete innovative development projects had to be planned by the students according to the PITCH method and developed to the prototype stage.
- Practice partners (businesses) developed projects for interns aimed at innovations in the companies.

In addition to the PITCH methodology, all projects had in common the deliberate reference to innovation, entrepreneurship and the strong target group reference (customer perspective), which is usually not taught in academic teaching.

All project partners summarised their results in project reports, which are presented in IO6.

2.3. Programme and CPD-Course in Thessaloniki

The PITCH training course was conducted for partners and multipliers from several European countries from the 9th and 13th of May 2022 in Thessaloniki, Greece.

The course was organised as a F2F transfer of what the facilitators had learnt and transferred in the previous years mainly in online formats due to Corona.

It was delivered in partly joint formats with students from the participating institutes, hence creating a real interdisciplinary, international team-event for the development of new educational concepts and prototypes.

participants from ## different European countries attended this five-day learning event, an average of 35 participated in the evaluation rounds.

2.3.1. PITCH Course Concept and Programme Introduction

Excerpt from the information given to the participants:

“PITCH is about new ways of learning in Higher Education Institutes and Business in relation to “Creativity and Innovation Management”. This means that we want to promote the acquisition of these competences and assess and document how these competences develop.

In this train the trainer course we don't want to spend much time on theory of validation, competence theory and taxonomies, but want to convert much learning time into active working time.

Hence we will have less theory input and more space for development in Thessaloniki.

Envisaged Outputs are blended learning projects (concepts) which would be developed in teams which will or at least could be transferred into reality in the partner countries.

The trainers will work in intercultural teams on the design and conceptualisation of new services and products (as outputs of the PITCH training). We will make use of different concepts which shall be applied to the students' courses and internships in the home universities and businesses after the course:

1. Design Thinking Methodology
2. Blended learning
3. Competence based learning and Competence validation

Blended Learning in PITCH means that we have mixed methodologies (face to face units, learning projects and e-Learning which will also contain validation of learning at the end.

This is what all of you are expected to deliver in the framework of the project and the Palermo course aims to prepare you to tackle this task successfully in a joint and comparable approach.

We will use state of the art learning methods based on “Design Thinking” approaches and instruments. To our mind this approach, in combination with the EntreComp competence framework of the European Commission, offers the best basis to creatively develop new ways to integrate Creativity, Innovation and new ways of management in the future working spheres of the students.

The PITCH Train-Trainer course is designed in such a way that all trainers will practice the development of ideas and innovative learning and teaching concepts by using Design Thinking in the course as well as COL and Validation. We will mainly work in transnational intercultural teams which is an important point because in parallel also your students are supposed to work in joint teams. Eventually each team will present its prototype in a pitch and explain the process of spotting ideas and opportunities.

The course will end with a self-assessment and validation which is similar to what has been expected from the students in the pilot courses in the home universities.”

2.3.2. The Course Programme

MON, 09.05.2022

Day/Session	Topic
1 st 09:00-10:30	Introduction <ul style="list-style-type: none"> • Programme presentation and Get Together • Wrap up of the PITCH idea and project • Intro on Entrepreneurship • Input on Blended learning design
2 nd 11:00-12:30	Input <ul style="list-style-type: none"> • Intro on the and the learning platform • Self Assessment on your competence to spot ideas and opportunities • Input on Design Thinking and Creativity and Innovation • Team creation: assigning participants and assignment of 2 tasks
3 rd a) 12:45-13:45	Teamwork 1a): <ul style="list-style-type: none"> • Get together, Present yourselves in a video • Creating the team vision • Describing the challenge
13:45-15:00	Lunchbreak
3 rd b) 15:00-16:00	Teamwork 1b): <ul style="list-style-type: none"> • Team vision: Videos of team and its members
4 th 16:00-17:30	Teams' presentation of the vision Evaluation of day 1

TUE, 10.05.2022

Day/Session	Topic
1 st 09:00-10:30	Input <ul style="list-style-type: none"> • Introduction on Creativity and Innovation • Competences linked to entrepreneurship/entrepreneurial mindset
2 nd 11:00-12:30	Input: <ul style="list-style-type: none"> • Self Assessment on your competences related to Competence Oriented Learning and Validation • Planning Competence Oriented Learning
3 rd a) 12:45-13:45	Teamwork 2a): <ol style="list-style-type: none"> 1. Ideating session for innovative products and services 2. Lateral thinking session to Collect ideas
13:45-15:00	Lunchbreak
3 rd 15:00-16:00	Teamwork 2b): <ol style="list-style-type: none"> 3. Ideating session for innovative products and services 4. Lateral thinking session to Collect ideas
4 th 16:00-17:30	Teamwork 2: <ul style="list-style-type: none"> • Teams' presentation of the ideas, Exhibition style / talk and walk <p>Reflection: How to integrate the format in the own environment -> Bullet point list to be put in a doc-file and on the platform</p> <p>Evaluation of day 2</p>

WED, 11.05.2022

Day/Session	Topic
1 st 09:00-10:30	Input: Validating Competence in Innovative Learning Settings Reflection: How to assess and validate competences in your contexts
2 nd 11:00-12:30	Teamwork 3a): <ul style="list-style-type: none"> • Client orientation and context/market scans (personas) • Value proposition canvas
3 rd a) 12:45-13:45	Teamwork 3b): <ul style="list-style-type: none"> • Selection and Refining of ideas and concepts
13:45-15:00	Lunchbreak
3 rd 15:00-16:00	Teamwork 4a): <ul style="list-style-type: none"> • Prototyping Session 1
4 th 16:00-17:30	Teams' presentations <ul style="list-style-type: none"> • Reflection: how to integrate this in the own environment • Developing suitable teaching and learning formats <p>Evaluation of day 3</p>

