e-craft

Entrepreneurship, Creativity and Arts for Future Teaching

Study Course

To develop entrepreneurial and digital communication skills

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Co-funded by the European Union

PROJECT PARTNERS

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Introduction

The specific aim of the Study Course is, in the first instance, for Italian, Greek, Spanish and Portuguese students of the organisations and bodies in the E-CRAFT project, and successively for other students to develop their entrepreneurial skills and digital mindset.

The **new educational course**, developed by the E-CRAFT project partnership, is centred on entrepreneurship and digital communication skills, and aims to be an international, integrated and permanent educational framework which, through methodological innovation will allow students to develop the target skills, experimenting innovative forms of interactive, gamified and art-inspired laboratory teaching which is flexible and adaptable to the needs of young generations and future European societies.

STUDY COURSE STRUCTURE

The Study Course is articulated as blended learning in a sequence of didactic actions, guaranteeing integration of the cognitive, operational, and monitoring path to develop the following competences that have emerged as being a priority during the Focus Groups:
• Creativity and Innovation
• Self-employed entrepreneurship
• Communication and marketing of fine craft products
• AR and VR design

The partners, through e/co-working sessions elaborated the macro-planning of the study course consistent with the objectives, with the target group and is articulated in a sequence of didactic actions, guaranteeing a progressive course logic and equilibrium in the integration of the cognitive, operational and verification/control path.

The Study Course creates a European, educational model on entrepreneurial and communication skills characterized by the following elements of innovation:
- methodological, with the introduction of GAME-BASED LEARNING SOLUTIONS as

a catalyst for didactic innovation and the evaluation of initial, interim and final Learning outcomes, allowing:
- learners, to make a self-assessment of their level of possession/adoption of the target skills in a cause/effect logic
- educators, to objectively evaluate the effectiveness of the behaviours involved by giving uniformity to the remote evaluation phase, overcoming the culture of top-down judgment to be configured as an ongoing and ex post feedback shared with the learner
- contents and didactics, placing at the center of the learning program, art-inspired courses and workshops of digital creativity and a spirit of initiative and entrepreneurship to conceive and communicate new businesses
- THE INTERNATIONALIZATION OF METHODOLOGICAL INNOVATION, fruit of the experimentation of the ART-INSPIRED CREATIVITY LABS, spaces of didactic hybridization between art, culture and entrepreneurial and digital mind-set to raise and valorise, through art and its multiple languages, new entrepreneurial and communicative 4.0 skills of students, allowing them to go beyond the limited and formal perimeter of the mere observance of formalities and practical tasks, to fully enter the evolved and substantial terrain of art-inspired creativity, oriented towards a value-generating result.
- THE INTERACTIVITY OF THE SOLUTIONS ADOPTED that with the use of OER in the form of interactive video training pills developed with motion graphic techniques, that combine entertainment/learning by increasing engagement (immersive education). Thanks to the presence of Key Words that appear on the screen, the user can interact with a click to consult additional educational resources (PDFs, links to videos or external websites, etc.).

LEARNING STRANDS

The didactic palimpsest has been divided into **3 integrated learning strands**:
• **cognitive**, to develop knowledge and awareness using the **Open Education Resources** and a **Manual** to develop digital knowledge and mindset combined with an awareness of entrepreneurial behaviour. (Project Result 2, Project Result 3)
• **operational**, with laboratory activities, where participants, assisted by teachers, will have to formulate creative ideas and solutions with laboratory activities,
• **behaviour**, through participation in **CREATIVITY LABS**, to stimulate, through the arts, their new entrepreneurial and communication 4.0 skills, making them able to go beyond the circumscribed and formal perimeter of the mere observance of practical tasks, to enter the evolved and substantial terrain of art-inspired creativity, where students will be able to:
  - draw on art in the ways in which it is expressed to shape their entrepreneurial and digital mind-set
  - learn from art, in a virtuous cause-effect cycle, a set of soft skills that qualify entrepreneurial behaviours and digital skills for engaging and "creative" web-based communication, transforming a laboratory activity from a simple place for didactic experimentation a "professionalizing workshop" for the generation of ideas and performance.

