IO6

PITCH Student Piloting Report

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1. Summary

The student pilot reports were set up by each project partner responsible for the monitoring of the modules delivered in the HEI, practical learning projects and internships, considering the aspects of:

- Context, target groups, activities of the practical activities
- Planning and delivery of the learning activities
- Competence validation (including (LEVEL5 and ECTS validation) and
- experiences regarding feasibility, usability, acceptance and cost/benefit

The reports were clustered along the following topics:

1. Development process of the learning projects
2. Contents delivered
3. Methodology
4. Outcomes
5. Impact
6. Perspective
7. Professional Development

The reports were compiled, checked and analysed by an internal evaluation and monitoring team.

2. UDE

2.1. Development process

At UDE we worked with 3 professionals who used the PITCH approach in their courses in the framework of the Master of Adult Education.

The PITCH methodology was applied in

- a course module on "International and European Context", Module 8 (https://www.uni-due.de/studienangebote/studiengang.php?id=41) with 12 CPs and also
- a project workshop related to international collaboration within a study module: "Empirical Research in AE" (12 CP) and
- a PhD study in which creativity and innovation techniques were applied and researched within a module "Embedded, profound studies".

The full programme was contextualised mainly in the first Module 8 over 2 semesters interwoven in 2 courses on "Organisations and Institutions in AE in the EU" and in "Validation of Informal and Non-Formal Learning in the EU.

The PITCH approach was introduced in the learning projects of the students who went through the design thinking process on fictitious or real existing organisations and projects as a stage for their product and prototype developments. The prototoypes, again, were connected to the study courses and referred in the first course on "organisational development and innovation" and in the second case on "innovative validation design".

We could fully apply the technical tools provided by PITCH and also the didactic approach of DBCL (Design Based Collaborative Learning) which we blended with the original study modules.

With this we could substantially enrich the quality of our teaching in M8 since the students (despite the Corona situation) enjoyed very much the collaboration.

15 students accomplished the course within 2 semesters.

2.2. Contents

The design thinking process was carried out starting from event 2 onwards with

- entry competence scan on Spotting Ideas and Opportunities (according to the EntreComp Framework)
- team finding and visioning
- scanning the background and context (market research 1)
- definition of challenge
- ideating on innovative ideas in the study context

- refining the ideas with selected tools
- client profile (persona canvas, market research 2)
- prototyping
- pitch
- and a closing essay covering:
    - description of the development processes
    - analysis of the cooperation
    - reflection and validation of the own competence development

These PITCH contents were blended with the themes of the modules as described above.

2.3. Methodology

The PITCH design Thinking approach is both Content and Methodology and it was the objective to familiarise students with creativity and innovation (also in theory introductions and reflections).

The courses were planned, using the COL&V instruments. We delivered the originally design theory parts as planned.

We fully applied the PITCH learning platform consisting of a mahara e-portfolio (for the group documentation, the moodle LMS (to deliver theory and information units) and the LEVEL5 software connection (we provided the data via csv) plus zoom meeting spaces in connection with MIRO boards for synchronous communication and Design Based Learning.

2.4. Outcomes

Prototypes:

The students worked in teams of 2-5 persons and developed prototypes of different kinds. On the one hand they developed organisational innovations like new offers, new events and partly even new institutions like two European Academies and networks -for instance one network for offers specially for older employees, a specific “European” online academy or one training network for childcare and education.

They also developed specific events and study weeks (for instance the beer brewery CPD for incoming ERASMUS students) and other innovative ideas and activities

These prototypes were thoroughly developed, described in detail, presented in 10 min pitches and discussed. Each student had to write an essay about the project

Competences:

The competence development of the students was assessed in the way which was proposed by the PITCH consortium – as a mix of formative and summative elements and different assessment formats (self-, peer assessment, rounded up by the trainers as “experts”) based on the LEVEL5 assessment

pack relating to SIO competences. This way also the quality criteria (reliability, objectivity and validity) could be kept.

We could establish certificates for 15 students.

2.5. Impact

A parallel study carried out with 130 international students revealed a serious gap in regard to innovative and participatory online learning formats in times of Corona.

In contrast, real collaborative formats could be invented in the combination of Design Thining and "normal" study courses. Of course, it affords a change of programme, but even more of teaching methodology. Trainers have to move some of their theory contents (inputs) to the students and one need trust in them during these new learning formats. Trust that they really work together, that they research and that the become committed to develop their projects. On the other hand this is also the essential way of "New" learning – it has to be demand driven, should establish a relation to the individual learner and offer opportunities to grow and develop. And this is what came out of the 2 main courses and also in the projects and courses that have been initiated after the PITCH project phase.

Students' satisfaction was extremely high. The above-mentioned study revealed that very clearly. They feel more respected and treated rather as "colleagues" as "students". They develop their team competences and (which was innovative) also had to reflect and report on these developments.

They had fun during their projects and really became creative. However, as they learnt, they turned creative ideas into innovative prototypes and showed a profound development of their ideas into something which can be transferred in practice. The addition to the European funding schemes put the prototypes partly in very realistic scenarios, for instance by the KA1 funding for mobility learning or joint collaboration projects on innovative learning projects in AE.

All in all, the experience at UDE was 100% successful – no losses in the team process, highly reflective in their essays and also those students with lower motivation and problems to express themselves could be supported within the teams.

A most important competence was developed in the student projects (and this statement appeared nearly in every essay): The development of Ambiguity Tolerance. This is a central skill in the VUCA world in which we need to deal with complex, uncertain, volatile and ambiguous contexts and systems.

One special highlight was the collaboration of IPL, UDE and VU students in a specific transnational DBCL course which was delivered in spring 2021 for interested volunteering students in which a phantastic interdisciplinary video was produced.

All the students had any problems with the digital tools and development spaces offered by the project.

Additionally 3 students participated in the F2F Thessaloniki workshop and before, in an online DBCL workshop on 8th and 10th of March 2022 with more than 40 students from DK, BiH, SER and DE.

2.6. Perspective

As described above, at UDE we have already started to further develop the PITCH programme. On the one hand we transfer the COL&V approach to other courses in the MA AE courses (e.g. Module 4.1).

Furthermore, we laterally transferred the approach to:

- Design based collaborative Research -which includes:
  - International partner universities and joint research projects, e.g. on interdisciplinary projects
  - Internships which a R&D question related to the job

We will further mainstream the planning methodology (COL&V) but also the delivery (blended learning and all the involved tools). Especially the connectivity of the LEVEL5 tools (mahara, LEVEL5) and the University systems (moodle) males the integration very easy.

We have already started with an internal CPD programme for our staff (3) and the other 4 persons will be offered training offers as well. Especially the young PhD candidates the PITCH approach is a very appropriate means to gather didactic and methodological competences.

2.7. Professional Development

Talking about competence developments:

We learnt a lot. And the best of it is: we became aware of it while filling the self-assessment and discussing it with our peers. The LEVEL5 certificate is a valuable acknowledgement and proof of what we have learnt backed up by the comments and feed-back of the organisers:

We improved our facilitation skills and competences, by:

- Planning our training according to competences and competence levels of our students
  - Looking at the learners' needs and what they are interested in
  - Giving them a first competence scan on Spotting Ideas and Opportunities and letting them reflect on their profiles
  - Planning the theory modules (theory parts of VINFL and Orga/Inst courses and the overarching European aspects of educational policies) according to levels of complexity and difficulty
  - Planning the practical modules (Design thinking steps) according to the procedure
- Delivery:

    - Delivering contents and assignments on 3 learning modalities (F2F, consecutive on LMS and group assignments) according to a well developed and consistent plan
    - By appropriate and substantiated use of digital tools (keynotes, discussions, synchronous, asynchronous, collaborative…)
    - By regarding motivational aspects (raising interest
- Validation
    - Starting with a formative (curiosity creating) competence profile that, after a first reflection round, motivated the students to go for more
    - Introducing reflection rounds according to the competence levels during the process
    - Designing the final essays accordingly looking at 2 competences (SIO) and (partly) teamwork
- On Top: we and our students had the opportunity to present our student projects in front of more than 100 experts from Europe. This was a super-motivating event both for students and us as facilitators!

Conclusion:

It was really a long, interesting, challenging and extremely successful experience!

3. Blinc

3.1. Development process

At blinc we worked with 4 professionals who used the PITCH approach in their projects and internships.

5 interns carried out the PITCH project in our premises. They were intensively prepared and mentored during their 3 months stay. Their internship was carried out within the Master of Adult Education, in the “module” 8 - “Adult Education in Europe”.

In their internship they intended to acquire practical knowledge and skills related to different European Educational projects carried out within our cooperative and to develop scientific projects (“practice research”) within these working contexts of blinc. By the end of the PITCH project 2 of them even prepared their Master Theses on EU projects coordinated by blinc and developed research for the sake of the EU, more specifically in the field of learning mobility.

The internships consist of competence-oriented learning and development units which can be clustered to “learning modules”. This approach led to a smooth development and a conscious step-by-step development – rather like a trainee programme which focused on Creativity and Innovation Management methodology and approaches.

3.2. Contents

The aim of the internship was to equip the students with practical skills and competences to document, design and develop educational projects relating to validation and professionalisation.

For this purpose, they went through different phases:

- to get familiar with running projects, to research both applications, programme documents and the current project state and their documentation
- To take over certain defined tasks within the projects
- To develop own activities and take over the coordination
- To self-reflect the own projects and to self-assess the own competence development
- In connection to the projects students were asked to develop their own ideas and prototypes that are useful within the running projects or could be subject of new applications.

3.3. Methodology

The internship were planned, using the COL&V instruments. This led to a conscious increase of complexity in the tasks. After each week we had a feed-back round. We also asked the interns to set up competence profiles related to the competences that they ought to develop.

Due to Corona a large part of the 5 internships were delivered online, which was an experiment, but it turned out to be much more successful than expected. Due to the necessity to go online, we fully applied the PITCH learning platform consisting of a mahara e-portfolio (for the group documentation, the moodle LMS (to deliver theory and information units) and the LEVEL5 software connection (we provided the data via csv) plus zoom meeting spaces in connection with MIRO boards for synchronous communication and Design Based Learning.

3.4. Outcomes

Prototypes:

The interns worked in teams of 2-3 persons and developed prototypes of different kinds.

- Research projects to explore certain sectors (2 projects on the KA1 CPD offers within the European PROVIDE platform and one project on a survey on validation within the German ERASMUS KA1 community)
- Learning activities and events in the cultural, educational, sustainability sectors (which were connected to 3 different running projects

The prototypes were thoroughly developed, described in detail and presented within the teams and 2 projects even in the framework of the PITCH conference in Dec. 2021.

Competences:

The competence development of the interns was assessed in the way which was proposed by the PITCH consortium – as a mix of formative and summative elements and different assessment formats (self-, peer assessment, rounded up by the trainers as “experts”) based on the LEVEL5 assessment pack relating to SIO competences.

3.5. Impact

This “qualified” way of internship turned out to be extremely successful, not just for the interns but also for the colleagues. We invested some more time for an intensive mentoring, however, we could even get new collaborators because all of them remained in our entity, which is really exceptional.

This effect could only be achieved due to the well prepared, project like and competence oriented internship. Interns always had the feeling that they were in good hands and the tasks and activities were selected consciously, following the purpose that the interns should grow while performing.

Apart from the high satisfaction of both mentors and interns and the development of personal relations (even without direct encounters!!!) the PITCH pilots developed a high impact also in the practical projects since the interns became a real support within the development and management of our projects. This related to the KA1 platform, project monitoring tasks and the development and introduction of a new controlling system, design thinking workshops in sustainability projects and

project development workshops in the new ERASMUS application period in early 2021, for instance in the culture sector.

3.6. Perspective

We will mainstream the approach of DBCL and turn it into a KA1 course offer.

We are planning to continue our project work with our new staff members and we will definitely continue to design our internships accordingly. We will also apply the PITCH methodology when collaborating with other educational institutions, for instance with those who provide interns from CPDs for unemployed academics in the field of project management from Göttingen or Florence.

We have already started with an internal CPD programme for other staff members (3). Eventually we have also transferred the approach into a completely different field of “circular carbon economy” which is our second field of activity.