THU, 12.05.2022

1 st 09:00-10:30	Planning and Delivering Competence Oriented Learning and Validation LEVEL5 Planning Instruments <ul style="list-style-type: none"> • Input and Issuing Planning and documentation forms
2 nd 11:00-12:30	Institutions' workgroups: <ul style="list-style-type: none"> • Create and describe Action and Learning Fields • Develop LEVEL5 Reference systems • Develop potential learning pathways • Conceptualise learning units
3 rd a) 12:45-13:45	Teamwork 4b): <ul style="list-style-type: none"> • Prototyping Session 2
13:45-15:00	Lunchbreak
3 rd 15:00-16:00	Teamwork 5): <ul style="list-style-type: none"> • Preparing the team presentation
4 th 16:00-open...	Team Presentations 1 <ul style="list-style-type: none"> • Pitches (10 min sessions) • 10 min discussions Team Award
20:00	Social Dinner on the rooftop of https://leterrazzedelsole.it/en/home-2/

FRI, 13.05.2022

Day/Time	Topic
1 st 09:00-10:30	Reflection round <ul style="list-style-type: none"> • Conversion into own training and learning offers in HEI and Business • Utilisation of planning and documentation forms • Timing and deadlines for support, quality and evaluation • Self Assessment on your Intercultural Team Competences based on a LEVEL5 reference system
2 nd 11:00-12:30	Discussion and Adoption of the next steps and collaboration culture Final Evaluation
	Departure

2.4. Evaluation

The PITCH Study Week, in conjunction with the PITCH Continuous Professional Development Course for teachers and facilitators focused on “*Open Design Based Collaborative Learning approach*”, and was conducted in person for five days, from the 9th to the 13th of May 2022, 10.00 to 13.00 and 14.30 to 17.00. The training took place in Thessaloniki (EL) at the premises of the Aristotle University Research Dissemination Centre.

The training was designed to introduce the “Design-Based Collaborative Learning (DBCL) Approach” It was arranged in Design Thinking Methodology and dealt with the central question of how to bring in innovation in different educational systems in Europe. The implementation of the PITCH concept requires innovative facilitation, therefore teachers and facilitators were trained on:

Innovative Digital learning formats and instruments;

Erasmus+ KA1 courses (criteria and structure) to valorise PITCH learning offers

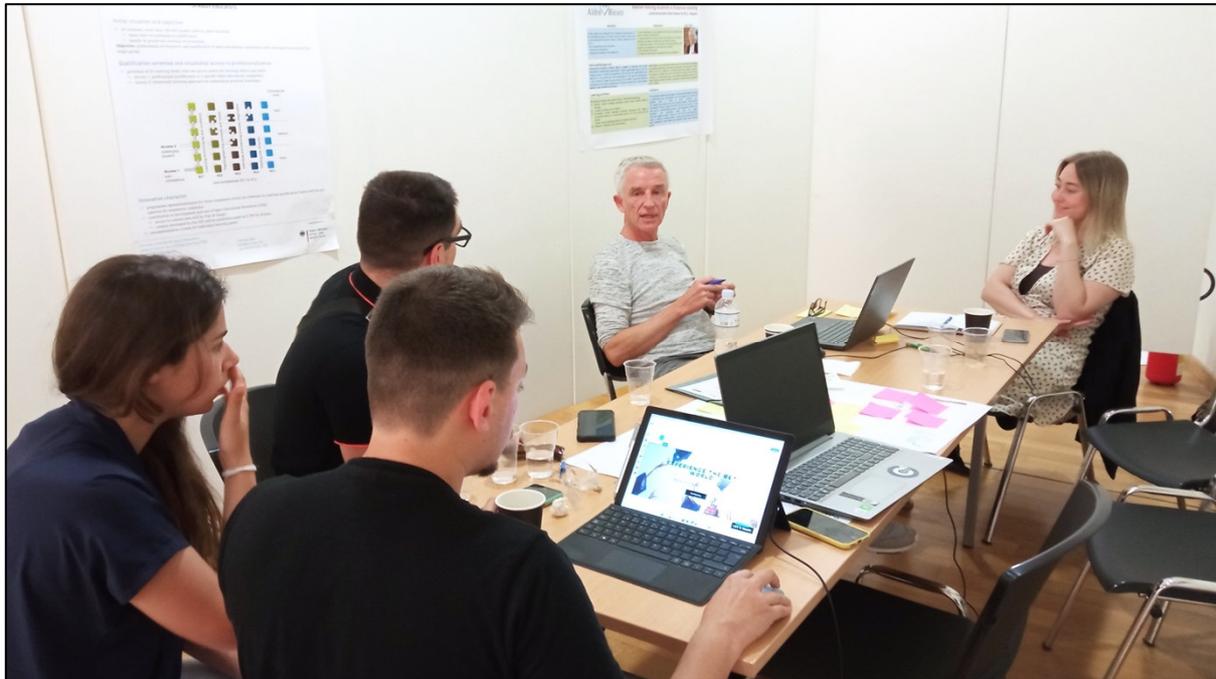
Constructive learning, aiming at designing a product;

Collaborative learning in international teams.

The training was structured with one or two short theory input sessions each day, groupwork sessions with the use of design thinking techniques and collaboration tools and concluded by the final prototype presentation and award on the last day.

The present report has been prepared by Enrica Pautasso from Smart Revolution, the partner in charge of the project evaluation.

Training course in action:



2.4.1. Evaluation Methodology

The Training Evaluation was carried out using an Online Questionnaire to be filled in by all participants after the end of the course.

The questionnaire was composed of multiple-choice questions and open comments, to evaluate the participants' level of satisfaction with the course and gather useful recommendations for future similar courses.