FOCUS GROUP RESULTS

The focus groups moderated by researchers/moderators, carried out in the period April - May 2022 by the partners of the E-CR.A.F.T. project, involved a total of 94 students who were selected mainly on the basis of their interest in this project. From the discussions and questionnaires during the focus groups it emerged that the majority of students believe that the crucial skills needed for their professional development are summarized in three keywords: **creativity, innovation and entrepreneurship**.

Students also believe that **soft skills regarding communication, teamwork and adaptability are essential for their future professional life**. Obviously, t**he acquisition of digital skills is a priority**, but most students complain that the time dedicated to teaching new technologies is insufficient, left to the good will of teachers and often with obsolete tools and programs.

The students were also asked to completed a self-assessment questionnaire of entrepreneurial and digital skills/skills that was completed by 79 students. From the summary of entrepreneurial skills/skills with reference to the related summary descriptors indicated (assessing opportunities and ideas; ability to develop creative and meaningful ideas; ethical and sustainable thinking; self-awareness and self-efficacy; motivation and perseverance; taking initiative; working with others; learning from experience - ability to learn by doing) **it emerges that the level expressed by most of the students, considered necessary to effectively carry out entrepreneurial activity, is high with respect to the identification of opportunities, but low with regard to interaction through digital technologies (level 4). The level of creativity for most students is on average low, as is problem solving, dealing with uncertainties and ambiguities and risks, a skill deemed necessary for an entrepreneur to effectively supervise it, was answered on a range from 1 to 5 by the students**.

MODULES

The study course was divided into the following modules correlated to the target competences identified:
1. **CREATIVITY AND INNOVATION**
2. **SELF-EMPLOYED ENTREPRENEURSHIP**
3. **COMMUNICATION AND MARKETING OF FINE CRAFT PRODUCTS**
4. **AR AND VR DESIGN**

Here follows the modules articulation containing:
• objects and process/product standards expected to be evaluated
• Learning Outcome evaluation and measurement tools
• information collection tools in relation to knowledge acquired; skills developed; products made; behaviours adopted
• times of administration, compilation and return

The total duration of the study course is circa 60 hours.

MODULE 1
Creativity and Innovation

GENERAL EDUCATIONAL OBJECTIVES

The training objectives of the module will be the following:
- Apply different points of view and perspectives to a problem
- Recognize where creative and innovative thinking is both required and appropriate
- Develop your creative thinking skills
- Encourage creative and innovative thinking in others
- Apply learning to enhance group creativity

DESCRIPTION AND ARTICULATION OF CONTENTS

Methods: Mixed-ability group activities; discussion and debates; learning by doing and from personal experience; share different backgrounds and viewpoints, adapt them and implement them to a specific situation/context; critical thinking and information retrieving (21st century skills); divergent problem solving within digital contexts; arranging various layouts in the classroom to nurture creativity (e.g. spaces, creativity techniques)

Tools: digital devices, gaming activities, gamified experiences, debates on (un)familiar topics, virtual/ augmented reality, social media, encyclopaedia (online and offline), online platforms for interaction (e.g. Google, Discord).

EDUCATIONAL METHODS AND TOOLS

The Module includes the following learning contents:

UNIT 1: The creative process
Topic 1: Are creatives born creatives or do they become creatives?
Topic 2: Creative thinking techniques

Topic 3: Different interpretations and originality of creative thinking

UNIT 2: Creativity and innovation
Topic 1: Introduction
Topic 2: Definitions of creativity and innovation
Topic 3: Barrier to creativity and risk to no innovation
Topic 4: Promoting a creative environment

ASSESSMENT AND EVALUATION

The module includes activities designed to check participants' understanding of the content presented:
- self - assessment of students' level of possession/adoption of the target skills in a cause/ effect logic thanks to the application of game-based learning techniques
- formative assessment of understanding of the content presented in the module (e.g. Quiz/ Test)