3.7. Professional Development

Our colleagues were enthusiastic and developed their competences to spot ideas and opportunities, especially also their skills to work with Design Thinking methodology and creativity tools including the delivery via digital online modality.

Hence the participating colleagues developed their entrepreneurship education competences and their methodological competences relating to the facilitation of DBCL. All of them were so enthusiastic that they inspired other colleagues to join the CPD. A next course will be delivered in September 21.

4. Smart Revolution

4.1. Development process

The learning concept was developed after a detailed discussion within the company and designed along the needs that the management team identified and the personal interests or areas of work of the various students/interns involved. Therefore, it was decided to develop the practical part of the learning project along the following themes/areas and connected challenges:

- Cultural projects/community building: *how shall we incorporate resources and ideas from our ongoing European cultural projects in our other (business) offers?*
- High-tech start-ups: *how shall we bring the "wow effect" when applying for funding?*
- Social media communication: *how to innovate the company's Instagram communication?*
- Market outreach: *in which new ways shall we expand our clients' outreach?*

The main goal was to incorporate tasks that would facilitate the development of creativity and a spirit of entrepreneurship in the interns' daily activity and, at the same time, creating an added value to the company in business terms.
Each intern followed his/her own learning path according to his/her own pace and type of tasks. Also, not all of them attended the same design thinking workshop, they did it at different times and connected to contexts related to their areas of work.

Overall, the pilot phase was very successful because the interns felt highly motivated to undergo their tasks and the management team was extremely satisfied with some of the ideas that emerged from the learning projects. The most important element of the overall development process was to leave enough space and freedom for the interns to develop their own ideas, make their own connections in a non-judgemental environment. They knew that their thoughts would have been taken into consideration, so they felt engaged and bold enough to experiment with their creativity.

4.2. Contents

Several design thinking techniques to foster creativity and innovation were presented and used, such as the Desirability, Feasibility, Viability Model and the Brainwriting technique. They were first explained in the self-learning material and then applied during the workshops. The idea was to provide participants with useful tools that they could then use during the development of project ideas, as required at the workplace. Also, a self-assessment questionnaire on "Spotting ideas and opportunities" was available to participants to reflect on their creativity and innovation management competence levels.

Then, different online collaboration tools were presented and explained and some (such as Zoom break out rooms, Miro, instant pooling) were adopted in the company's internal communication and trainings.

Both design thinking techniques and online collaboration tools could be easily embedded in the everyday work of the company.

4.3. Methodology

We were able to transfer the COL&V approach as planned. The hands-on workshop and the practical phase were crucial to allow participants to properly develop the competence identified in the learning concept.

Design thinking was a key part of the whole pilot. The self-learning material presented the concept, a few techniques and references to go more in deep in the topic, especially in relation to project management/development techniques, then the workshop was designed for participants to put in practice a few design thinking techniques and use an online collaboration tool (Miro boards).

4.4. Outcomes

All interns involved increased their capacity to “Spotting ideas and opportunities”. Also, the three trainers involved saw a positive development in their facilitating competences.

Most interns developed prototypes, in the form of implementation plans, ideas concept or business proposals.

4.5. Impact

The concept was definitely innovative, most interns had not heard about design thinking or online collaboration tools before. Also, most of them had not undertaken a self-assessment of competence development before.

The pilot with the interns was very successful, the management team of the company was very engaged in the whole approach and regularly used the abovementioned techniques and tools in their daily work. Interns understood the value and the usefulness of the new skills and knowledge gained and started using online collaboration tools also for purposes external to the workplace.

The learning concept was much more successful than other offers because it was highly individualised, tailored to the learner’s daily working context and personal interests. All interns felt very engaged, and it reflected in the high quality of the different prototypes.

4.6. Perspective

The PITCH approach is definitely valuable, innovative and very promising.

The design-thinking approach proved to work well on facilitating the creativity of the participants and it is easily adaptable to any kind of context. I will definitely apply it again in a future round, as well as in our training offers and idea development sessions. Whenever possible, I would prefer doing it face-to-face rather than online, dedicating to it at least 3 days.

4.7. Professional Development

I feel I have improved my mentoring and people management skills. The PITCH project offered me a valuable approach to positively engage with my interns, allowing them to “show” their value, which is unique for each of them.

Finally, I further developed my capacity to design and deliver design thinking workshops and I will apply such techniques in several other training courses that the company offers.

5. Vilnius University

15 students chose to take part in PITCH project internships. Initially, they participated in two design thinking training sessions, where they were involved in active working. Students had to participate in all stages of design thinking process: emphasizing, problem identification, ideation, prototyping and testing activities. The sessions were organized by the University staff, all members of PTCH project team. During the training session, students firstly got acquainted to the theory behind design thinking methodology and received a basic understanding of its steps. Also, the students were informed of why, when and how to use design thinking strategy. Later on, they had an opportunity to work in groups and imitate design thinking path, receiving a chance to apply theory to practice straight after the receiving it. It is important that students got familiar to the whole process of design thinking so that they could transfer it to a new business context. The business environment is significantly different from academic workshops, so it is important that the students received a full understanding of the subject and had a coach with whom she/he can discuss the issue. This also helped them to internalise prototyping into their mindset.

After the training was provided, the students use the opportunity to tackle real life business problems using design thinking methodology at their traineeship enterprises. They were encouraged to explain design thinking method to their business colleagues and support stronger design thinking involvement into their workplace, by organizing design thinking activities of their choice. Also, the students had to identify different problems of businesses and solve them using design thinking methodology in their teams at work. They had to evaluate their performance on the way and report on their successes and things to improve to their traineeship leaders (lecturers), who helped to solve occurring problems and suggest things to improve. On the business side, they had mentors who helped students to perform better while performing internships in the enterprise setting.

Vilnius University team chose to perform this project as a way to increase the knowledge of the students and spread the design thinking methodology among private enterprises.

PITCH project aimed at developing innovative teaching and learning approaches and including them in high education institutions (HE) and entrepreneurial practice.

We expected PITCH project to equip the attending students with competence to bring about creativity and innovation in several different domains: (1) To foster the perception of (entrepreneurial) opportunities; (2) To teach methods for generating innovative ideas of solving encountered problems; (3) To stimulate skills to evaluate the creative ideas regarding the usefulness, desirability, feasibility, legality, ethical-moral aspects etc.; (4) To support the implementation of new ideas. To achieve these goals, an innovative, self-directed learning approach at the interface of higher education and business was employed.

To facilitate such outcomes, we concentrated to set up a holistic, needs-driven and competence oriented open learning environment and to promote and validate critical competencies at the interface of academic education and learning in practice business contexts. It included creating an open learning environment and a validation system for the development of PITCH-competences of students in mobility/traineeships and Continuing Professional Development (CPD) of employees in parallel.

In Faculty of Economics and Business Administration (EVAF) at Vilnius University (VU) we started the PICTH project with the prepared PITCH learning pattern that served as the primary teaching and guiding tool for the students who were involved. It was expected that the students would individualize these learning patterns to their own different contexts and practical situations wherein they would be developed. Therefore, each student was supposed to substantiate this pattern in his/her project description.

The PITCH learning pattern included several aspects: projects description summary, target group, themes (content area), learning objectives, methods/activities and expected outputs/results/impact descriptions. Being included with short descriptions, all these parts constituted the whole project planning pattern. Two times during the internship and at the end, the students were expected to fill up the progress report form to track their knowledge and experience progress.

The project activities started by sending out two separate invitations to all EVAF Bachelor's and Master's degree students, advertising the chance to participate in the programme. We have also sent our invitation to the leaders (teachers), who also encouraged students to take part in the projects. Also, project team presented the project to all EVAF colleagues (lecturers and teachers), and uploading project information to the official site of the faculty.

We selected 13 students, who started their internship at the beginning of February 2022 and were keen to implement it in different way according to PITCH project. Because the internship is obligatory (has a value of 15 ECTS credits) and all process including the report and defence of the internship is thoroughly described by the EVAF rules, we received the consent from the administration of the faculty for implementation of internship according to PITCH project requirements.

The PITCH project in EVAF was kicked off with the design thinking seminars for the involved students. The first seminar took place at the EVAF at the beginning of March. Being concentrated on the design thinking pattern, it covered the topics as follows: creating a joint vision, empathizing, ideating, refining ideas, prototyping and testing. After the students were introduced to theoretical concepts, they were split in the small groups and provided with a possibility to take a workshop to help them to implement design thinking methodology by fulfilling practical tasks. The presentation of this seminar is attached hereto as an annex.

The information about these seminars was published on the website of EVAF. In these seminars, a lecturer Ona Marija Vysniauskaite, assoc. prof. Laimute Urbsiene and dr. Arunas Burinskas and assoc. prof. Giedre Dzemydaite served as the mentors for the students involved. After the seminar, the students were asked to create small teams in their internship organizations, to share the knowledge

about the design thinking method with their colleges and collaborate while implementing internship project.

In April and May, students prepared short presentations about their progress, presented it during the seminar and discussed problems with their colleagues and mentors. Having approvals of internship organizations involved, all these projects were being started at these organizations and our students led the teams of their teammates. Though all these projects were very different, at the core, they all followed the design thinking pattern and involved creativity and innovation concepts according to the PITCH project framework.

At the middle of May of 2022, after the students had concluded their projects and finished their reports, they presented them via the MS Teams publicly. Also, they filled up online questionnaire and the form for knowledge and experience progress evaluation. It revealed that all students experienced an increase in the knowledge, attitudes and skills of the application of the design thinking methodology and significantly improved creativity.

The PITCH project in EVAF followed the valorization strategy - the comprehensive validation system to assess and evidence learning outcomes in combination with the continuing professional development approach (the core product of the PITCH-project).

It consisted of elements:

- A standardized validation procedure with description and pre-formatted instruments, based on the LEVEL5 approach,
- A holistic learning system, the PITCH learning system for students and persons in motilities and internships,

All the students concluded their projects successfully and received the certificates that confirmed their attendance the PICTH project together with their undergraduate studies diplomas. The feedback from the students about such internship was very positive. They stressed that it was not only interesting and challenging, but also very useful for future career. Several students got employment proposal form their internship institution.

6. AUTh

6.1. Development process

Occasionally some students find it difficult to communicate with their mentors but this is easily resolved. A supporting element is our administration in the department and our permanent liaison with the heads of the structure to which our students were allocated. TRACEYOURECHO is an exemplary collaborator in this respect. I provided the interns with specific information about security or confidentiality issues, acceptable with regard to dress and appearance, their role in the placements and at the same time I had the opportunity to coach, counsel and reinforce positive attitudes and performance. I encouraged them to keep a portfolio of work accomplished during their work placement. This provided them with a sense of accomplishment and a context to discuss their professional growth and identity. Weekly supervision meetings helped interns to remain aware of their work. Also every intern continuously informed an Online Calendar and an Online evaluation at the end of the internship.

6.2. Contents

I organised ad hoc learning material for our student trainees. The material was readily available during their traineeship and is updated based on their feedback. Contents varied based on the actual tasks the interns were involved. They included performing general administrative duties, assisting other administrative staff with overflow work including word processing, data entry and internet research tasks. More specific: managing the company's lobby area, greeting and directing visitors, cooperating with external services, interacting with courier companies, ensuring completion of paperwork, making meeting, lesson and event arrangements, helping with trade shows and events planning, networking, creating or updating presentations using Microsoft PowerPoint and other software, controlling the incoming and outgoing documentation process and maintaining files and project reports, arranging letters, memoranda, invoices, students/beneficiaries portfolios and other indexed documents according to an established system, typing, development, preparing scanning, verifying documents and educational-counseling tools and materials, creating electronic copies of documents, creating spreadsheets, preparing reports, editing copy to ensure proper grammar, spelling, syntax and style, inputting information from a variety of sources into a computer database, updating existing accounts, managing database records, operating standard office equipment, receiving, and routing calls to appropriate departments, answering calls and processing transcript requests or responding to student/beneficiaries inquiries, contacting businesses or individuals describing services/events, assisting admissions, obtaining students/beneficiaries/customers information, filing student/beneficiaries information and creating portfolios, scheduling appointments, drafting and distributing students/beneficiaries mailings, resolving complaints As part of the educational process, internship's work activities focused on responsibilities specifically related to creative thinking, innovative action, problem solving and planning resources and management.