2.4.2. Evaluation Results

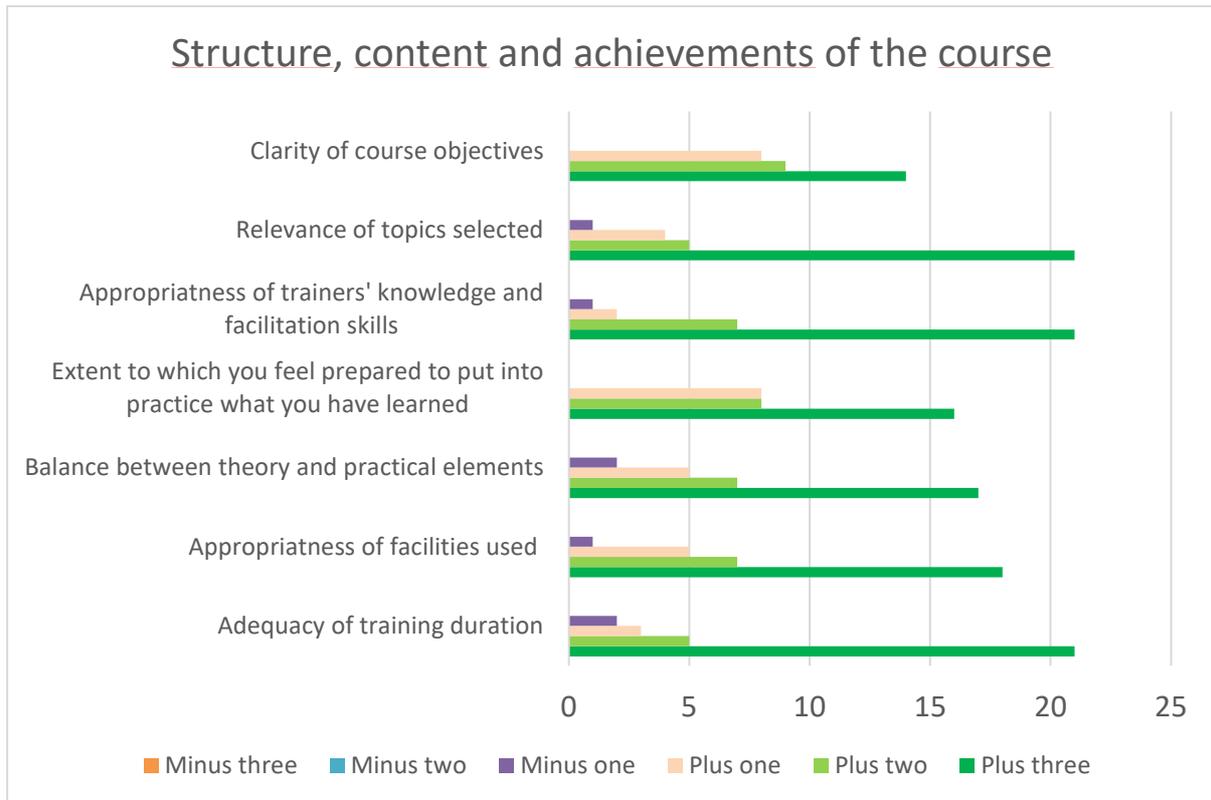
After the end of the course, the participants were asked to fill **an Online Questionnaire**, where they had the possibility to rate:

1. their level of satisfaction concerning the structure, content and achievements of the course;
2. their level of satisfaction with the overall course.

The multiple-choice questions used a scale that gave the respondents a choice of six pre-coded responses to express how much they agreed or disagreed with a particular statement. The scale ranged from +++ (being the most positive answer) to --- (being the most negative answer).

In the following paragraphs, the results of the training evaluation will be displayed and analysed.

- Structure, content and achievements of the course
- Clarity of the course;
- Relevance of topic selected;
- Appropriateness of trainers' knowledge and facilitation skills;
- Extent to which you feel prepared to put into practice what you have learned (learning project);
- Balance between theory and practical elements;
- Appropriateness of facilities used;
- Adequacy of overall training duration;
- Any other comments.