RESULTS EXPECTED

• Increased awareness of one's own creative thinking qualities
• Increased ability to express creativity with autonomy, continuity and performance to generate innovation

RESULTS EXPECTED

8 hours and 20 mins
• face2face lessons: 4 hours
• microlearning: 4 hours
• Creativity Game: 20 mins

MODULE 2
Self-Employed Entrepreneurship

GENERAL EDUCATIONAL OBJECTIVES

The training objectives of the module will be the following:
• identify opportunities present for personal, professional and/or economic activities, including broader issues that provide A context to the way people live and work, such as a general understanding of the functioning of the economy, the opportunities and challenges that an entrepreneur has to face
• transfer the cognitive elements, useful for drafting a business idea
• develop the integrated mix of cognitive, behavioural and operational technical elements to carry out the strategic planning of a company
• analyse, define and evaluate the different aspects of the creation of the business idea
• draw up the Business Model Canvas

EDUCATIONAL METHODS AND TOOLS

A methodological model will be created aiming to favour learning as a process of participation, as a social practice through which the professional growth of individuals will be based above all on the sharing of experiences, on the identification of best practices and on mutual help in dealing with problems related to seeking data and information and developing prospectuses and analysis models, thanks to which you can clearly and consistently identify your business area, thus defining:
• the business idea
• the needs and expectations of potential reference customers to be satisfied
• the reasons for the real success of the initiative
• the relative coherence with the aims pursued and the composition of the team with which to create and start the business providing services to promote and valorise characteristic design and/or fashion/handcraft goods.

The preferred learning model will be that of "learning by doing", where individual experimentation and group reflection will be stimulated.

The course will, in fact, represent the moment of integration of learning (integration of knowledge - methods/techniques/tools with respect to the problems to be faced) and of their direct application, to generate and measure the change induced by the learning process.

The didactic activities will be full of sessions able to legitimise the proposal and the request for commitment to involve, empower and obtain the active participation of participants in the learning process.

Therefore, frequent opportunities for exchange, comparison of ideas and solutions between learners and teachers will be created, who will operate in the strategic function of learning facilitators, in order to promote processes of analysis, diagnosis and search for solutions on common problems, shared by the group being trained (problem setting, solving and sharing). In this perspective, educational activities take on the characteristics of training-intervention and research-action, in which participants placed in problematic situations, will seek, with the support of teachers, concrete and effective solutions useful to achieve the final goal.

Particular attention will, therefore, be paid to the search for and aptitude for innovation, with a view to stimulating the participant to direct learning and personal construction of his/her operational skills and behavioural repertoire, encouraging processes of creativity and innovation.

DESCRIPTION AND ARTICULATION OF CONTENTS

UNIT 1: Entrepreneurship
Topic 1: Basic concepts related to entrepreneurship
Topic 2: What encourages and what discourages entrepreneurs?
Topic 3: The skills of the entrepreneur
Topic 4: Entrepreneurship and Creativity

Unit 2: Company's Strategic Plan
Topic 1: Business idea and strategic intentions
Topic 2: Creative business model canvas
Topic 1: Aims and advantages of the strategic business plan

Unit 3: Self-employment and start-ups
Topic 1: From the idea to the business
Topic 2: Financing of the business idea: subsidised finance and traditional finance.
Topic 3: Alternative finance models: crowdfunding (donation based and reward based) and social lendingsocial lending.

ASSESSMENT AND EVALUATION ASSESSMENT AND EVALUATION

The module includes activities designed to check participants' understanding of the content presented:
- self - assessment of students' level of possession/adoption of the target skills in a cause/effect logic thanks to the application of game-based learning techniques
- formative assessment of understanding of the content presented in the module (e.g. Quiz/Test)
- project works that will consist of elaborating:
1) Elaboration of Personal Action Plan:
2) A brief presentation of one's business idea;

3) The business idea through the Canvas business model.

1) Elaboration of Personal Action Plan: the possession of an entrepreneurial mindset, the sense of initiative and the entrepreneurial vision
2) Brief presentation of one's business idea: the ability to present one's idea, knowledge of the reference sector and the practicality of the idea will be assessed;
3) Elaboration of the idea through the Business Model Canvas: the ability to translate the initial idea into the model presented will be evaluated and at the same time, any critical issues of the idea will be corrected and potential will be valorised.