6.3. Methodology

The concept of COL&V was transferred exactly as it was planned in the project with the application of Design Thinking that worked out as expected. The students became highly motivated pre-professionals. In the beginning of their internship they assisted professional staff with overflow work performing general administrative duties including word processing, data entry and internet research tasks in order to pursue more creative projects. Host institutes benefited as Learning activities included: managing the company's lobby area, greeting and directing visitors, cooperating with external services, interacting with courier companies, ensuring completion of paperwork, making meeting, lesson and event arrangements, helping with trade shows and events planning, networking, creating or updating presentations using Microsoft power point and other software, controlling the incoming and outgoing documentation process and maintaining files and project reports, arranging letters, memoranda, invoices, students/beneficiaries portfolios and other indexed documents according to an established system, typing, development, preparing scanning, verifying documents and educational-counselling tools and materials, creating electronic copies of documents, creating spreadsheets, preparing reports, editing copy to ensure proper grammar, spelling, syntax and style, inputting information from a variety of sources into a computer database, updating existing accounts, managing database records, operating standard office equipment, receiving, and routing calls to appropriate departments, answering calls and processing transcript requests or responding to student/beneficiaries inquiries, contacting businesses or individuals describing services/events, assisting admissions, obtaining students/beneficiaries/customers information, filing student/beneficiaries information and creating portfolios, scheduling appointments, drafting and distributing students/beneficiaries mailings, resolving complaints.

6.4. Outcomes

This is part of the students' competence development goal in the university. In terms of KNOWING the majority of our students start from level 2 (Identifying the field and the challenges) and they gradually move to level 3 (Understanding causes and consequences). Having a good grasp of causes and consequences, they move on to ACTING level 3 (analysing and schematising planning & structurising) and after this during their traineeship they dafely move on to level 4 (Solving, developing and/or (re-)designing). In some cases, we have students who move on to the VALUEING phase at level 4 (Relating to (other's) multiperspectives), and most rarely we also have a vry small number of students who achieve level 5 wither in the ACTING or the VALUEING phase.

6.5. Impact

Creativity was obvious in terms of how the students worked during their internship. Supervision provided firstly by mentors in the placement which had the primary responsibility for the interns, helped them develop individualized learning plans, determined the range of activities and specific

outcomes for their internship and gave them ongoing verbal feedback and evaluation of their skills. Intern's mentors in every host institution developed a thorough orientation and training plan to be implemented when the interns began work. Almost in all cases they involved interns in team working in order to quickly understand what the structure does and how it operates.

6.6. Perspective

I would like to improve my approach to innovative thinking and relate it more to the needs of the students. An effort was made to establish a reasonable balance between the interns' learning goals and the specific work a structure needed done. Students who participated in the Programme benefited in the following ways: First work experience in the career field they are considering/ extroversion: They familiarized themselves with the work environment, and they had the opportunity to fulfil tasks that are directly related to their field of study, they got acquainted with market trends and the skills required, they begun to acclimate to the work environment, familiarize themselves with various specializations in their profession and receive information necessary for them to choose wisely what is best for themselves both at a personal and professional level.

6.7. Professional Development

This was essentially a learning situation because I measured the students' learning outcomes, but beyond the mundane aspect of learning assessment, what is also important to stress here is that the notion of competence that has emerged because of an interest in bringing education and work more closely together. As such it was associated with a trend in modern societies where the focus is on learning and where education is seen as playing a different part in providing the workforce with the qualifications, skills and competences to cope with the challenges of business and organizational life. The role of educational institutions has changed from being seen as the end producers of knowledge to enablers of learning capability. Rather than viewing education as the site where knowledge is transmitted to younger generations, so that knowledge can later on be transferred and applied into work processes, the role now is to prepare students to develop the capacity of generating knowledge-that-works in particular situations that will be met in a constantly changing labour market, and to support the continuing development of workers' competences. Lifelong learning is another key related notion here, which also highlights a new role for education in supporting the continuing development of more differentiated groups of people, who vary not only according to their age but also in terms of their culture and to their different needs. As such, education has been given a different and important role in supporting adult education, continuing education, professional development and e-learning but which requires a close collaboration with business life. Related concepts are the learning organization or organizational learning, where workplaces and organizations are seen as sites of engagement that bring with it both learning opportunities and boundaries for learning for organizational participants.Rather than focusing on the individual's learning as a matter of cognitive capacity, the attention is being placed now in how people, together

with other people, in regular forms of doing work and with material resources, can sort out the challenges of their work.

7. IPL

7.1. Summary

The development and realisation of our learning course concept was very interesting. The short movie challenge within this curricular unit is not new, it is around for 3 years with minor changes. This time the main change was the design thinking approach, and it was like a inspiring kick for the students to think about their personal or team challenge ahead.

The most successful part of the challenge is the final presentation, it is where students compare their work with the others and reflect on it, on what could be better. The most challenging part for students is to get an idea that is simple to implement and tells the story with a good impact. The recording and editing part is also challenging, but more for the students because they only come to the teacher if they have major problems, generally they manage on their own.

7.2. Contents

The main contents related to Creativity and Innovation that were tackled were the design thinking approach, in particular the ideation phase, and the prototyping phase, with the video as prototype.

Whenever the number of students is not so high and you have some time to spare in your program it is possible to create a challenge that needs ideas, and to use creative development approaches, like design thinking to contribute to solve the problem.

7.3. Methodology

The transference of the Competence Oriented Learning concept to the pilot project was of achieved, maybe not totally as it was planned, but at a good percentage.

Design thinking approach was explained and applied as an exercise activity with all the group as a team, to illustrate the method. It was new to almost all the students and they reacted in a very positive way. They used them similar approaches to develop ideas for their own problem. So it can be concluded that it worked out fine.

7.4. Outcomes

The challenge to decode a scientific paper always develops communication competences outside the academic domain. Students generally speak about it with family and friends to see how they react to the stories, and in the end, they like to show the short film. So generally, some increasing communication competences are seen. This time, a new tool was presented to contribute to the idea generation phase and students felt it as a fun and productive approach to generate ideas. It is not clear if they will transfer this approach to other kind of problems, but it is possible, and it they are exposed to it again they will be much more motivated to apply this approach.

Main outcomes were the short videos developed by the students, with a diversified sort of tools, scenarios, and ideas.

7.5. Impact

The usual challenge (to make the short film) is very innovative and motivates them to make something different. The use of the design thinking methodology was also different, maybe more organized, but students are used to brainstorm with strange ideas and jokes, and they could use a similar approach to develop ideas for the film. Other students did that in the past with very good results. Maybe for the less creative students a greater impact can be expected.

Student's feedback was very good, they were satisfied to learn a new methodology, and said it was fun and productive.

7.6. Perspective

The conclusions from this round were very good, after the pilot I got the possibility to participate e several more design thinking rounds and decided that the approach will remain if it is feasible with time limits and student numbers per curricular unit.

Next round already started, and there was a new improvement in the challenge. The ideation workshop had the participation of foreign students used to design thinking but with outside the scientific domain of the papers. Several students from some European universities were invited to team up with our students and generate ideas together. It was a very interesting workshop and it expected to give very good short films.

7.7. Professional Development

The online classes process is being a challenge, not only from the learning point of view but also from the interaction part. The use of the zoom platform and the MIRO board within the meetings, workshops and conference promoted by the PITCH project really helped in our skills development and had an impact in the classes. The use of the MIRO platform templates in the classes, not only form design thinking but also to discuss with students provides a different kind of interaction that helps in this confinement period. These tools are being used in different classes and courses, allowing also international teamwork, a very good experience for teacher and students.

8. Annex: Student courses and modules

8.1. AUTH

Summary

Within the 'PITCH Project', AUTH developed a PG course with the title '*Creativity and Innovation in Adult and Continuing Education Programmes: Design, Implementation and Assessment*', that focuses entirely on creativity and innovation in adult and continuing education programme design, implementation and assessment. The course includes an internship mobility unit that is organised in

collaboration with a company from the tourism industry (TraceYourEcho), and focuses on the development of innovative educational tourism programmes. The premise behind the promotion of this idea in the PITCH context –with particular reference to its relevance with the Greek socio-economic and cultural context– was that educational tourism offers a major advantage. It does not need to be weather dependent, it does not need special geography and usually, and most of the needed infrastructure is already in place. Educational tourism also comes in a great variety of formats; places seeking to enhance their educational tourism product however have to consider who their market is and what they have to teach others that is special or unique. Educational tourism therefore is a way to use better existing facilities, especially during off-seasons, and increase interpersonal understanding through unique and creative travel experiences. The postgraduate course's aim is to provide adult education specialists with a range of simple creative thinking techniques that they can use to generate ideas and solve problems related to educational tourism. Real life work problems and opportunities are built into the training, to help generate some ideas and potential solutions that can be implemented at their line of work (hence training design, implementation and assessment). *In total 9 (nine) PG* students (6 women and 3 men) participate in the PITCH activities within the PG course with the title 'Creativity and Innovation in Adult and Continuing Education Programmes: Design, Implementation and Assessment'. The course has three thematic units covering 13 training weeks (from 7/2/2022 to 22/5/2022), and is offered in Greek language.

- **Target group**

Adult educators and education professionals and specialists with educational and pedagogical background. All students are postgraduates in the Faculty of Philosphy, School of Philosophy and Education, Department of Education, with a strong background in pedagogy and psychology. Their age varies from 24 to 36. They all have excellent background knowledge of adult and continuing education theory and practice and they are familiar with training design and development as well as assessment models and methods.

- **Themes (content area)**

1. Design Thinking
2. Creative problem solving
3. Directed training design focusing on educational tourism
4. Taking advantage of educational tourism products
5. Portfolio assessment
6. Validation of learning outcomes using LEVEL5

- **Learning objectives**

  - **Knowledge**
    - Identify with innovation processes and the role of creativity within them.
    - Comprehend and be able to apply the basics of design thinking.
    - Understand individual and group creative processes.
  - **Skills**
    - Be able to identify, analyse and explain an effective, creative concept leading to an innovation success.
    - Be able to apply theoretical concepts, frameworks and models to cases, illustrations and examples.
    - Be able to create ideas and opportunities within a specific context of action.

➢ **Attitudes**
- Value the nature of human creativity and innovation.
- Appraise creativity and design thinking that helps educational organisations to solve complex problems.

- **Methods/Activities**

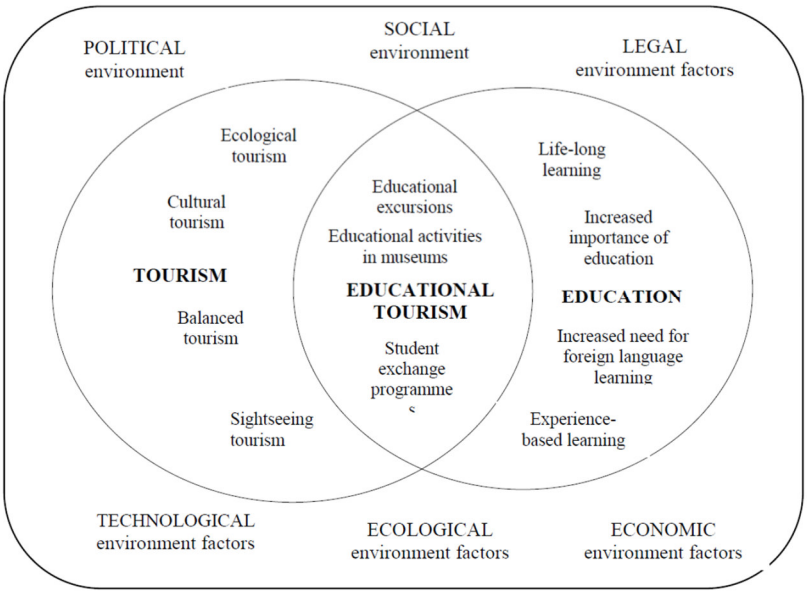
1. **Benefits of using a creative approach**
   – Facilitator presentation, participant personal introductions and ice breaker
2. **Recognising the difference between creativity & innovation**
   – Understanding the cycle of innovation
   – Facilitator presentation and group discussion
3. **Breaking through thought patterns and assumptions**
   – Recognising left and right brain thinking
   – Identifying how creative we are
   – Individual creative thinking exercise, group review and self assessment questionnaire
4. **Enabling creativity**
   – Simple methods and techniques to develop creativity
   – Identifying ways to further develop creative thinking
   – Individual practical exercises and group review
5. **Methods and tools for generating ideas**
   – Brainstorming or blue sky thinking session (on-line using BigBlueButton)
   – Reverse brainstorming (on-line using BigBlueButton)
   – Sort cards and mind maps (on-line using BigBlueButton)
   – Sticky notes/Metaplanning technique (on-line using BigBlueButton)
   – Identifying when best to use each idea generation technique (on-line using BigBlueButton)
   – Facilitator technique demonstration with group plus learning review (on-line using BigBlueButton)
6. **Logical versus lateral thinking**
   – Recognising the differences between lateral and logical thinking (short presentation on-line using BigBlueButton)
   – Appreciating our strengths (short presentation on-line using BigBlueButton)
   – Energiser exercise, short presentation, 'Message in a bottle" exercise, review (on-line using BigBlueButton)
7. **Creative problem solving**
   – Creative problem solving techniques (short presentation on-line using BigBlueButton)
   – Using the problem checklist, "go wild" and 5 whys (on-line using BigBlueButton)
   – Applying to work related problems (short presentation on-line using BigBlueButton)
   – Facilitator demonstration of techniques, trios exercise (on-line using BigBlueButton)