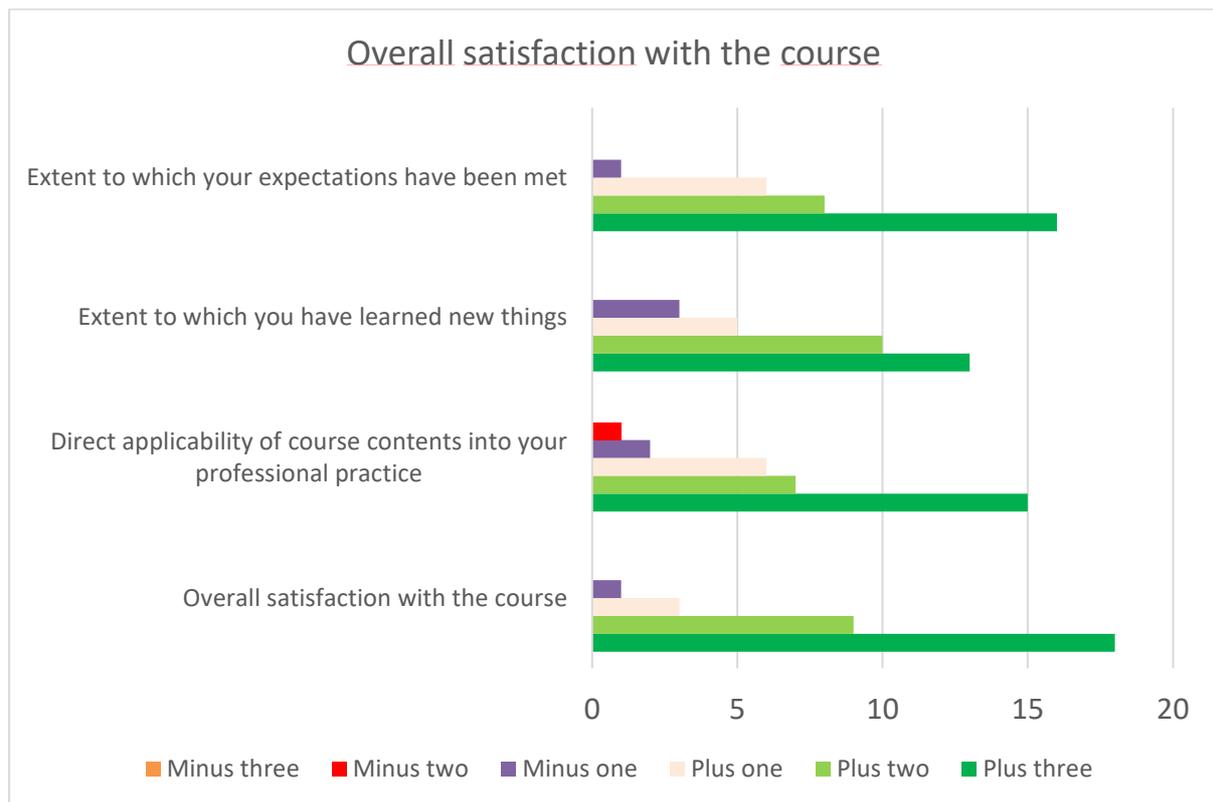
31 participants completed the questionnaire. The content of the PITCH training course was valued very positively. The participants rated very positively as all seven categories have a majority of +++ feedback. The “Appropriateness of trainers’ knowledge and facilitation skills”, “Adequacy of overall training duration” and “Relevance of topics selected” received the most +++ ratings. Interestingly, “Adequacy of overall training duration”, “Relevance of topics selected” and “Appropriateness of trainers’ knowledge and facilitation skills” also received - as with “Appropriateness of facilities used” and “Balance between theory and practical elements”. Considering that negative feedback was given by very few partners out of 31, the overall evaluation is still positive.

Suggestions for improvement are mainly around increasing clarity of the objectives at the beginning of the workshop and the size of the room. One participant wrote: “The objectives sounded a bit vague at the beginning, but they made sense as soon as we contextualized the concept in the working groups”. Others suggested that the rooms used in the last day were too small and less comfortable.

Most participants appreciated the new methodologies and innovative thinking framework that they learned from the PITCH training. Many of the participants enjoyed the practical workshops as they put into practice the new methodologies and designed a product with team members from diverse age range, as well as cultural and professional backgrounds.

1. Level of satisfaction with the course, in particular:

- a. Extent to which your expectations have been met
- b. Extent to which you have learned new things
- c. Direct applicability of course contents to your professional practice
- d. Overall Satisfaction with the course
- e. Any other comments



The results show a high level of satisfaction with the course among participants, with 30 participants expressing a + or more satisfaction level for “Overall satisfaction with the course”. The course met their expectations with only three – on “Extent to which your expectations have been met.” A few participants rated negatively (- or below) in each category, particularly on “Direct applicability of course content to your professional practice”. This suggests having an input session on how to translate design and collaborative learning into day to day working environment may be helpful for participants.

Nevertheless, the overall evaluation is still very positive. Many participants showed appreciation over the opportunity to have in-person training course during the time of COVID-19 and to be able to use their professional expertise to develop a prototype based on real-life scenarios. One participant commented *“Great experience!”* and another one wrote that *“It was very interesting to see students with different background in different countries working together as a team in a concrete challenge. The presentations were also very interesting, some even very creative and engaging. Hope some of the ideas can be further developed.”*

In the same Online Questionnaire, participants were asked to answer some open questions.

What do you consider the greatest achievements of the course personally?

The two main greatest achievements listed by participants are learning new methodologies on ideation and prototype development and collaborating with international students and professionals of different backgrounds. One wrote: "I learned new approaches in delivering my ideas to a larger audience. Another one said: "Before attending the course I had very little understanding of what design based collaborative learning meant. Now I do not consider myself an expert but at least I know the basics and how it works (generally speaking)."

Regarding the international collaboration, one commented: "The greatest achievement for me was meeting new people and seeing different perspectives". Another one added as greatest achievement: "The ability to overcome age gaps between team members and come up with a good idea as a team."

What do you consider the weakest points of the course?

Some participants expressed the need for more detailed explanations on the various tasks, saying that the prototype should be sustainable and innovative may be too vague. Also, some participants would have appreciated clearer objectives from the very beginning. Finally, one participant suggested that it would have been interesting to have more exchanges among the groups during the whole exercise.

Two things that you learnt/that you take home?

Most participants listed either improved teamwork skills or better knowledge and experience on design thinking tools and related online collaboration tools, such as Miro.

Below are some of the comments left by participants:

"My teamwork skills were improved as well as improvisation and innovation, as we needed to come up with a solution to a difficult problem in just 3 days."

"Diversity is an asset! Diversity in age, professional background and experiences. I think if the learners are open, everybody can learn from and with each other in this format. Well done and looking forward for the next meeting/course."

Recommendations for future courses of this type

Among the participants who chose to comment, there were some interesting suggestions:

- To foresee an "expert" of the methodology within each single group not to influence too much the outcomes but to "guide and coach" the participants.
- To dedicate time for teams to obtain an idea of the state of the art in their challenge or to look for inspirational insights, it could prevent the development of solutions that already exist, or to be more aware of those and add on the top.
- To use smaller group to foster the full participation of each single individual.
- To continue keeping theory inputs very short as was done in this training.

2.4.3. Conclusion

The overall evaluation of the PITCH training course is very positive. The course was evaluated as very engaging, the topics selected as relevant and the knowledge and facilitation skills of trainers as very appropriate. Furthermore, participants felt prepared to put into practice what they have learnt from the course.