RESULTS EXPECTED

- Definition and formalisation of a business idea
- Preparation of business model canvas

LENGTH OF THE MODULE

20 hours and 30 mins (class, laboratory sessions, e-learning)

- face2face lessons: 4 hours
- microlearning: 6 hours
- Lab session: 10 hours
- Creativity Game: 30 mins

MODULE 3
Communication and marketing of fine craft products

GENERAL EDUCATIONAL OBJECTIVES

The module will allow students to develop a complete and up-to-date vision of communication and marketing processes and of the relevant competitive dimensions in today's markets. The goal is to offer an in-depth study on the evolution of communication and marketing in a digital key to provide the tools necessary to face and overcome the new market challenges in the artistic crafts sector.

At the end of the module, participants will be able to:
• Identify communication strategies for the promotion of fine craft products
• Analyse and select the opportunities offered by diverse promotional channels in relation to different types of products
• Use new ICT to support the promotion and communication of fine craft products
• Develop promotion and communication plans
• Implement integrated communication strategies
• Manage the operational, technical and implementation aspects related to the definition of a promotion strategy, monitoring the implementation of promotional campaigns and the effectiveness of communication
• Integrate online marketing actions with marketing strategies
• Make the most of digital and social media marketing tools: SEO, SEM, e-mail marketing, social media and mobile
• Monitor and control digital and social media marketing campaigns to optimise their performance
• Use storytelling techniques for web content marketing

EDUCATIONAL METHODS AND TOOLS

The methodological approach that will be adopted guarantees the development of the cognitive, operational and behavioural learning dimensions.

The didactic and pedagogical system will use a set of tools to ensure an appropriate transferability of learning from the classroom to the reference professional target of the Project beneficiaries.

To facilitate learning, the didactic structure, within the formal training sessions foreseen by the project, will be characterised by the implementation of appropriate practical activity sessions, functional to support and motivate the path of the entire learning community.

The teaching methods used will be inspired by the Kolb cycle and learning based on experience, following the following steps:

- **concrete experience**, with the involvement of the participants in new experiences
- **reflective observation**, with actions aimed at encouraging the participants to reflect on these experiences
- **abstract conceptualization**, integrating the observations into logically valid reference theories
- **involvement**: the classroom experience aims to achieve strong emotional involvement and a high level of participation, also in the logic of empowerment and motivation
- **active experimentation**, according to which the alternatives have been tested through action, in order to maximize the effectiveness of learning.

DESCRIPTION AND ARTICULATION OF CONTENTS

UNIT 1: Fundamentals of Marketing and Strategies in the communication of fine craft and fashion products
Topic 1: Scenario of the economy of artistic craftsmanship and fashion market
Topic 2: Marketing and strategic planning: the marketing plan
Topic 3: Elements of communication, promotion, advertising and public relations: the communication plan

UNIT 2: Digital Marketing of fashion and craft products
Topic 1: Mass Media: from its origins to today
Topic 2: Multichannel communication
Topic 3: Digital Marketing

UNIT 3: Social Media Marketing of fashion and craft products and Content Marketing-
Topic 1: Basic Social Media Strategies of Fashion and Fine Crafts Products
Topic 2: Useful Platforms and Digital Applications for SMM for Fashion and Fine Craft Products
Topic 3: Basic tips on SMM of Fashion and Fine Craft Products

ASSESSMENT AND EVALUATION

The final evaluation of students is aimed at verifying the degree of achievement of the training objectives.
Assessment tools that will be used are:
The module includes activities designed to check participants' understanding of the content presented:
  - self - assessment of students' level of possession/adoption of the target skills in a cause/effect logic thanks to the application of game-based learning techniques
  - formative assessment of understanding of the content presented in the module (e.g. Quiz/Test)
  - project works that will consist of elaborating a Communication Plan