- **Resources and materials**

All the material is original and was developed ad hoc for the purposes of the course in collaboration with TRACEYOURECHO, the company to which four of the participants decided to do their internship. The material (both printed and online) was developed taking in account the following areas of action:
- School Trips/Museums/Geography tourism
- Ecological tourism

- Study Abroad Experiences/Student exchange programmes
- Seminar Vacations and Senior Seminars/Medical tourism
- Skill Enhancement Vacations/Conference tourism
- Educational Cruises/Cultural tourism

The Educational Tourism Concept (see figure below) that TRACEYOURECHO and AUTH collaboratively agreed upon suggests that education can be implemented not only at schools providing general or higher education, but also through lifelong learning which helps to combine theoretical knowledge with practical experience. This could be implemented through student and pupil exchange programmes, educational activities in museums, educational excursions and trips, etc. Educational tourism is approached as an educational activity implemented during excursions or trips which facilitates gaining knowledge and competences through practice. The model of the structure of the educational tourism concept identifies three main components: the science of tourism, the science of education, and the factors of the external environment. Along this line the main task for the participants in the internship is to design, implement and assess educational programmes that fall into any of the above six opportunities.



The AUTH-TraceYourEcho 'Educational Tourism Concept'

Characteristics of educational tourism as an innovative form for the organization of programmes have to be based on the fundamental changes in defining the contemporary educational objectives, principles, and approaches. In this line participants are called to design and organise their innovative programmes for educational tourism field trips that will be their final product for review, in groups of 3 (3 such groups are created), based on the following criteria:

Criteria for classification	*Types of field trips*
1. Category of participants	Schoolchildren
	Students
	Professionals
2. Purpose	Developing universal competences
	Developing general professional competences
	Developing special professional competences
3. Theme	All-inclusive
	Environment sciences
	Humanitarian
	Social and economic
	Technical
	Professional
4. Number of participants	Individual
	Groups
5. Method of organization	Individual
	Organized
6. Didactic targets	General pedagogic
	Subject-focused
	Interdisciplinary
7. Orientation to personality structure	Informative
	Operational
	Emotional and moral
	Heuristic
8. Organization of activities	Passive
	Dialogue
	Problem solving
	Creative
	Virtual
9. Area (territory)	Local
	Regional
	International
10. Market of field trips	Language study tours
	Sports study tours
	Professional study tours

PITCH Learning pathway

Please describe the learning pathway of your learning project. Learning pathways are sequences of learning steps or learning units. To fill in the table you need to break down your learning project in chronicle steps/units. Please see the attached exemplary description of a project below. Note that this is only a short example. It would be desirable if you could describe your project in more detail than in this example.

Learning Unit name: UNIT 1 – Theoretical Unit[1]

Step No.	Title	Content	Learning objective	Method/ Activity	Media	Unit Time	Competence column
1.1	Benefits of using a creative approach	Creative Rubrics Choice Boards Creative Models From Previous Student Work	Understanding what creativity is and how it can be used in adult educational environments for the benefit of the learners	F2F Investigative techniques and desk research Exemplification	Power point, brainstorming and reflective dialogue	2 hrs	Knowledge (Medium) Skill (Low) Attitude (Medium)
1.2	Recognising the difference between creativity & innovation	Understanding the cycle of innovation Recognising the difference between creativity & innovation	Identify innovation processes and the role of creativity within them	F2F Facilitator presentation and group discussion Exemplification	Power point, brainstorming and reflective dialogue	2 hrs	Knowledge (High) Skill (Low) Attitude (Medium)
1.3	Breaking through thought patterns and assumptions	Recognising left and right brain thinking Identifying how creative we are	Be able to apply theoretical concepts, frameworks and models to cases, illustrations and examples	F2F Individual creative thinking exercise, group review and self assessment questionnaire	Power point, brainstorming and reflective dialogue	2 hrs	Knowledge (Medium) Skill (High) Attitude (Medium)
1.4	Enabling creativity methods and tools for generating ideas	Ideation meaning Simple methods and techniques to develop creativity Identifying ways to further develop creative thinking Get Started in Applying Ideation Methods	Be able to identify, analyse and explain an effective, creative concept leading to an innovation success	F2F Investigative techniques and desk research Exemplification	Power point, brainstorming, small group work, and reflective dialogue	8 hrs	Knowledge (Low) Skill (Medium) Attitude (Low)
1.5	Methods and tools for generating ideas	Ideation application Examples of how to generate HMW questions Characteristics required for successful ideation Design thinking's ideation compass	Be able to create ideas and opportunities within a specific context of action	Online Blue sky thinking session Reverse brainstorming Sort cards and mind maps Sticky notes/Metaplanning technique	Power point, brainstorming, small group work, and reflective dialogue	10 hrs	Knowledge (Low) Skill (Medium) Attitude (Low)

[1] This module was delivered face-to-face until week 2. Weeks 3 and 4 that covered 'Methods and tools for generating ideas', 'Logical versus lateral thinking' and 'Creative problem solving', are delivered online via the AUTH e-learning platform (moodle based) for asynchronous learning and via the BigBlueButton (code-accessed and provided by AUTH) for synchronous learning and group activities.

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Step No.	Title	Content	Learning objective	Method/ Activity	Media	Unit Time	Competence column
1.6	Logical versus lateral thinking	Recognising the differences between lateral and logical thinking Appreciating our strengths	Be able to identify, analyse and explain an effective, creative concept leading to an innovation success	Online Energiser exercise Short presentation 'Message in a bottle" exercise Review	Power point, brainstorming and reflective dialogue	2 hrs	Knowledge (Low) Skill (Medium) Attitude (Low)
1.7	Creative problem solving	Creative problem solving techniques Clarify and identify the problem Research the problem Formulate one or more creative challenges	Appraise creativity and design thinking that helps educational organisations to solve complex problems	Online Applying to work related problems Facilitator demonstration of techniques Trios exercise	Power point, brainstorming, group work and reflective dialogue	4 hrs	Knowledge (Medium) Skill (Medium) Attitude (High)

Learning Unit name: UNIT 2 – Application Unit (internship)[2]

Step No.	Title	Content	Learning objectives	Method/ Activity	Media	Unit Time	Competence column
2.1	Applying the learning	Ideation application Examples of how to generate HMW questions Characteristics required for successful ideation Design thinking's ideation compass	Recognize the role of innovation from a marketing strategy perspective Become familiar with different project management tools and instruments Apply into practice theoretical concepts, frameworks and models to cases, illustrations and examples	Due to the COVID-19 outbreak and the restriction measures that were taken by the Greek State, the benefits of the participants' immediate mobility to their internship, altered to developing real-time online participation in targeted activities that aim to turning creative ideas into action. In addition and with the collaboration of the mentor from TRACEYOURECHO, participants join in small group practical problem solving and creative thinking activities, group feedback and review.	Power point, group work, mentoring, brainstorming, corporate quiz bowl, virtual coffee break and reflective dialogue	60 hrs	Knowledge (Medium) Skill (Medium) Attitude (Medium)
2.2	Directed training design focusing on educational tourism	With the collaboration of the mentor from TraceYourEcho, AUTH participants participate in hands-on educational and training programme design	Form a team and understand the challenges inherent to its management Design, organise and assess adult education and training courses that support creative and innovative thinking	Online Applying to work related problems Facilitator demonstration of techniques	Power point, group work, mentoring, geographic fun facts, post a goal, brainstorming, virtual	80 hrs	Knowledge (Medium) Skill (High) Attitude (High)

[2] This module was provided via the BigBlueButton (code-accessed and provided by AUTH) for synchronous learning and group activities.

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Step No.	Title	Content	Learning objectives	Method/ Activity	Media	Unit Time	Competence column
		by exploring the following six opportunities: - School Trips/Museums/Geography tourism - Ecological tourism - Study Abroad Experiences/Student exchange programmes - Seminar Vacations and Senior Seminars/Medical tourism - Skill Enhancement Vacations/Conference tourism - Educational Cruises/Cultural tourism		Trios exercise Developing tourism educational inventory Finding locals to teach others Reaching conference planners Treating the people appropriately Establishing local and regional tourism study groups	coffee break and reflective dialogue		
2.3	Taking advantage of educational tourism products	The opportunities for using educational tourism in PITCH -pilot are created through student exchange programmes, educational activities in museums, and educational excursions and trips. However, the most popular form of educational tourism implementation is the educational excursion which provides opportunities for the development of pupils' observation and research skills, and broadens pupils' experience, as well as develops a scientific approach to the world and a responsible attitude to the environment, nature and life. With the collaboration of the mentor from TraceYourEcho AUTH participants participate in hands-on educational and training activities by:	Be able to strategically adapt and apply project management approaches within the specific context of action	Online Applying to work related problems Facilitator demonstration of techniques Trios exercise	Power point, group work, mentoring, Myers-Briggs Type Indicator (MBTI®), DiSC™ Training, brainstorming, virtual coffee break and reflective dialogue	60 hrs	Knowledge (Low) Skill (Medium) Attitude (High)

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Step No.	Title	Content	Learning objectives	Method/ Activity	Media	Unit Time	Competence column
		- Developing Tourism Educational Inventory - Finding Locals to Teach Others - Reaching Conference Planners - Treating the People Appropriately - Establishing Regional Tourism Study Groups					

Learning Unit name: UNIT 3 – Assessment Unit

Step No.	Title	Content	Learning objective	Method/ Activity	Media	Unit Time	Competence column
3.1	Reviewing the learning and next steps	Review of learning and action planning	Self assess, and formulate a deeper understanding of the concepts they are learning beyond a simple surface explanation	Make self-assessment	Brainstorming and reflective dialogue	6 hrs	Knowledge (Medium) Skill (Low) Attitude (Medium)
3.2	Portfolio assessment	Demonstrate learning over the course of time. Provide an opportunity to reflect on their learning	Self assess, and formulate a deeper understanding of the concepts they are learning beyond a simple surface explanation	Attest the level of individual interaction between the student and mentor/facilitator wherein they are always collaborating about the requirements and components going into the portfolio	Brainstorming and reflective dialogue	14 hrs	Knowledge (Medium) Skill (Medium) Attitude (High)
3.3	Validation of learning outcomes using LEVEL 5	Familiarise with the use of the tool	Fill the LEVEL5 tool with specific experiences	Make self-assessment	Power point, brainstorming, group work and reflective dialogue	10 hrs	Knowledge (Medium) Skill (Medium) Attitude (High)

8.2. Smart Revolution

- **Summary**

The pilot was carried internally, at Smart Revolution: a private business company that regularly hosts interns from higher education institutions for a period of 3 to 6 months. The company is limited in size, therefore every new intern is seen as a resourceful addition to the team and the internships are conceived as learning projects that, ideally, should represent a win-win opportunity for the sides (the intern gains practical knowledge, and the company receives fresh ideas). However, this is not always possible since most of the times the heavy workload does not leave enough time for the new person to explore new ideas and solutions. With PITCH the idea was to develop individual "creative" projects for each intern, connected to their daily activities and area of work. Each intern participated into a design thinking workshop, either online or in person, and then worked over a challenge set by the management team on each area of work.