The structure allowed participants to enjoy the practical groupwork and professional networking, and to develop their teamwork skills. The participants improved their knowledge on Design Based Collaborative Learning (DBCL) and online collaboration tools (such as Miro and online live pooling) as means of valorisation of all training material developed during the PITCH project and awareness of the application and benefits of LEVEL5 validation system. The practical session allowed the participant to apply DBCL methods in the context of sustainability and it was highly valued. One participant said “Applying the method of design thinking and having the possibility to share ideas on sustainability with such a variety of people” were the two greatest achievements from the course. The innovative approach of the training course was also appreciated, one participant stated *“Very innovative workshop, I appreciated a lot the group work and the competition, it was a pleasure to listen to the presentations”*

Overall, the course met the participants’ expectations, facilitated international networking and exchanges and fostered creativity, entrepreneurship and innovation. It can be concluded by a participant’s comment - *“Great training, both for students and trainers.”*.

3. Competence Validation – The Facilitators’ Assessment Pack

3.1. LEVEL5 validation Introduction and How to

This assessment relates to the “*Facilitation Competences*”.

The professionals acquired and developed these competences during your PITCH learning programme. Professionals were asked to reflect on your competence levels before the course (at the time of entering the learning programme and at the end of it.

Participants used the following pattern with the reference system and the descriptors.

It was the basis for a self-assessment and rating.

- They first ticked boxes on the levels of knowledge, skills and attitudes, for the beginning and at the end of the PITCH learning programme (only one rating possible per dimension)
- Examples should be given that illustrate and justify the ratings.
- These ratings and the reasoning were discussed with the team mates.
- After this step the examples and justifications were finalised).
- There was a consistency check from the coordinators and the LEVEL5 certificates will be produced as PDF

Note: The individual competence validation is reported in WP6. The results are not displayed due to data protection

3.2. Competence Description: Facilitation of Design Based Collaborative Learning (DBCL)

Competence Description

The AE professional can facilitate a design based collaborative learning environment using various methods and tools, concepts and approaches. He/she can adapt and develop concepts and designs for collaborative learning for different target groups and is flexible in re-planning and adapting to the needs of the situation. The facilitator can motivate others and inspire participants to develop their own competences in this context.

Design based collaborative learning is both constructive (oriented along a development process which aims at a concrete product or prototype) and teamwork driven.

In PITCH design based collaborative learning is applied to facilitate joint learning and development processes related to Creativity and Innovation Management in a HE course or an internship.

Facilitators can be either educational professionals from HEI and from businesses (e.g. mentors).

The competence framework below comprises the most relevant learning objectives/outcomes in regard to planning and delivery of DBCL.

Knowledge: The trainer/facilitator knows...

- what collaborative learning is about, and which components and theories belong to the concept,
- what it takes to plan and implement collaborative learning concepts, for instance to consider multiple perspectives and concrete individual experiences,
- the role of a facilitator in this process,
- at which points he/she should intervene within the collaborative learning process in a supportive/facilitative manner
- relevant teamwork and creativity concepts

Skills: The trainer/facilitator is able to...

- create collaborative relationships,
- create and sustain a participatory environment,
- formulate and apply a strategy of enquiry to enable individuals to explore issues and develop insights,
- evoke the creativity of a group,
- plan appropriate group processes,
- guide groups to appropriate and useful outcomes and
- facilitate design based collaborative learning based on a repertoire/collection of methods, concepts and tools

Attitudes: The trainer/facilitator ...

- understands the shortcomings of traditional educational formats
- appreciates the collaboration of learners
- is motivated to promote learning conditions that are constructive and output oriented
- is curious to continuously learn new approaches of participatory learning
- is open for unexpected learning outcomes
- also appreciated unambiguous results
- is ready to re-define the own teaching/training/counsellor role

3.3. Reference System: Facilitating Design based Collaborative Learning (DBCL)

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer design based collaborative learning into new and different contexts and situations	Developing, constructing, transferring	Adapting and developing design based collaborative learning into a CI Management system in an organisation	Incorporation	Being determined to transfer the own teaching and counselling to the new approach. Inspiring others to apply concepts of DBCL
4	Knowing when (implicit understanding)	Knowing when and how to interact in design based collaborative learning process and to apply certain methods	Discovering, acting independently	Co-Facilitating a DBCL project to for PITCH with appropriate tools in a teamwork on a given case	Commitment	Being determined to explore and improve the own competence regarding the facilitation of DBCL
3	Knowing how	Knowing the essential concepts on design based collaborative learning and the roles and required competences of a facilitator	Deciding/ selecting	Applying a set of DBCL-instruments in defined assignments	Motivation/ appreciation	Being motivated to implement PITCH in organisations with a design based collaborative learning and facilitation concept
2	Knowing why (distant understanding)	Understanding why planning and delivering of design based collaborative learning has its benefits for implementing PITCH	Using, Imitating	Exercising and trying out singular DBCL tools provided by others	Perspective taking	Being curious and interested about planning and delivering designed collaborative learning
1	Knowing what	Knowing that design based collaborative learning is different from traditional teaching	Perceiving	Recognising that the implementation of PITCH require new training / facilitation approaches	Self-orientation	Perceiving new design based collaborative learning without relating it to the own context

3.3.1. Assessment Grid: Development of My Knowledge on Facilitating DBCL

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you knew at the beginning and at the end and write them in the 2 boxes behind your ticked ones (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Level	Level Titles ¹	Level description Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you know at the end to illustrate the chosen level
5	Knowing where else (strategic transfer)	Knowing how to transfer design based collaborative learning into new and different contexts and situations	<input type="checkbox"/>		<input type="checkbox"/>	
4	Knowing when (implicit understanding)	Knowing when and how to interact in design based collaborative learning process and to apply certain methods	<input type="checkbox"/>		<input type="checkbox"/>	
3	Knowing how	Knowing the essential concepts on design based collaborative learning and the roles and required competences of a facilitator	<input type="checkbox"/>		<input type="checkbox"/>	
2	Knowing why (distant understanding)	Understanding why planning and delivering of design based collaborative learning has its benefits for implementing PITCH	<input type="checkbox"/>		<input type="checkbox"/>	
1	Knowing what	Knowing that design based collaborative learning is different from traditional teaching	<input type="checkbox"/>		<input type="checkbox"/>	