Methods of evaluating test results:
1) Elaboration of a Communication Plan: the possession of communication and digital skills,

the sense of initiative and the entrepreneurial vision
2) Brief presentation of one's communication plan: the ability to present one's plan though digital and communication tools

RESULTS EXPECTED

Development of digital marketing plans highlighting the following key aspects:
 - Clear and achievable goals
 - Digital Channels and solutions envisaged
 - Accurate strategy to achieve the set goals
 - Activities necessary to translate the strategy into action

LENGTH OF THE MODULE

17 hours and 20 mins (class, laboratory sessions, e-learning)

- face2face lessons: 2 hours
- microlearning: 5 hours
- Laboratory sessions: 10 hours
- Creativity Game: 20 minutes

MODULE 4
AR and VR Design

GENERAL EDUCATIONAL OBJECTIVES

The MODULE develops the skills necessary to govern the various stages of development of audio-visual projects and/or applications that include the development of modern augmented and virtual reality techniques, managing the implications that AR and VR have in the context of Human Computer Interaction.

In particular, the module will develop the following skills:
- Design and develop virtual and augmented reality (AR / VR) solutions
- Take care of the design of the User Experience
- Apply and integrate the principles of accessibility and usability of interfaces optimized
- Manage the work phases (pre-production, production, post-production) to create virtual and augmented reality solutions.

EDUCATIONAL METHODS AND TOOLS

The following methodologies will be implemented to realize the training objectives:

a)   group discussion. A specific space for analysis and collegial debate will be set up, aiming to: facilitate the understanding of the concepts, models and tools proposed; compare the various points of view in order to find the best solution. The use of this methodology favours a type of learning for problem-solving and debate (learning by thinking), essential to motivate student participation, soliciting responses to stimuli, providing supporting reinforcement and support for the learning path.

b)   application exercise. This methodology will allow participants to experiment with the techniques and models learned during the classroom training and transfer them to their real working situations. Methodologies will be used based on "knowing how to do" and "knowing how to be". In particular, the use of simulations and role playing related to specific organizational problems is planned. The preferred learning model will be that of "learning by doing", where individual experimentation and group reflection are privileged

DESCRIPTION AND ARTICULATION OF CONTENTS

The Module will include the following learning contents:
Unit 1: Virtual Reality and Augmented Reality
Topic 1: Similarities and differences
Topic 2: The implications that AR and VR have in the context of Human Computer Interaction
Topic 3: Taxonomy of immersive technologies, peculiar aspects and key features
Topic 4: AR and VR case studies in the craft, fashion and digital marketing sectors!

Unit 2: Typical workflows in the design and development of augmented reality applications
Topic 1: Development of an AR application with authoring tools
Topic 2: Cognitive implications of AR and foundations of the user experience design
Topic 3: Professional AR application development tools
Topic 4: Different types of AR content and different enabling technologies
Topic 5: Analysis of some of the best AR applications

Unit 3: Typical workflows in the design and development of virtual reality applications
Topic 1: 360° Filming: spherical shooting, stitching, stereoscopy etc.
Topic 2: Computer Graphics (CG)
Topic 3: Cognitive implications of VR and foundations of user experience design
Topic 4: Development of 360° virtual tours

ASSESSMENT AND EVALUATION

The final evaluation of students is aimed at verifying the degree of achievement of the training objectives.
Assessment tools that will be used are:
The module includes activities designed to check participants' understanding of the content presented:
- self - assessment of students' level of possession/adoption of the target skills in a cause/effect logic thanks to the application of game-based learning techniques
- formative assessment of understanding of the content presented in the module (e.g. Quiz/Test)
- project work that will consist of elaborating a **Virtual tours and/or AR solutions** for the representation of work processes and for the promotion-communication of valuable artefacts

Methods of evaluating test results:
1) Elaboration of a Virtual tours and/or AR solutions for the representation of work processes and for the promotion-communication of valuable artefacts: the possession of digital technical skills, communication skills, creativity and innovation
2) Brief presentation of one's solutions developed: the ability to present one's plan though digital and communication tools

RESULTS EXPECTED

Design of augmented reality and virtual reality solutions applied to fine craftsmanship

LENGTH OF THE MODULE

14 hours and 20 mins (class, laboratory sessions, e-learning)

- face2face lessons: 2 hours
- microlearning: 4 hours
- Lab sessions: 8 hours
- Creativity Game: 20 mins

Definition of the type of teaching materials to be supplied with the training programme

On the basis of modules articulation, partners have defined the modalities to realise the contents formed to support learning.