10 interns and 3 facilitators took part in the pilot project and produced highly interesting prototypes in the form of in the form of implementation plans, ideas concept or business proposals.

The PITCH approach proved to be extremely successful. The interns felt very motivated and engaged in providing an added value to the company's activities and this was reflected in the high quality of the solutions proposed. All interns involved increased their capacity to "Spotting ideas and opportunities", while the three trainers involved saw a positive development in their facilitating competences.

- **Target group**

10 interns/students and 3 facilitators took part in the pilot phase.

The interns were 9, five females and four males, all between 24 and 32 years old. They were all enrolled at a Higher Education Institution or recently graduated from it. The educational background varied considerably among them: International Relations, Economics, Engineering, Political Sciences, Biology, Human Rights and Conflict Management, Law. Also, a new employee (female) was added to the pilot learning project since she engaged in the same learning activities of the interns. She is 40 years old and she has a master's degree in Economics.

Then 3 trainers from the company underwent the pilot as facilitators. It should be noted that one student started as intern and then, during the development of the project, was hired by the company and took part in the final part of the pilot, also as facilitator.

- **Themes (content area)**
  - *Design Thinking*
  - *Project development*
  - *Entrepreneurship*

- **Learning objectives**

Knowledge: The person knows

- different ideation and prototyping instruments and strategies, e.g., Spotting opportunities, Creating ideas, Working towards a Vision, Valuing ideas, Checking for Sustainability, etc. and how to apply them in different situations

Skills: The person is able to

Spot Opportunities

- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape around the company
- Identify needs and challenges that need to be met
- Establish new connections and bring together scattered elements of the landscape of the company to create opportunities to create value

- Create and value Ideas
    - Creating
- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects
    - Valuing
- Judge what value is in social, cultural and economic terms
- Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment

    - Considering Sustainability and Ethics
- Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- Act responsibly
- Imagine the future
- Develop a vision to turn ideas into action
- Visualise future scenarios to help guide effort and action

Attitudes: The person …

- is pro-active and motivated to take the initiative in order to reach a goal
- is willing to undertake risks to achieve his/her vision
- values autonomy and accepts the risk to fail
- has a positive attitude towards innovation and development
- appreciates collaboration and respects others
- has an ethical consciousness

- **Methods/Activities**
  - Self-assessment on own competences
    1. Questionnaire on Spotting Ideas and opportunities
  - Self-Learning on online platform (pre- and post-workshop)
    1. Innovation and Creativity
    2. Design Thinking Theory
    3. Project management
    4. Digital tools/workspaces for visual collaboration
  - Online (2 days) or F2F (5 days) workshop on design-thinking
    1. Developing a prototype on selected ideas to trigger innovation
    2. Presenting the prototype
  - Practical phase
    1. Management and development of innovation project during internship/job

- **Resources and materials**

Which resources/materials did you need/use to carry out your project? Please note if you developed the material, bought it, borrowed it,…

  - Contents digitally available (developed)
  - Zoom professional (incl. breakout rooms) (bought it)
  - Spotting Ideas and Opportunities questionnaire (adapted)
  - LEVEL5 learning suite (adapted)
  - References and scientific literature

- **ECTS credits**

Not applicable.

PITCH Learning pathway

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

Step No.	**Title**	**Content**	**Learning objective**	**Method** **Activity**	**Media**	**time**	**Competence column** ***Please indicate if the unit targets knowledge, skills or attitudes and if the difficulty is rather easy, medium or hard.***
1	Introduction	PITCH project, the pilot learning project	To get to know the PITCH project, its aims and resources. To get a first explanation of the learning project To become curious in the theme	Reading text, looking for sources, taking a self-reflection questionnaire	Website: https://pitch-project.eu PPT slides Questionnaire: https://mahara.vita-eu.org/survey/pitch_spot_ideas	40 min	Knowledge/Attitude easy
2	Design thinking (DT)	What is DT 5 phases of DT	To understand first aspects of DT	Reading text	PPT slides	30 min	Knowledge easy

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3	Methods and tools	Desirability, Feasibility, Viability model, Collaboration tools, Brainwriting	To understand the selected model and technique. To get to know the possible available collaboration tools.	Reading text Reflecting on a real case and trying to answer to the questions Checking the suggested websites Registering to Miro	PPT slides Real cases examples	1 h	Knowledge/skills/ Attitude easy
4	DT workshop	Introduction Development of own prototype Presentation of prototype	To be able to apply selected DT techniques. To work in group with an online collaboration tool. To experience a DT session.	Working in groups Presenting the prototype Discussing with audience Using online collaboration tools	Zoom (if online) Miro (if online) Canva PPT slides Synchronous presentations	8 h (online) 5 days (F2F)	Knowledge/skills/ Attitude medium
5	Additional resources	Online learning resources Online training DT books Case studies Videos General links to additional material	To develop scientific/research approaches to DT and design-based learning in different subjects	Researching different types of resources	Ppt slides Links Case studies Videos	2h	Knowledge easy

6	Transfer into practice	Project development	To be able to apply innovative idea to business practice. To be able to bring innovation into regular business practice.	Individual research and tasks Joint activities with mentor	Online collaboration tools Office activities	2-4 weeks	Knowledge/skills/attitude difficult

8.3. VU

PITCH Learning pathway

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

Step No.	**Title**	**Content**	**Learning objective**	**Method** **Activity**	**Media**	**time**	***Competence column***
1	Empathising	Students learnt how to start Design Thinking technique by engaged in Empathising	To learn about inclusive phase of Design Thinking and to be able to use it in practice.	In-class presentation Team workshops Discussions Group assignments Individual presentations	PPT slides, visual materials, video presentation	30 min	*Attitude, knowledge* *Difficulty – medium*
2	Definition	After successful first phase of Design Thinking strategy, students moved on to learn about Definition – the second stage of	To learn about inclusive phase of Design Thinking and to be able to use it in practice.	In-class presentation Team workshops Discussions Group assignments Individual presentations	PPT slides, visual materials, video presentation	30 min	*Attitude, knowledge* *Difficulty – medium*

		Design Thinking strategy.					
3	Ideation	Having defined the strategy with which the students are working, they move on to learn about the Ideation phase.	To learn about inclusive phase of Design Thinking and to be able to use it in practice.	In-class presentation Team workshops Discussions Group assignments Individual presentations	PPT slides, visual materials, video presentation	30 min	*Attitude, knowledge* *Difficulty – medium*
4	Prototyping	Prototyping is an important stage of Design Thinking that helps to create the first version of solution, thus, it is necessary that the students learn about it.	To learn about inclusive phase of Design Thinking and to be able to use it in practice.	In-class presentation Team workshops Discussions Group assignments Individual presentations	PPT slides, visual materials, video presentation	30 min	*Attitude, knowledge* *Difficulty – medium*
5	Testing	The final stage of Design Thinking that the students learn about is Testing.	To learn about inclusive phase of Design Thinking and to be able to use it in practice.	In-class presentation Team workshops Discussions Group assignments	PPT slides, visual materials, video presentation	30 min	*Attitude, knowledge* *Difficulty – medium*

				Individual presentations			
6	Project implementation	Having learnt all phases of Design Thinking strategy, students then move to their own companies of traineeship to actually use Design Thinking in solving local company problems.	To implement the project solution while using innovative and creative techniques of Design Thinking.	Teamwork Presentations in group Problem tackling discussions Peer-to-peer training	Virtual collaboration media	3 months	*Attitude, skills* *Difficulty – high*

8.4. UDE - Planning of Digital Literacy Learning Programme

- **Summary**

The Modules delivered within one of the Learning Project of UDE relate to the theme of digital literacy. It aims at introducing the cross-cutting theme into the existing master courses within the Master of Adult Education, in this case into a module within the "Research workshop" which is an obligatory module which runs over 2 semester.

The PITCH methodology was also applied over 3 semesters (3 courses from 2020 to 2022 with >20 students) in the module 8 (Lifelong Learning, Validation and Organisations in AE) of the Master of AE.

In the specific pilot with the module 4.1 (research workshop) knowledge and skills related to digital literacy were combined with research techniques related to a "Mixed Method" research approach applying quantitative (questionnaire based) and qualitative (interviews) approach.

The module was delivered via synchronous online sessions (substituting the F2F sessions), asynchronous content parts (via study tasks plus learning materials (if not delivered via learning platform) plus a learning project.

The module was piloted with a group of 4 students in SS20 and WS 21, who developed a research project on digitally delivered teaching and learning in the Covid period. It involved 130 responding students from 6 European countries.

- **Target group**

Please give a short description of your target group: age, what kind of educational background, study subjects,…

- Students of the Master Adult Education
- Most of the students work part-time parallel to the studies
- They are in their first and in semester 2 in their second year

- **Themes (content area)**

Please list the themes/content areas that you worked on with your students.

- Digital literacy
- Research design on Digital literacy

- **Learning objectives**

– **Knowledge:** *Please describe the knowledge that students are supposed to acquire during the project.*

  - Understanding the concept of Digital Literacy and it's facettes
  - Knowledge on the components of digitalisation related to teaching and learning
  - Know how to transfer literacy on digital work and learning into research question, hypotheses and research design

– **Skills:** *Please describe the skills that students are supposed to acquire during the project.*

  - Exercising basic components of qualitative and quantitative research

- Applying singular instruments for a joint research question
- Developing a research design and justification (written and in presentation)
- #1 applying empirical research methods on Digital Literacy
- #2 #1 developing a project concept for different educational organisations in a design thinking approach on Digital Literacy

– **Attitudes:** *Please describe which attitudes students are supposed to develop during the project.*

- Becoming curious about Data Literacy as scientific topic
- Becoming motivated to develop a research activity on it

- **Methods/Activities**

Which teaching methods did you use? Which activities will you carry out with your students?

- Blended learning
  - Synchronous zoom sessions
  - Asynchronous moodle sessions with interactive materials
  - Self-assessments (electronically, issuing competence profiles)
  - Collaborative via mahara (team presentations) and MIRO (joint boards)
- Workgroups
- Learning and research project

- **Resources and materials**

Which resources/materials do you need/use to carry out your project? Please note if you developed the material, bought it, borrowed it,…

- *Moodle of the UDE*
- *M 8.2 and 4.1 contents digitally available*
- *Zoom professional (incl. breakout rooms)*
- LEVEL5 learning suite
- Competence profile app
- Videos *and scientific literature*

Action Field pattern

(Please give a short description on the action field (the context) related to your educational project: What is the environment, the specific challenges and the overall objectives of the stakeholders.)[3]

• **Project #1**	Digital Literacy in the Research workshop at UDE
• Context	Master Adult Education in 2 semesters
• Target Group	Students of the Master Adult Education Possible: Teaching staff
• Aims	Students work with different empirical research methods and apply them in the DL field
• Resources	Empiric research methods Information units on DL and Literacy and DL and Education
• Activities	Workgroups Exploring Digital Literacy Developing a research design Carrying out the research Evaluation Transfer to the next group

[3] The action field is a tool which relates especially to a contextualised learning scheme, for intance in learning projects (e.g. in teams), volunteering, internship or learning at the job. In case of de-contextualised learning (e.g. in case of school subjects and sole delivery of theory) „action fields may not be appropriate.