¹ Hints for describing the levels:
 Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
 Level 4: Analysing (Differentiating – Organising – Attributing)
 Level 3: Understanding (Explaining – Comparing)
 Level 2: Interpreting (Exemplifying – Summarising – Classifying)
 Level 1: Remembering (Recognising – Recalling)

3.3.2. Assessment Grid: Development of my Skills on Facilitating DBCL

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you were and are able to do and write them in the 2 boxes behind your ticked ones, (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ²	Level description Explanation	Time 1 (tick)	Give concrete examples of what you were able to do at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you are able to do at the end to illustrate the chosen level
5	Developing, constructing, transferring	Adapting and developing design based collaborative learning into a CI Management system in an organisation	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering acting independently	Co-Facilitating a DBCL project to for PITCH with appropriate tools in a teamwork on a given case	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding/ selecting	Applying a set of DBCL-instruments in defined assignments	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using, imitating	Exercising and trying out singular DBCL tools provided by others	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Recognising that the implementation of PITCH require new training / facilitation approaches	<input type="checkbox"/>		<input type="checkbox"/>	

² Hints for describing the levels:
 Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts
 Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)
 Level 3: Acting partly independently, choosing between options, selecting
 Level 2: Imitating, Acting without own impulse, acting when being instructed
 Level 1: Listening only, participating only, reception without action...

3.3.3. Assessment Grid: Development of my Attitudes on Facilitating DBCL

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of how you felt and which attitude you had in regard to Spotting ideas and opportunities, (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ³	Level description Explanation	Time 1 (tick)	Give concrete examples that illustrate the selected attitude level the beginning	Time 2 (tick)	Give concrete examples that illustrate the selected attitude level the end
5	Incorporation Internalisation	Being determined to transfer the own teaching and counselling to the new approach. Inspiring others to apply concepts of DBCL	<input type="checkbox"/>		<input type="checkbox"/>	
4	Affective self-regulation	Being determined to explore and improve the own competence regarding the facilitation of DBCL	<input type="checkbox"/>		<input type="checkbox"/>	
3	Appreciation Empathy	Being motivated to implement PITCH in organisations with a design based collaborative learning and facilitation concept	<input type="checkbox"/>		<input type="checkbox"/>	
2	Perspective taking	Being curious and interested about planning and delivering designed collaborative learning	<input type="checkbox"/>		<input type="checkbox"/>	
1	Self centred neutral	Perceiving new design based collaborative learning without relating it to the own context	<input type="checkbox"/>		<input type="checkbox"/>	

³ Hints for filling the level:
 Level 5: (group): influencing others (motivating/convincing others by own model,...)
 Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)
 Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)
 Level 2: curiosity (interest in topic, being attracted, ...)
 Level 1: no emotional reference to topic (only interested in own situation,...)



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3.3.4. Conclusion and Personal Data:

My Competence Development on Facilitating Design Based Collaborative Learning

Please describe your development on this competence in one sentence (max 250 characters)

####

Personal Data:

First Name: _____

Last Name: _____

Please add also a photo to the questionnaire

4. Annexes Tools:

4.1. Action Field pattern

Please give a short description on the action field (the context) related to your cultural project:

What is the environment, the specific challenges and the overall objectives of the stakeholders

• Name of your project	
• Context	
• Target Group	
• Aims	
• Resources	
• Activities	

4.2. Learning fields

4.2.1. Didactic Framework

Before designing the learning pathway it might be necessary to determine (after some thorough reflections) some basic “ingredients” of your learning offer.

You should do that in rather rough format -

• Name of your project	
• Competences needed/fostered	<ul style="list-style-type: none"> • Problem solving • Creative thinking •
• (Content) Themes tackled	<ul style="list-style-type: none"> • List of relevant contents • Context related themes •
• Competence dimensions	<ul style="list-style-type: none"> • Knowledge • Skills: Activities, Capabilities • Attitudes: Emotions, Values

4.2.2. Reference System pattern

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer)		Developing/ Constructing Transfer		Incorporation Internalisation	
4	Know when (Implicit understanding)		Discovering/ acting independently		Commitment Volition	
3	Know how		Deciding/ selecting		Appreciation Motivation	
2	Know why (Distant understanding)		Application, Imitation		Curiosity Perspective taking	
1	Know-what/know that		Perceiving		Self oriented, neutral	