In particular, a blended model integrating face-to-face didactic sessions, e-learning and workshop sessions will be opted for in order to make pupils acquire the target skills.

As far as **e-learning** is concerned, the methodological choice will fall on the **MICROLEARNING SOLUTIONS**, i.e. on the development of learning materials that can be easily consulted by mobile phone, the means most used by the project target, and multi-channel in the training stimuli proposed, characterised by a balanced mix of didactic inputs of a filmic, photographic, graphic, audio-visual, textual, ludic, etc. type, strongly focused and limited to the students' specific needs, strongly focused and circumscribed to specific thematic areas in such a way as to guarantee a strong granularity of the knowledge assimilation process, thus combining anaglyptic and organic characteristics of the teaching programme in line with the strongly learner-centred orientation that inspired the project initiative.

As far as the **evaluation process** is concerned, on the other hand, the methodological model of game-based learning was opted for, with the realisation of the **CREATIVITY GAME**, an assessment game which will stimulate a recursive process of activation, verification and feedback to train the target skills and evaluate the achievement of the Learning Objectives of the Study Course in interim and ex-post, in a gamified learning context with high educational and motivational impact solutions, such as:

a) Points/Credits: or immediate rewards for actions
b) Levels/Status: progressive objectives which, if achieved, allow access to new content
c) Badges/Achievements: establish a goal by stimulating the player's own collecting
d) User performance rankings favouring competition
e) Challenges/Missions/Objectives that raise the level of engagement as indicators of skill and experience.

In this regard, please note the formative value of the ranking understood as a formative goal to be achieved through continuous improvement in order to achieve the best result.

Each phase of the game will be supported by OER linked to a specific competence of the Study Course being evaluated, allowing:

a)   learners to carry out a self-assessment of the level of possession/adoption of the target skills by identifying in real time the errors to be avoided and the areas for improvement also through the mechanics of the penalty that is triggered when students resort to consulting learning contents (help)

b)   to educators, to evaluate in an objective, selective and detailed manner the effectiveness of the behaviours involved, giving uniformity to the evaluation phase.

<u>The use of the Product will be supported by teachers in the role of distance learning facilitators.</u>

Finally, as regards the l**aboratory sessions**, with the design and development of the **ART-INSPIRED CREATIVITY LABS** for entrepreneurship and digital communication 4.0, which will be configured as real spaces of didactic hybridization between arts, entrepreneurship, creativity and digital communication, to enthuse, stimulate and valorise, through the creative lever, the entrepreneurial and digital communication skills of students, making them capable of crossing the circumscribed and formal perimeter of mere notional education (knowledge), to fully enter the evolved and substantial terrain of competency (know how).

<u>As part of the testing actions, meetings will also be organized with entrepreneurs, artists and representatives of the world of digital communication who make creativity their critical success factor.</u>

For their conduction, it is envisaged that a **CLAIM: CREATIVITY LABS ART-INSPIRED METHODOLOGICAL MANUAL**, <u>a manual that will guide teachers in holding, AS LEARNING FACILITATORS, CREATIVITY LABS</u>, educational hybridization spaces between art, culture and entrepreneurial and digital mind-set to stimulate, through the arts, new entrepreneurial and communication 4.0 skills of students, making them able to go beyond the circumscribed and formal perimeter of the mere observance of practical tasks, to enter the evolved and substantial terrain of art-inspired creativity, where students will be able to:

• draw on art in the ways in which it is expressed (intuition, abstraction, symbolism, conceptualization and construction/communication of meaning) to shape their entrepreneurial and digital mind-set

• learn from art, in a virtuous cause-effect cycle, a set of soft skills that qualify entrepreneurial behaviours and digital skills for engaging and "creative" web-based communication, transforming a laboratory activity from a simple place for didactic experimentation a "professionalizing workshop" for the generation of ideas and performance.