Learning Field - Reference System pattern

They relate to the whole learning programme and/or the action field and with it the context, target group, contents, learning objectives and resources.[4]

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	**Level Titles**	**Individual description/ explanatory statement**	**Level Titles**	**Individual description/ explanatory statement**	**Level Titles**	**Individual description/ explanatory statement**
5	Knowing where else (strategic transfer)	Knowing how to transfer digitalisation concepts into other contexts. Knowing how to help other people act successfully in different digitalisation structures in this respect.	Developing, constructing, transferring	Being able to transfer the project in new (or enhanced) contexts	Incorporation	Having internalised digitalisation as a personal and professional key competence and the respective mindset. Being an inspiration for others.
4	Knowing when (implicit understanding)	Knowing when (in which situation and to which extent) to research on or apply suitable digital instruments and tools. To know how to analyse and evaluate digitalisation also critically	Discovering acting independently	• Conceptualising a research project on different aspects of DL (Module 4.1) • .Developing a study project related to DL in different educational organisations (M. 8.3)	Self-regulation, Commitment	Being determined and pro-active in using and improving digital literacy in the own educational environment.
3	Knowing how	• Knowing different theoretical approaches to DL and its components • Understanding the literacy aspect in DL • Understanding the context dependence of DL	Deciding/ selecting	• Ability to differentiate different forms of literacy in an essay (descriptive) • Taking part in relevant digital application activities as they are offered by the UDE, • utilise digital tools for the assignments, (videos, pitches, narrative selfies, info graphics).	Motivation/ appreciation	• Valuing digitalisation in general. • Being motivated to develop own digital literacy in the professional/educational domain
2	Knowing why (distant understanding)	Having basic understanding on relevant aspects of digitalisation related to • digital (ICT) devices, • Internet, • social and digital media and • information technology and its purposes	Using, imitating	Using the digital resources provided by the university to access learning contents Reflect on different digital formats	Perspective taking	Being curious and interested in certain aspects related to digital tools and digitalisation
1	Knowing what	Knowing that DL has something to do with digitalisation and ICT .	Perceiving	Perceiving and recognising digital tools without taking actions or reflecting on them in the professional/educational context	Self-orientation	Perceiving digitalisation without relating it to to own professional field.

[4] Here, the learning fields relate to 2 study modules in the Master Adult Education described in the action field.

Basic reference system on Digital Literacy (as starting point before contextualisation)

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	**Level Titles**	**Level description**	**Level Titles**	**Level description**	**Level Titles**	**Level description**
5	Knowing where else (strategic transfer)	Knowing how to transfer digitalisation concepts into other contexts. Knowing how to help other people act successfully in different digitalisation structures in this respect.	Developing, constructing, transferring	Being able to transfer digitalisation strategies into new professional and personal contexts. Actively planning and creating new digitally based activities.	Incorpora-tion	Having internalised digitalisation as a personal and professional key competence and the respective mindset. Being an inspiration for others in their digitalisation activities.
4	Knowing when (implicit understandin g)	Knowing when (in which situation and to which extent) to apply suitable digital instruments and tools. To know how tp analyse and evaluate digitalisation also critically	Discovering acting independentl y	Deliberately searching for and selecting appropriate digital techniques and instruments for the own professional and personal field. Discovering new digital tools and approaches for the own context and professional domain.	Self-regulation, Commit-ment	Being determined and pro-active in using and improving digital literacy in the own environment. Finding it important to be creative in this respect.
3	Knowing how	Theoretically knowing different approaches, techniques and instruments related to: • ICT literacy: • Internet literacy • Information literacy • Media literacy	Deciding/ selecting	Taking part in relevant digital application activities as they are offered by others in safe (undisturbed) contexts. Choosing singular digital tools and activities from a given (known) portfolio	Motivation / appreciati on	Valuing digitalisation in general. Being motivated to develop own digital literacy.
2	Knowing why (distant understandin g)	Having basic understanding on relevant aspects of digitalisation related to digital (ICT) devices, Internet, social and digital media and information technology	Using, imitating	Occasionally taking part in non structured activities related to digital tools, instruments and digitalisation. Operate computers and digital devices or to use general purpose software and Internet services.	Perspectiv e taking	Being curious and interested in certain aspects related to digital tools and digitalisation
1	Knowing what	Knowing that digitalisation is based on ICT .	Perceiving	Perceiving and recognising digital tools without taking actions or reflecting on them	Self-orientation	Perceiving digital tools without relating it to oneself.

Learning pathway

Please describe the thematic units of your learning programme. Learning pathways are sequences of learning steps or learning units. To fill in the table you need to break down your learning offers in chronological steps/units. Please see the attached exemplary description of a project below. Note that this is only a brief overview of thematic units which themselves consist of more detailed learning modules.

A more detailed description of the Learning Units should be establsihed in the next step.

List of Learning Units at UDE

Unit No.	Title	Components	Total envisaged Time
1	Introduction to data literacy	Concept/EU-Project Intro to Digital literacy Intro Videos Task: Discover the own digital environment	2 hrs
2	Digital literacy	Scientific Theory input on explanatory model 4 components of DL Self-assessment on competences of DL Bridge: Why literacy?	2 hrs
3	Focus on literacy	Belshaw's approach Reflection on other literacies and difference and innovation in "digital literacy"	2-4 hrs
4	DL and teaching and education (optional)	Video Reflection and essay on appropriate teaching modes	2-4 hrs
5a	Project in module 4.1 Research workshop #1: Preparation and start	Assignments: • Formulate an overarching research question • literature search as a basis for operationalisation • Justify the forms of investigation you consider suitable	Semester 1
5b	Project in module 4.1 Research workshop #1: Closure and transfer	Assignments: • Develop the methodology and do it. • Convey it to others and motivate them to go on with the research in their own way	Semester 2

Unit No.	Title	Components	Total envisaged Time
6a	Project in module 8.3 Organisations & institutions in education Start	Assignments: • Background: describe the digital 21st century skills (-> DL) • Challenges: on institutional and organisational levels • Team profile: make narrative selfie	2
6b	Project in module 8.3 Organisations & institutions in education Development	• Design thinking on innovative teaching approaches for DL • Ideating, • Reflection and selection •	
6b	Project in module 8.3 Organisations & institutions in education Finish	• Prototyping and • Pitch	

Learning modules/pathway in the learning field

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	**Level Titles**	**Individual description/ explanatory statement**	**Level Titles**	**Individual description/ explanatory statement**	**Level Titles**	**Individual description/ explanatory statement**
5	Knowing where else (strategic transfer)	Knowing how to transfer digitalisation concepts into other contexts. Knowing how to help other people act successfully in different digitalisation structures in this respect.	Developing, constructing, transferring	Being able to transfer the project in new (or enhanced) contexts	Incorporation	Having internalised digitalisation as a personal and professional key competence and the respective mindset. Being an inspiration for others.
4	Knowing when (implicit understanding)	Knowing when (in which situation and to which extent) to … instrume… and eva…	Discovering acting	• Conceptualising a research project on different … Developing a study project related to DL in …rent educational organisations (M. 8.3)	Commitment	…termined and pro-active in using and improving digital literacy in the own educational environment.
3		…ct in DL …endence of D…		…differentiate different forms of literacy … as they …bed) contexts, utilise digital tools for the assignments, (videos, pitches, narrative selfies, info graphics).		Valuing digitalisation in general. Being …d to develop own digital literacy in the …ducational domain
2		…g basic understand… …talisation related t… …et, social and digital media and information technology and its purposes	Using, imitating	U… u… R…		Being curious and interested in certain aspects related to digital tools and digitalisation
1	Knowing what	Knowing that DL has something to do with digitalisation and ICT .	Perceiving	Perceiving and recognising digital tools without taking actions or reflecting on them in the professional/educational context	Self-orientation	Perceiving digitalisation without relating it to to own professional field.

Project tasks, Reports, Essays

vidoes on teaching the DL

Reflection on teaching modes

Scientific texts, vidoes on Belshaw's approach

Reflection in work-groups on Belshaw

Case Studies Reports, Observations

Explanatory model 4 components

Modul 8.2 and 4.1

Reflection on teaching modes

Intro Videos

Discover the own digital environment

Self-assessing the own DL competencs

Intro Videos

Sequence of Relevant Learning Modules

Learning Unit name: Introduction to literacy and data literacy

Step No.	Title	Content	Learning objective	Method/ Activity	Media	Assignment	Learning Time
1a	Intro video on digital literacy	Different approaches to DL for different target groups	To get a first explanation on DL To become curious in the theme	Watching video and discussion	Videos: Was ist eigentlich...Digital Literacy?, Internetbeauftragte der Bundesregierung, Gesche Joost https://www.youtube.com/watch?v=ILQFh_PUwVQ English (BBC): https://www.youtube.com/watch?v=_LElWqXi7Ag	Watch the videos and outline what DL means for different target groups How do you find the digital resources at your University. How do you like the BBC explanation on that?	30min
1b	Theoretical model #1	Theoretical Text by J.A.	To understand first aspects of DL To	Reading text and making simple test (H5P)	Jimoyiannis A. (2015). Digital Literacy and Adult Learners. In M. J. Spector (ed.), The SAGE Encyclopedia of Educational Technology	H5P texts	
1c	Reflection	On “Literacy”	To connect literacy to competences	Discussion Resaech	None; collecting own sources	Why do we talk about literacy? What is the difference to digital competences? Please collect scientific publications and explanatory approaches	

Step No.	Title	Content	Learning objective	Method/ Activity	Media	Assignment	Learning Time
2	Literacy and Digital Literacy	Different components and innovation in DL	To understand the complexity and the concept.	Reading Discussion in the group	Text of Doug Belshaw The summary and the whole book and a Video: The essential elements of digital literacies: Doug Belshaw at TEDxWarwick	Please learn about the approach of Doug Belshaw with the provided information Please present Doug's model in your own way. It can be a ppt, an info graphic or a poster – it's your choice. Present it in a video not longer than 3 min.	2 days
3	##	##	##	Team	Digital literacy: Implications for teaching and learning https://www.youtube.com/watch?v=-9w09VPNtbA	Reflection in a joint board and a video pitch (MIRO): guiding questions: • What do they proclaim? • What is changing? Why is it new? • How will teachers act? How do they have to change? • How is this changing the systems? • When would you expect this change to come? ▪ Which institutions and organisations are affected? (#1) ▪ Which kind of research question and methodological design can you develop (#1)	##

Step No.	Title	Content	Learning objective	Method/ Activity	Media	Assignment	Learning Time
4	Start a Research project	Research methodology Institutions and organisations Competence Oriented learning	To develop scientific / research approaches to DL in different subjects	Team	No media: Project tasks: #2 ➔ Step 1: Formulate an overarching research question/your specific knowledge interest for your digital literacy. ➔ ● Step 2: Start with a literature search as a basis for operationalisation. Define your theoretical construct and find indicators/manifest variables with which your construct can be empirically explored. ➔ ● Step 3: Justify the forms of investigation you consider suitable for exploring your theoretical construct	Which kind of research question and methodological design can you develop (general task – see left) Research areas ▪ Which institutions and organisations are affected? (#1) ▪ How does DL affect learning ▪ How does DL affect teaching	##

8.5. blinc

Project description summary

4 interns carried out the internships in our premises. They were intensively prepared and mentored during their 3 months stay. Their internship was carried out within the Master of Adult Education, in the "module" 8 - "Adult Education in Europe" with the courses "Validation" and "Institutions and Organisations in AE".

In their internship they intended to acquire practical knowledge and skills related to different European Educational projects carried out within our cooperative and to develop scientific projects ("practice research") within these working contexts of blinc. By the end of the PITCH project 2 of them even prepared their Master Theses on EU projects coordinated by blinc and developed research for the sake of the EU, more specifically in the field of learning mobility.

The internships consist of competence-oriented learning and development units which can be clustered to "learning modules". This approach led to a smooth development and a conscious step-by-step development – rather like a trainee programme which focused on Creativity and Innovation Management methodology and approaches.

The aim of the internship was to equip the students with practical skills and competences to document, design and develop educational projects relating to validation and professionalisation.

For this purpose they went through different phases:

- to get familiar with running projects, to research both applications, programme documents and the current project state and it's documentation
- To take over certain defined tasks within the projects
- To develop own activities and take over the coordination
- To self-reflect the own projects and to self-assess the own competence development

The methodology turned out to be extremely successful, even if the internships were carried out 95% online. There is a huge impact on these competence oriented internships - not just for the blinc eG to improve the performances and the "value" of the interns but also for the students, since all of them found a job in our company.

Target group

Please briefly describe your target group: age, what kind of educational background, study subjects,…, pre-knowledge:

- Interns from the University of the Master of Adult Education

Themes (content area)

Please list the themes/content areas that your students should tackle.