4.2.3. Reference System Example for “Spotting Ideas and Opportunities”

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer idea creation skills and concepts into other contexts. Knowing how to help other people act successfully in different entrepreneurial structures .	Developing, constructing, transferring	Being able to transfer ideation and prototyping strategies into new business contexts. Actively planning and creating new entrepreneurial activities based on ideating and prototyping.	Incorporation	Having internalised ideation and prototyping as a fundamental personal entrepreneurship mindset. Being an inspiration for others in their ideation and prototyping activities.
4	Knowing when (implicit understanding)	Knowing when to apply right instruments from the portfolio of different ideation and prototyping approaches and tools. Knowing when to use certain ideation and prototyping strategies.	Discovering acting independently	Deliberately searching for and selecting appropriate ideation and prototyping techniques and instruments for the own business. Creating and executing an ideation and prototyping strategy for the own context and professional domain.	Self-regulation, Commitment	Being determined and pro-active in using and improving ideation and prototyping in the own environment. Finding it important to be creative in this respect.
3	Knowing how	Knowing different ideation and prototyping approaches, techniques related to: Spotting opportunities, Creating ideas, Working towards a Vision, Valuing ideas, Checking for Sustainability. Theoretically knowing how to act along an ideation and prototyping concept.	Deciding/ selecting	Taking part in ideation and prototyping activities as they are offered by others in safe (undisturbed) contexts. Choosing singular ideation and prototyping tools from a given (known) portfolio	Motivation/ appreciation	Valuing ideation and prototyping in general. Being motivated to develop own ideation and prototyping competences and visions.
2	Knowing why (distant understanding)	Having basic knowledge on creativity and innovation. Knowing that idea creation, a multiperspective view on the ideas. Understanding basic aspects of the ideation and prototyping.	Using, imitating	Occasionally taking part in non structured activities related to the creating of ideas. Carrying out ideating actions when being instructed to.	Perspective taking	Being curious and interested in ideating and prototyping and spotting of opportunities.
1	Knowing what	Knowing that entrepreneurship is based on innovation and the creation of ideas.	Perceiving	Perceiving and recognising the concept of creating ideas and opportunities without taking further steps.	Self-orientation	Perceiving the concept of creating ideas and opportunities without relating it to oneself.

4.3. Sequencing table

Learning pathways

Please describe the learning pathway of your learning project. Learning pathways are sequences of learning steps or learning units. To fill the table, you need to break down your learning project in chronicle steps/units.

Please also add your reference systems.

Step No.	Title	Content	Learning objective	Method Activity	Media	time	Competence column <i>Please indicate if the unit targets knowledge, skills or attitudes and if the difficulty is rather easy, medium or hard.</i>
2							

4.1. Learning Modules and Units

In the following, the four modules and learning units provided to the facilitators are displayed again. These taxonomy driven learning pathways are also been reported in IO3 as they were developed in this IO and delivered in IO5.

4.1.1. Module and LU on COL&V

Module/Topic/Duration	Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
Competence oriented Learning and Validation (COL&V)					
	Educational background				
		Trends in Edu	REVEAL, Page 3-9		
			A2: what was your common teaching style in school? Mentimeter or similar	K2: Recall and explain: behaviourism, constructivism and connectivism	S2: assign given tasks to educational theories (behave., constr., connect.)
		Informal learning patterns (Text and tables)	A3: I don't need no education (anymore)? What would improve learning 2030? → brainstorming	K3: Analyse differences between the teaching of the decades. List the	S3: create tasks for learners for different stages

Module/Topic/Duration		Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
					requirements of edu 21?	
				K, S, A 4: Contextualise a LEVEL5 Ref.-Sys		
	Competence Theory					
		Taxonomies	Taxonomies, Bloom, EQF and LEVEL5 P 12-15			
				A2: estimate your competence level for facilitation (scale 1-5)	K2: Describe purpose of taxonomy	
					K3: Compare Bloom & EQF & LEVEL5 → 1 paragraph to write	S3: Name an activity for a competence on Levels S2&3 (constructed case)
				K4: Contextualise a LEVEL5 Ref.-Sys → given simplified ref.-sys.		
		Development & Pathway	Reference system Page 16			
				A2 give a task which is too simple and too complex.	K2: Discuss starting suitable starting	A2: Formulate a fitting starting tasks for a given

Module/Topic/Duration		Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
					points, based on A2	case and target group
					K3: List and justify assignments	S3: Collect and cluster assignments in different formats (F2F, online, ...)
					K4/S4: Assign tasks to levels and columns	
		Learning process				
					K2:	
					K3: Compare Bloom & EQF & LEVEL5	
					K4/S4: Assign tasks to levels and columns	
		Competence Oriented Learning				

4.1.2. Module and LU on Design Thinking

Module/Topic/Duration	Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
The Creative Thinking process					
	1. Understanding		A2: Reflect what problems/issues you find interesting	K2: Summarise/describe phase 1 of the DTP and related methods	S2: Describe phase 1 of the DTP
			A3: Reflect your own attitude toward the problem and related aspects	K3: Gather information regarding the problem you are interested in	S3: Visualise all aspects of the issue and structure them
			A4: Reflect what you would be ready to do to solve the issue	K4: Define your design challenge	S4: Create a motto for your design challenge
	2. Empathising		A2: Reflect for whom you want to solve the challenge	K2: Identify potential target groups and approaches to gather data	S2: Visualise potential target groups and data collection approach
			A3: Reflect your own attitude towards the target group and your motivations/aspirations	K3: Research and identify target groups' features	S3: Apply methods from the DT Toolkit to identify target groups' features and needs
		Moderated discussions, Visualisations	A4: Reflect which barriers or attitudes may blur your objective view on the target group	K4: Analyse and prioritise target groups' features and aspects	S4: Create a common understanding of aspects and needs to consider in next phases in the team

Module/Topic/Duration		Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
		3. Synthesising		A2: Reflect your attitude towards the challenge having a bigger picture than in phase 1	K2: Collect and structure all information gathered so far	S2: Discuss the information in the team
				A3: Reflect on the communication process in your team to identify the most relevant aspects	K3: Extract the most relevant features aspects to further consider	S3: Visualise the most relevant features/aspects to further consider
				A4: Reflect in how far you identify with your persona, here there are differences and similarities between you	K4: Analyse all data and define a persona	S4: Visualise the persona and create a common understanding in the team
		4. Ideating		A2: Reflect about thinking barriers/thinking outside the box and your personal attitude towards it	K2: Decide upon a procedure to approach ideating, i.e., which methods from the toolbox to use	S2: Discuss and agree the next steps in the team
				A3: Reflect about your creativity and open mindedness	K3:	S3: Apply creativity techniques and CT tools and generate as many ideas as possible
				A4: Reflect how your opinions have shaped/influenced the ideating process in the team	K4: Analyse and prioritise your ideas in the team	S4: Create consensus in your team about the selection of ideas to prototype