The manual will be integrated with CCI BEST PRACTICES and operational instructions for the involvement of artists, even at a distance, to stimulate students' creativity.

PARTICIPANTS AND SELECTION CRITERIA

   Participants in the piloting of the study course will be both students and teachers.

Teachers from partners school will be involved in a methodological alignment through **TWO TRANSNATIONAL MOBILITIES** to be carried out respectively at Escola das Virtudes (PT) for the management of the Creativity Labs in the role of learning facilitators, and at CONFORM (IT) for acquire the game-based, didactic logic of GAME-BASED LEARNING to adopt gamified solutions as assessment tools of the entrepreneurial and creative propensities of students that are fundamental in the cultural and creative economy.

In fact, **16 teachers** selected by the partners on the basis of personal criteria (favouring the under 35 and over 50 as a principle of intergenerationality and mutual enrichment),

gender (giving priority to the female segment), expertise (favouring the disciplinary fields of humanistic extraction, who suffer greater didactic gaps as regards entrepreneurship and digital communication), of linguistic mastery (privileging knowledge of the English language level B1) who, after a motivational interview, will be involved in the implementation of the individual project actions according to the following criteria of the participated approach:

- Support for professional interaction and networking
- Exchange and sharing of ideas, experiences, skills and information
- Methodological and didactic upskilling on laboratory teaching in the unprecedented role of learning facilitators and on GAME-BASED LEARNING as a catalyst of didactic innovation in target educational contexts that substantially innovates techniques, methods and practices of the evaluation of initial, interim and final outcomes.
- Active involvement as learning facilitators in the management of ART-INSPIRED CREATIVITY LABs which will be configured as real spaces of didactic hybridization between arts, entrepreneurship, creativity and digital communication, to enthuse, stimulate and valorise, through the creative lever, the entrepreneurial and digital communication skills of students, making them capable of crossing the circumscribed and formal perimeter of mere notional education (knowledge), to fully enter the evolved and substantial terrain of competency (know how).

The study course will be tested by at **least 90 students (30IT, 20ES, 20EL, 20PT)** students of classes IV and V of Higher Secondary Education Schools (17-19 years of age), through a process of involvement, motivational development, active listening and non-formal learning, that will allow beneficiaries to acquire and "implement" a conscience, knowledge and ability to assume entrepreneurial behaviours, experimenting and producing, at the same time, new creative and inventive digital communication ideas for 4.0 valorisation of valuable products.

The involvement of the beneficiaries, who will be selected, through specific procedures jointly formalized by the partners, according to criteria of a personal, curricular, social and meritocratic nature, will be the central factor that will guide the partnership in the construction of the individual actions. In particular, the selection will be based on the motivation and personal characteristics of the students in respect of equal opportunities. To carry out this analysis, self-assessment questionnaires and motivational interviews will be used. Knowledge of the English language (level B1) will be considered a rewarding factor.

It is intended to allow direct beneficiaries to take on the role of protagonists of the project, which will see them:

- **Activated** in the testing:
  - of the OER in the form of INTERACTIVE VIDEO TRAINING PILLS using Chroma Key techniques combined with motion graphics to develop an entrepreneurial mind-set and digital maturity useful for valorising resourcefulness, creativity and craftsmanship
  - of the **CREATIVITY GAME** to train the target skills and evaluate the achievement of the Learning outcomes corresponding to the training objectives in a game-based, didactic learning context.
- **Protagonists of the ART-INSPIRED CREATIVITY LABS**, in order to develop creativity, inventiveness and entrepreneurship to conceive and communicate new businesses
- **Involved in seminars to raise awareness and disseminate results**, as testimonials of the teaching model to valorise its innovative reach and training effectiveness.