- Design Thinking
- Project documentation and communication
- Project development

Learning objectives

- **Knowledge:** *Please describe the knowledge that students are supposed to acquire during the project.*
    - L2/L3: Getting to know educational projects
        - Monitoring of project activities and deliverables based on the plans and applications and the real actions
        - Controlling of project resources and programme specific documentation
    - L3/L4: Project Communication
        - Project communication (online)
        - different approaches to guide groups in a virtual learning app
    - L3/L4: Learning Project Didactics: Planning and informal Learning in project phases:
        - Identifying project phases (L2)
        - Identifying navigation and assignments (L3/4)
        - Transferring tasks to partners using DT techniques (L4)
- **Skills:** *Please describe the skills that students are supposed to acquire during the project.*
    - L2: PM (Admin): Exercising project administration tasks (timesheets, documentation)
    - L3: PA: taking over an own project documentation
    - L3: PD: writing a defined part of a project application
    - L2: DT: Taking part in DT workshops on PD
    - L3: organising specific tasks (singular steps) in the DT process
    - L4: applying the whole DT procedure and ending up with a prototype (project application part
- **Attitudes:** *Please describe which attitudes students are supposed to develop during the project.*
    - L2 PM: becoming curious how European projects are designed and coordinated

- L2: being ready to take over also admin tasks
- L3: becoming motivated to explore educational project theory (along the applications and sectoral programmes)
- L4: being committed to work in the PM and PE domain based on the experiences and to become “owner of an own sub-project
- L4: Becoming committed to apply DT techniques in different professional domains

2.4 Methods/Activities

Which teaching methods have you chosen? Which activities did you carry out with your students?

- Self assessment on own competences
    1. Teamwork
    2. DT and spotting opportunities
- Self-Learning on the moodle based in research materials
    1. Innovation and Creativity
    2. DT Theory
    3. KA1 mobilities
- Exercises on admin and structuring project activities under 2 stage mentoring:
    1. Documentation
        1. Exercising simple admin tasks on project documentation
        2. Creating overarching systems and connecting persons
            1. Content: Monitoring activities
    2. Developing
        1. Contributing to a new application
        2. Research works to explore certain sectors (e.g. the KA1 and validation), or the cultural, educational, sustainability sectors relevant for certain projects
- Teamwork in PE groups
- DT thinking workshops

9. ECTS assignment within the HEI courses

The following templates were designed and used to interconnect the PITCH modules into the existing courses and to embed them in the ECTS framework:

9.1. AUTh

Course Information				
Title	Creativity and Innovation in Adult and Continuing Education Programmes: Design, Implementation and Assessment			
Cycle / Level	2nd / Postgraduate			
Teaching Period	Spring			
Coordinator	Prof. George K. Zarifis			
Orientation	**Attendance Type**	**Semester**	**Year**	***ECTS***
Continuing Education	Elective course with 3 modules	3	2	10
Class Information				
Academic Year	2019 – 2020			
Class Period	Spring			
Instructor/s	Prof. George K. Zarifis			
Weekly Hours	3			
Registered students	9			

Type of the Course

- ☐ Background
- ☐ General Knowledge
- ☐ Scientific Area
- ☑ Skills Development

Course Category

- ◯ General Foundation
- ◯ Specific Foundation / Core
- ◉ Knowledge Deepening / Consolidation

Mode of Delivery

- ☑ Face to face
- ☑ Distance learning

Learning Outcomes

Describe the intended learning outcomes of the course. The learning outcomes are usually expressed according to the template:*Upon successful completion of the course, the student will:* **DO** **WHAT** (**how**).
The learning outcomes usually are not more than five or six per course.

- *An understanding of why some people are naturally creative, but also how everyone can develop their creative skills.*
- *Knowledge of how to use a range of creative thinking methods, tools and techniques to generate ideas and solve problems.*
- *The opportunity to apply the methods and tools to generate ideas for improving areas of their own work.*

General Competences

Taking into account the generic competences that must be acquired by the graduates which ones are intended by the course?

- ☑ Apply knowledge in practice
- ☐ Retrieve, analyse and synthesise data and information, with the use of necessary technologies

- [x] Adapt to new situations
- [x] Make decisions
- [ ] Work autonomously
- [x] Work in teams
- [ ] Work in an international context
- [x] Work in an interdisciplinary team
- [ ] Generate new research ideas
- [x] Design and manage projects
- [x] Appreciate diversity and multiculturality
- [ ] Respect natural environment
- [ ] Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- [x] Be critical and self-critical
- [x] Advance free, creative and causative thinking

Learning Outcomes Categorization

Select for every domain the levels covered by the learning outcomes of the course.

Cognitive Domain:	Affective Domain:	Psychomotor Domain:
[x] Creating:	[ ] Characterization:	[x] Naturalization:
[ ] Evaluating:	[x] Organization:	[x] Articulation:
[x] Analysing:	[x] Valuing:	[ ] Precision:
[x] Applying:	[ ] Response:	[ ] Manipulation:
[ ] Understanding	[ ] Reception	[ ] Imitation:
[ ] Remembering		

Levels of Anticipated Learning Outcomes

Select the highest levels of learning outcomes intended with this course. You should select the levels that correspond to the learning outcomes of the course, irrespective of the level of studies (undergraduate / postgraduate). The learning outcome level definitions provide an estimate of the demands of the course for the benefit of students and curriculum designers alike.

Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.

- ○ Level 8
- ◉ Level 7
- ○ Level 6
- ○ Level 5
- ○ Level 4
- ○ Level 3
- ○ Level 2
- ○ Level 1
- ○ No choice

Skills means the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

- ○ Level 8
- ◉ Level 7
- ○ Level 6
- ○ Level 5
- ○ Level 4
- ○ Level 3
- ○ Level 2
- ○ Level 1
- ○ No choice

Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

- ○ Level 8
- ◉ Level 7
- ○ Level 6
- ○ Level 5
- ○ Level 4
- ○ Level 3
- ○ Level 2
- ○ Level 1
- ○ No choice

Educational Material Types

- [ ] Book
- [x] Notes
- [x] Slide presentations
- [ ] Video lectures
- [ ] Podcast
- [ ] Audio
- [ ] Multimedia
- [x] Interactive excersises
- [ ] Other

Use of Information and Communication Technologies

- [x] Use of ICT in Course Teaching
- [ ] Use of ICT in Laboratory Teaching
- [x] Use of ICT in Communication with Students
- [ ] Use of ICT in Student Assessment

Course Organization

Please fill in the 'Workload' for each course activity.
Workload: Total hours of student effort for a respective activity for the semester. Includes class hours, lab hours, field work etc.
The total workload for the course, according to its ECTS units, should be **250** hours.
*** One ECTS unit corresponds to 25 hours of workload.**

Activities	Workload	ECTS*	Individual Teamwork Erasmus
[x] Lectures	10		[x] Individual [ ] Teamwork [ ] Erasmus
[x] Seminars	20		[ ] Individual [x] Teamwork [ ] Erasmus
[ ] Laboratory Work			[ ] Individual [ ] Teamwork [ ] Erasmus
[ ] Fieldwork			[ ] Individual [ ] Teamwork [ ] Erasmus
[ ] Reading Assigment			[ ] Individual [ ] Teamwork [ ] Erasmus

☐ Tutorial			☐ Individual ☐ Teamwork ☐ Erasmus
☑ Internship	120		☑ Individual ☐ Teamwork ☐ Erasmus
☐ Clinical Practice			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Artistic Workshop			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Interactive Teaching in Information Center			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Field trips and participation in conferences / seminars / activities			☐ Individual ☐ Teamwork ☐ Erasmus
☑ Project	100		☐ Individual ☑ Teamwork ☐ Erasmus
☐ Written assigments			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Artistic creation			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Exams			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Other / Others			☐ Individual ☐ Teamwork ☐ Erasmus
Total	**250**	**10**	

Assessment methods	**Formative Summative**
Written Exam with Multiple Choice Questions	☐ Formative ☐ Summative

Written Exam with Short Answer Questions	☐ Formative ☐ Summative
Written Exam with Extended Answer Questions	☐ Formative ☐ Summative
Written Exam with Problem Solving	☐ Formative ☐ Summative
Written Assignment	☑ Formative ☐ Summative
Report	☐ Formative ☑ Summative
Oral Exams	☐ Formative ☐ Summative
Performance / Staging	☐ Formative ☐ Summative
Labortatory Assignment	☐ Formative ☐ Summative
Clinical Examination of Patient	☐ Formative ☐ Summative
Artistic Performance	☐ Formative ☐ Summative
Other / Others Portfolio	☐ Formative ☑ Summative

9.2. UDE

Course Information	
Title	Creativity and Innovation in Adult and Continuing Education Programmes: Design, Implementation and Assessment within Module 8 AE in Europe; Weiterbildung im Kontext wuropäischer und globaler Entwicklungen
Cycle / Level	2nd / Postgraduate
Teaching Period	SS/WS
Coordinator	Prof. Dr. Esther Winther/Dr Tim Scholze

Orientation	Attendance Type	Semester	Year	*ECTS*
Continuing Education	Elective course with 2 modules	3/4	2	12

Class Information	
Academic Year	2019/2020/2021
Class Period	Spring
Instructor/s	Prof. Dr. Esther Winther/Dr Tim Scholze
Weekly Hours	3
Registered students	11 (WS20/21) /9 (SS20),

Type of the Course

- [x] Background
- [ ] General Knowledge
- [ ] Scientific Area
- [x] Skills Development

Course Category

- ( ) General Foundation
- (•) Specific Foundation / Core
- ( ) Knowledge Deepening / Consolidation

Mode of Delivery

- [x] Face to face
- [x] Distance learning

Learning Outcomes

Describe the intended learning outcomes of the course. The learning outcomes are usually expressed according to the template:*Upon successful completion of the course, the student will:* **DO** **WHAT** (**how**).
The learning outcomes usually are not more than five or six per course.

- *Domain specific knowledge on validation and professionalisation and organisations/institutions of adult education and CPD in Europe*
- *Knowledge of how to use a range of creative thinking methods, tools and techniques to generate ideas and solve problems as innovative teaching and learning approch*
- *The opportunity to apply the methods and tools to generate ideas for improving areas of their own work.*
- *To work in teams to create prototypes*
- *to spot ideas and create opportunities*

General Competences

Taking into account the generic competences that must be acquired by the graduates which ones are intended by the course?

- [x] Apply knowledge in practice
- [ ] Retrieve, analyse and synthesise data and information, with the use of necessary technologies
- [x] Adapt to new situations
- [x] Make decisions
- [x] Work autonomously
- [x] Work in teams
- [x] Work in an international context
- [x] Work in an interdisciplinary team
- [x] Generate new research ideas
- [x] Design and manage projects
- [ ] Appreciate diversity and multiculturality
- [ ] Respect natural environment
- [ ] Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- [x] Be critical and self-critical
- [x] Advance free, creative and causative thinking

Learning Outcomes Categorization

Select for every domain the levels covered by the learning outcomes of the course.

Cognitive Domain:

- [x] Creating:
- [x] Evaluating:
- [x] Analysing:
- [x] Applying:
- [ ] Understanding
- [ ] Remembering

Affective Domain:

- [ ] Characterization:
- [x] Organization:
- [x] Valuing:
- [ ] Response:
- [ ] Reception

Psychomotor Domain:

- [ ] Naturalization:
- [x] Articulation:
- [ ] Precision:
- [ ] Manipulation:
- [ ] Imitation:

Levels of Anticipated Learning Outcomes

Select the highest levels of learning outcomes intended with this course. You should select the levels that correspond to the learning outcomes of the course, irrespective of the level of studies (undergraduate / postgraduate). The learning outcome level definitions provide an estimate of the demands of the course for the benefit of students and curriculum designers alike.

Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.