Module/Topic/Duration		Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
		5. Prototyping		A2: Reflect your own role and aspirations in the prototyping process in your team	K2: Identify team roles and process for building the prototype	S2: Brainstorm ideas for prototypes in the team and visualise them
				A3: Reflect your own view on features' relevance and in how far it contrasts your team members views	K3: Define and reason the most relevant features of the prototype	S3: Discuss different methods how the prototype can be built
				A4: Reflect about your attitude towards the final prototype	K4: Develop a design for the prototype that covers all relevant features	S4: Create a prototype (virtually or physically)
		6. Testing		A2: Reflect your personal preferences against the decisions taken in the team	K2: Define a testing strategy	S2: Visualise the testing strategy and assign tasks to the team
				A3: Reflect your attitude towards the testing activities	K3: Identify relevant questions and target groups for testing	S3: Apply the testing scheme you have developed
				A4: Reflect the results of testing and what consequences should be taken	K4: Identify and analyse the test results, decide whether to improve or go back	S4: Create ideas for improvement based on test results in the team

4.1.3. Module and LU on OER

Module/Topic/Duration	Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
Competence oriented Learning and Validation (COL&V)					
	Background and Basic Ideas				
	Definition of OER	<p>UNESCO (2022). Open Educational Resources. https://www.unesco.org/en/communication-information/open-solutions/open-educational-resources (Last access: 11 July 2022)</p> <p>Zimmermann, Claudia; Neuböck Kristina; Kopp Michael (2022) Leitfaden für die Erstellung von Open Educational Resources. Informationen und praktische Übungen für Hochschullehrende. Hrsg. von Open Education Austria, Graz.</p>			
			A2/K2: Think about the characteristics of OER. What a key feature and why is it typical? What is special about OER? Quiz		S2: Using the correct definition of OER

Module/Topic/Duration		Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
				A3: Goes hand in hand with potentials and challenges	K3: Knowing how to define OER and differentiate it from less open content	
				K, S, A 4: Contextualise the OER approach (with own examples)		
		Potentials and Challenges of OER	Zimmermann, Claudia; Neuböck Kristina; Kopp Michael (2022) Leitfaden für die Erstellung von Open Educational Resources. Informationen und praktische Übungen für Hochschullehrende. Hrsg. von Open Education Austria, Graz.			
				A2: Reflect about potential potentials and challenges which come along with OER Brainwriting	K2/3: Know why and how these potentials and challenges come about	S2: Formulate reasons for the discovered challenges and potentials
	Using and Creating OER					
		Criteria of OER	Offenheit im Bildungsbereich: Warum es für OER auch Open Content braucht?! (2018). Susanne Grimm for OERinfo - Informationsstelle OER. CC BY 4.0-Licence. Adapted			

Module/Topic/Duration		Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
			(shortened and translated) by Julia Treek. UNESCO (2022). Open Educational Resources. https://www.unesco.org/en/communication-information/open-solutions/open-educational-resources (Last access: 11 July 2022)			
				A,S,K2: With regard to which criteria have I already used OER? Documentation task		
					K3: List and justify Application examples	S3: Assign the application examples to the appropriate criteria
					K4/S4: Assign examples to columns	
		OER and Copyright	Wikimedia UK 2018: https://www.youtube.com/watch?v=w4CcSfdC-PQ Leitfaden für die Erstellung von Open Educational Resources, Claudia Zimmermann, CC BY 4.0 , Open Education Austria. https://creativecommons.org/licenses/ Creative commons (the original CC license symbols),			

Module/Topic/Duration		Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
			the combined work by Shaddim and is hereby cc-by-4.0 licensed. https://creativecommons.org/licenses/by/4.0/			
				A2: Differentiation of licence types based on their openness. explores the degrees of freedom of CCL.	K, S2: Know and can reproduce the principles of CCL	
				A3: Appreciates the differentiation of different licences and the opportunities this offers.	K3: How to build CC license Quiz	S 3: Assign OER to licences with corresponding degrees of freedom
					K4/S4: Discovers the means of the CC abbreviations	
		Searching for OER				
				A2: Develop a feeling for which search grids work well.	K2: Understands search criteria and options	S2: Uses searching engines to find appropriate OER Searching tasks
				A3: Motivated to find and use appropriate OERs	K3: Application of search terms	S3: Decide which search grid seems most appropriate for a given case

Module/Topic/Duration		Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
						S4: Find your own OER repositories and expand your own portfolio
		Using and Creating OER	Leitfaden für die Erstellung von Open Educational Resources, Claudia Zimmermann, CC BY 4.0, Open Education Austria. Creative Commons: Choose a License			
				A2: What is possible and allowed, which licences would make sense? Reflection	K2:	S2: Using TASLL as a guide for the correct use of open licensed work
					K3: How to combine materials with different licences	S3/4: Identify false licensed work and correct it. Creating own licences.
	Application of OER in one's own context		Mooc about OER: https://imoox.at/course/oer mooc Canvas for creating OER: https://repository.tugraz.at/records/c8zht-dhj07			

Module/Topic/Duration		Learning Unit	Material	Assignment Attitude	Assignment Knowledge	Assignment Skills
			Tipps how to create own OER: https://www.bpb.de/lernen/digitale-bildung/oer-material-fuer-alle/181176/10-nuetzliche-tipps-um-eigene-oer-materialien-zu-erstellen/			
				A3: Appreciating the OER already out there. Willingness to share own material.	K3: Knowing how creating OER should be rolled out. Combine at least two images from different sources.	S3: Selecting tools and guide lines that help to create own OER
					K4: When should I mix existing OER and when does it make sense to create my own? Knowing when to use which licence.	S4: Creating own OER.