ACTION PLAN FOR PILOTING

The piloting consists of integrated classroom, e-learning and workshop sessions and will be articulated as follows but, nevertheless, allows the partners to customise both the timing of the interventions and their alternation.
Please note that the timings indicated are designed in such a way as to undertake the piloting in a reasonably short period of time given the constraints of the Erasmus+ programme; a condition that could and should be undertaken over one year to allow the students to fully and effectively acquire the thematic nuclei to be learnt.

CLASSROOM SESSIONS	
BENEFICIARIES	students
ROLE OF TEACHERS	Learning facilitators
AIMS	enrich the e-learning and workshop sessions with plenary moments aimed at triggering, testing, reinforcing learning and providing feedback
DURATION	6 or 12 hours
N. OF SESSIONS	minimum
ARTICULATION	✓ At the start of the testing phase to present the study course, the training materials to be used and provide instructions on how to access the e-learning platform ✓ In an intermediate phase, to make an initial assessment of the correspondence of learning results to the training objectives, to support learner motivation and to reinforce the learning process with renewed adherence to the course by offering them further insights, explanations and clarifications. ✓ At the end of the piloting to collect the results achieved and the levels of customer satisfaction generated by proposing an opportunity for reflection and sedimentation of learning.
TOOLS	Project presentation, Study programme and guide to registration on the e-learning platform, evaluation questionnaire

E-LEARNING SESSION	
BENEFICIARIES	students
ROLE OF TEACHERS	online tutors
AIMS	Acquire the key competences of the study course developed with the use of the LEARNING MATERIALS, namely the 4 Micro-learning modules, and check their appropriateness in terms of levels of adoption and possession through Creativity games
DURATION	25 hours
N. OF SESSIONS	unlimited
ARTICULATION	The students will be divided into one or more groups, each of which will focus on a particular module and will be able to use the materials either in class during the specific classroom sessions organised or remotely (mobile learning, self-learning), overcoming the space-time constraints of learning. This choice will allow students to make the most of their personal propensities and to reconcile the modes and times of experimental piloting learning with those of the school curriculum. Once the piloting phase is over, the students will be able to access the remaining modules in order to acquire the expected know-how.
TOOLS	4 Microlearning modules; Creativity Game

LABORATORY SESSION	
BENEFICIARIES	students
ROLE OF TEACHERS	learning facilitators
AIMS	✓ for students, to put the skills acquired into practice by engaging in empirical activities to learn through doing, acting and operating. ✓ for teachers, to activate the skills acquired on the field by using the CLAIM manual and implementing teaching methods, techniques and tools to refine their mastery of the model
DURATION	from 12 to 24 hours
N. OF SESSIONS	at least 4
ARTICULATION	✓ **Organisation of at least 1 meeting with entrepreneurs, artists** and representatives of the world of digital communication who make creativity their critical success factor. *For the involvement of entrepreneurs, artists and creatives the schools will be supported by the VET Providers.* ✓ **Lab session** - workshop activities aimed at the realisation of at least **1 new business idea in the cultural and creative economy sector accompanied by 1 digital communication solution using the formats provided.** The students, working in groups, will also have the opportunity to take part in a process of personal empowerment by developing behavioural qualities of a relational nature, of listening, of flexibility, willingness and orientation to results.
TOOLS	CLAIM Manual, business idea generation template

COMPETITION	
BENEFICIARIES	students
ROLE OF TEACHERS	jury members
AIMS	provide an educational training ground to get students used to competing in teams in a challenging, multicultural environment where it is important to strive for excellence, pay attention to detail, demonstrate accuracy, quality, persuasion and time management.
DURATION	from 2 to 4 hours
N. OF SESSIONS	at least 2
ARTICULATION	The partners will organise an online event on eTwinning in which the classes involved will participate. Each school will choose a team of contact persons to present their business idea and relative output in English to the project committee of teachers, taking care to highlight innovation and factors of originality. After examining the presentations, the committee will decide which school is the winner on the basis of shared criteria
TOOLS	business idea evaluation format, digital presentation tool

e-craft

Entrepreneurship, Creativity
and Arts for Future Teaching