- ○ Level 8
- ◉ Level 7
- ○ Level 6
- ○ Level 5
- ○ Level 4
- ○ Level 3
- ○ Level 2
- ○ Level 1
- ○ No choice

Skills means the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

- ○ Level 8

- [x] Level 7
- [ ] Level 6
- [ ] Level 5
- [ ] Level 4
- [ ] Level 3
- [ ] Level 2
- [ ] Level 1
- [ ] No choice

Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

- [ ] Level 8
- [x] Level 7
- [ ] Level 6
- [ ] Level 5
- [ ] Level 4
- [ ] Level 3
- [ ] Level 2
- [ ] Level 1
- [ ] No choice

Educational Material Types

- [ ] Book
- [x] Notes
- [x] Slide presentations
- [x] Video lectures
- [ ] Podcast

- [ ] Audio
- [ ] Multimedia
- [x] Interactive excersises
- [ ] Other

Use of Information and Communication Technologies

- [x] Use of ICT in Course Teaching
- [ ] Use of ICT in Laboratory Teaching
- [x] Use of ICT in Communication with Students
- [x] Use of ICT in Student Assessment

Course Organization

Please fill in the 'Workload' for each course activity.
Workload: Total hours of student effort for a respective activity for the semester. Includes class hours, lab hours, field work etc.
The total workload for the course, according to its ECTS units, should be **250** hours.

*** One ECTS unit corresponds to 25 hours of workload.**

Activities	Workload	ECTS*	Individual Teamwork Erasmus
[x] Lectures	10		[x] Individual [x] Teamwork [ ] Erasmus
[x] Seminars	20		[ ] Individual [x] Teamwork [ ] Erasmus
[ ] Laboratory Work			[ ] Individual

			☐ Teamwork ☐ Erasmus
☐ Fieldwork			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Reading Assigment			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Tutorial			☐ Individual ☐ Teamwork ☐ Erasmus
☑ Internship	120		☑ Individual ☐ Teamwork ☐ Erasmus
☐ Clinical Practice			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Artistic Workshop			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Interactive Teaching in Information Center			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Field trips and participation in conferences / seminars / activities			☐ Individual ☐ Teamwork

			☐ Erasmus
☑ Project	100		☐ Individual ☑ Teamwork ☐ Erasmus
☐ Written assigments			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Artistic creation			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Exams			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Other / Others			☐ Individual ☐ Teamwork ☐ Erasmus
Total	**250**	**10**	

Assessment methods	**Formative** **Summative**
Written Exam with Multiple Choice Questions	☐ Formative ☐ Summative
Written Exam with Short Answer Questions	☐ Formative ☐ Summative
Written Exam with Extended Answer Questions	☐ Formative

	☐ Summative
Written Exam with Problem Solving	☐ Formative ☐ Summative
Written Assignment	☑ Formative ☐ Summative
Report	☑ Formative ☑ Summative
Oral Exams	☐ Formative ☐ Summative
Performance / Staging	☑ Formative ☑ Summative
Labortatory Assignment	☐ Formative ☐ Summative
Clinical Examination of Patient	☐ Formative ☐ Summative
Artistic Performance	☐ Formative ☐ Summative
Other / Others Portfolio	☐ Formative ☑ Summative

9.3. IPL

Course Information				
Title	Biomaterials and biosensors			
Cycle / Level	2nd / Master			
Teaching Period	2nd semester			
Coordinator	Roberto Gamboa			
Orientation	**Attendance Type**	**Semester**	**Year**	**ECTS**

Continuing Education	Elective course	2	1	5

Class Information	
Academic Year	2019 – 2020
Class Period	2nd semester
Instructor/s	Roberto Gamboa
Weekly Hours	3
Registered students	5

Type of the Course

- ☐ Background
- ☐ General Knowledge
- ☐ Scientific Area
- ☑ Skills Development

Course Category

- ◉ General Foundation
- ◉ Specific Foundation / Core
- ◉ Knowledge Deepening / Consolidation

Mode of Delivery

- ☐ Face to face
- ☑ Distance learning

Learning Outcomes

Describe the intended learning outcomes of the course. The learning outcomes are usually expressed according to the template: Upon successful completion of the course, the student will: DO WHAT (how).
The learning outcomes usually are not more than five or six per course.

Upon successful completion of the course the student will know about the technology of biomaterials and biosensors, about the processes to obtain biomaterials, about different types of biosensors, how they are built and how they work and their applications. Student also develops analytical scientific and communication skills working on a science communication project.

General Competences

Taking into account the generic competences that must be acquired by the graduates which ones are intended by the course?

- ☑ Apply knowledge in practice
- ☐ Retrieve, analyse and synthesise data and information, with the use of necessary technologies
- ☐ Adapt to new situations
- ☐ Make decisions
- ☑ Work autonomously
- ☑ Work in teams
- ☑ Work in an international context
- ☑ Work in an interdisciplinary team
- ☐ Generate new research ideas
- ☐ Design and manage projects
- ☑ Appreciate diversity and multiculturality
- ☑ Respect natural environment
- ☐ Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- ☐ Be critical and self-critical
- ☐ Advance free, creative and causative thinking

Learning Outcomes Categorization

Select for every domain the levels covered by the learning outcomes of the course.

Cognitive Domain: The cognitive domain involves knowledge and the development of intellectual skills.	Affective Domain: The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivation, and attitude.	Psychomotor Domain: Skills in the psychomotor domain describe the ability to physically manipulate a tool or instrument.
☑ Creating: Generating new ideas, products, or ways of viewing things.	☐ Characterization: The student holds a particular value or belief that now exerts influence on his/her behaviour so that it becomes a characteristic / attitude. Key Words: Influences, qualifies, verifies.	☑ Naturalization: Have a high level performance, become natural without needing to think much about it. Key Words: Design, invent, mange.
☐ Evaluating: Justifying a decision or course of action. Key Words: Compares, criticizes, defends, evaluates.	☐ Organization: The student can put together different values, information, and ideas and accommodate them within his/her own schema by comparing, relating and elaborating what has been learned. Key Words: Generalizes, orders, organizes, relates, synthesizes.	☑ Articulation: Coordinating a series of actions, achieving harmony and internal consistency. Key Words: Adapt, combine, develop, modify.
☑ Analyzing: Breaking information into parts to explore understanding and relationships. Key Words: Analyzes, compares, deconstructs, differentiates, discriminates, relates.	☑ Valuing: The student attaches a value to an object, phenomenon, or piece of information. Key Words: Differentiates, joins, justifies, proposes.	☐ Precision: Refining, becoming more exact. Few errors are apparent. Key Words: Complete, calibrate, control, perfect.
☐ Applying: Using information in another familiar situation. Key Words: Applies, manipulates, prepares, produces, solves, uses.	☐ Response: The student actively participates in the learning process, not only attends to a stimulus but reacts in some way. Key Words: Answers, discusses, practises, presents.	☐ Manipulation: Being able to perform certain actions by following instructions and practicing. Key Words: Execute, implement, perform.
☐ UnderstandingUnderstand the meaning of instructions and problems. Key Words: comprehends, defends, distinguishes, explains, generalizes, gives an example, interprets, predicts, summarizes, translates.	☐ ReceptionThe student passively pays attention. Without this level no learning can occur. Key Words: Asks, follows, replies.	☐ Imitation: Observing and patterning behavior after someone else. Performance may be of low quality. Key Words: Copy, follow, replicate, repeat.
☐ RememberingRecalling data or information. Key Words: defines, describes, identifies, knows, recalls, recognizes, reproduces, selects.		

Levels of Anticipated Learning Outcomes

Select the highest levels of learning outcomes intended with this course. You should select the levels that correspond to the learning outcomes of the course, irrespective of the level of studies (undergraduate / postgraduate). The learning outcome level definitions provide an estimate of the demands of the course for the benefit of students and curriculum designers alike.

Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.

- ○ Level 8
- ○ Level 7
- ○ Level 6
- ○ Level 5
- ○ Level 4
- ○ Level 3
- ○ Level 2
- ○ Level 1
- ○ No choice

Skills means the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

- ☐ Level 8
- ☐ Level 7
- ☐ Level 6
- ☐ Level 5
- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1
- ☐ No choice

Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

- ☐ Level 8
- ☐ Level 7
- ☐ Level 6
- ☐ Level 5
- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1
- ☐ No choice

Educational Material Types

- [ ] Book
- [ ] Notes
- [ ] Slide presentations
- [x] Video lectures
- [ ] Podcast
- [ ] Audio
- [x] Multimedia
- [x] Interactive exercises
- [ ] Other

Use of Information and Communication Technologies

- [ ] Use of ICT in Course Teaching
- [x] Use of ICT in Laboratory Teaching
- [x] Use of ICT in Communication with Students
- [x] Use of ICT in Student Assessment

Course Organization

Please fill in the 'Workload' for each course activity.
Workload: Total hours of student effort for a respective activity for the semester. Includes class hours, lab hours, field work etc.
The total workload for the course, according to its ECTS units, should be **250** hours.
*** One ECTS unit corresponds to 25 hours of workload.**

Activities	Workload	ECTS *	Individual Teamwork Erasmus
☐ Lectures			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Seminars			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Laboratory Work			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Fieldwork			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Reading Assigment			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Tutorial			☐ Individual ☐ Teamwork

			☐ Erasmus
☐ Internship			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Clinical Practice	135		☐ Individual ☑ Teamwork ☐ Erasmus
☐ Artistic Workshop			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Interactive Teaching in Information Center			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Field trips and participation in conferences / seminars / activities			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Project			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Written assigments			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Artistic creation			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Exams			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Other / Others			☐ Individual ☐ Teamwork ☐ Erasmus
Total	**135**	**5**	

Assessment methods	Formative assessment is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. Summative assessment refers to the assessment of the learning and summarizes the development of learners at a particular time.
Written Exam with Multiple Choice Questions	☐ Formative ☐ Summative

Written Exam with Short Answer Questions	☐ Formative ☐ Summative
Written Exam with Extended Answer Questions	☐ Formative ☐ Summative
Written Exam with Problem Solving	☐ Formative ☐ Summative
Written Assignment	☐ Formative ☐ Summative
Report	☐ Formative ☐ Summative
Oral Exams	☐ Formative ☐ Summative
Performance / Staging	☑ Formative ☐ Summative
Laboratory Assignment	☐ Formative ☐ Summative
Clinical Examination of Patient	☐ Formative ☐ Summative
Artistic Performance	☑ Formative ☐ Summative
Other / Others	☐ Formative ☐ Summative

9.4. VU

Course Information				
Title	All study courses			
Cycle / Level	1st / Bachelor			
Teaching Period	8th			
Coordinator	Assoc. Professor Laimute Urbsiene			
Orientation	**Attendance Type**	**Semester**	**Year**	**ECTS**
Continuing Education	Elective course	8	4	15

Class Information	
Academic Year	2021/2022
Class Period	8nd semester
Instructor/s	Assoc. Professor Laimute Urbsiene
Weekly Hours	3
Registered students	15

Type of the Course

- ☐ Background
- ☐ General Knowledge
- ☐ Scientific Area
- ☑ Skills Development

Course Category

- ◉ General Foundation
- ◉ Specific Foundation / Core
- ◉ Knowledge Deepening / Consolidation

Mode of Delivery

- ☑ Face to face
- ☑ Distance learning

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- ☑ Work in teams
- ☑ Work in an international context
- ☑ Work in an interdisciplinary team

- [ ] Generate new research ideas
- [x] Design and manage projects
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- [x] Respect natural environment
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- Level 6
- Level 5
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- Level 4
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- Level 2
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Educational Material Types

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- [ ] Notes
- [x] Slide presentations
- [ ] Video lectures
- [ ] Podcast
- [ ] Audio
- [x] Multimedia
- [x] Interactive exercises
- [ ] Other

Use of Information and Communication Technologies

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- [ ] Use of ICT in Laboratory Teaching
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[ ] Seminars			[ ] Individual [ ] Teamwork [ ] Erasmus
[ ] Laboratory Work			[ ] Individual [ ] Teamwork [ ] Erasmus
[ ] Fieldwork			[ ] Individual [ ] Teamwork [ ] Erasmus
[ ] Reading Assigment			[ ] Individual [ ] Teamwork [ ] Erasmus
[ ] Tutorial			[ ] Individual [ ] Teamwork

			☐ Erasmus
☑ Internship		15	☑ Individual ☐ Teamwork ☐ Erasmus
☐ Clinical Practice			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Artistic Workshop			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Interactive Teaching in Information Center			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Field trips and participation in conferences / seminars / activities			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Project			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Written assigments			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Artistic creation			☐ Individual ☐ Teamwork ☐ Erasmus
☐ Exams			☐ Individual ☐ Teamwork ☐ Erasmus
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