

RENOUVAL

Intergenerational learning and validation
of skills in craft sectors through digital
technologies



IO1- TRAINING CURRICULUM
on intergenerational learning and validation of skills
in craft sectors

O1-A3.1_ The development and design of the
training curriculum _V1

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1. ECVET CURRICULUM

2.1. General aim of the Curriculum

This intellectual output will be a training curriculum on intergenerational learning and validation of skills in craft sectors. This output is designed to support the professional development of adult

educators through the development of clearly defined learning units and competencies. It will be an innovative curriculum designed to facilitate the intergenerational learning and validation of skills in craft sectors in line with cutting edge technological advances.

The aim of this output is to design a training curriculum for adult educators to enable the better support of low-qualified young adults and adult craft professionals by means of designing new training pathways in craft sectors through intergenerational learning based on digital technologies.

Furthermore, the training curriculum is expected to impact the target users at both national and European level by providing a tool, which facilitates the transference and recognition of the learning outcomes connected. The training curriculum will provide a foundation for the recognition, validation and certification of the professional profile. The training curriculum will be an Open Educational Resource (OER) available in the languages of the consortium and English through the project website, EU platforms. The training curriculum will be developed, disseminated and exploited by all partners. The training curriculum's transferability potential is that it supports the mobility and the professional development of the targets users.

2.2. Course Goals

The key areas to be addressed by this course for combining intergenerational learning and validation of skills in craft sectors in line with cutting edge technological advances are:

MODULES	UNITS	DURATION (hours)	ECVET CREDITS
Module A: Introduction to intergenerational learning and practice and its importance today.	Unit A.1: Basic components of intergenerational training.	12.5	0.5
	Unit A.2: Types of intergenerational programmes: (i) as learning communities; (ii) IP typology	12.5	0.5
	Unit A.3: Design and development of intergenerational training.	12.5	0.5
	Unit A.4: Methods and tools for evaluation of intergenerational learning.	12.5	0.5
Module B: ICT applied to the craft sector	Unit B.1: Basic use of Office software	12.5	0.75
	Unit B.2: Communication tools (email, online meeting rooms)	12.5	0.75
	Unit B.3: Online design tools ¹	25	2.25

¹ For example: (1) graphic editors (such as Gimp, CorelDRAW, FreeHand, Adobe Illustrator); (2) computer-aided design (Corel Designer, Rhinoceros, SketchUp, JustCad, 3D Canvas Blender); (3) image processing (Photoshop, IrfanView).



	Unit B.4: Production software tools ²	25	2.25
Module C: e-learning of crafts through intergenerational methodologies	Unit C.1: New technologies as training tools: opportunities for e-learning training in the craft sector	25	
	Unit C.2: Creation of e-learning courses using Moodle platforms: online training planning in the crafts sector.	25	
	Unit C.3: Evaluation in virtual learning environments of online craft processes.	25	
	Unit C.4: e-Craft Marketing: website, blog, social networks	25	

2.3. Target group

The target audience for this course is:

- ✓ **Adult educators** in crafts sector
- ✓ **Low-qualified young adults** and adult craft professionals
- ✓ **Adult Craft professionals**

² For example: (1) ceramics (such as Insight, Matrix 2000, Glaze Calculator or HyperGlaze; (2) leather (such as RCS 2D Bag and Formaris); (3) jewellery (such as Rhinoceros, JewelCAD, ArtCAM, Metalynx, Carat); (3) wood (Lingo 3D Designers, MasterCarpenter); (4) textile (Pixeldobby, Patternland Weave Simulator, Fiberworks PCW, Weaveleather, ProWeaver, Quilt-Pro, ElectricQuilt, Cool Totes); glass (Glss Eye 2000; Pattern Wizard and Rapid Resizer, GlassGlass, Designer).



2.4. Prerequisites for participation

Suggested main prerequisites for participation are:

- Some basic pedagogical training experience already in place.
- A minimum ground base level of IT proficiency (in terms of basic work with computers, search engines and software installation, word and image processing programs).
- Knowledge of the use of mobile applications and ability to use mobile applications.
- A positive attitude towards changes and updating of practice.



2. ECVET Curriculum Framework

TITLE (MODULE / UNIT / Learning Objectives)		EQF (level)	Duration (hours)	ECVET (credits) ³
Module A: Introduction to intergenerational learning and practice and its importance today.		4	50	2
Unit A.1: Basic components of intergenerational training.				
Learning Outcome A.1.1	The learner should be able to define pedagogical concepts of intergenerational learning.			
Knowledge	Skills	Competences		
Describe the psycho-pedagogical theoretical basis for intergenerational learning. Define meaningful learning as a basic pedagogical component for intergenerational learning.	Apply psycho-pedagogical theories that promote intergenerational learning Demonstrate how intergenerational learning is based, among others, on meaningful learning of both groups.	Implement psycho-pedagogical theories that enhance intergenerational learning in the classroom. Create meaningful learning as part of the use of methodologies that foster intergenerational learning.		
Learning Outcome A.1.2	The learner should be able to adapt the role of trainer to a role of facilitator of learning, where the protagonists are both intergenerational parties.			
Knowledge	Skills	Competences		
Identify the change in the role of the adult educator that intergenerational learning entails. Describe how both intergenerational parties need to be empowered to be active participants in learning.	Analyse how their role should be in each moment of the class, becoming more of a facilitator. Design the process of empowerment of the intergenerational parties so that they are the protagonists of their own learning.	Monitor its own role to relegate itself to a facilitator role, while empowering the intergenerational partners to play a more active role. Supervise the empowerment process of the intergenerational partners, who are the most important learning assets.		
Learning Outcome A.1.3	The learner should be able to determine the set of factors from different backgrounds (somatic, social, psychological and biographical) that affect intergenerational learning.			
Knowledge	Skills	Competences		

³ Relative weight of units

Identify the factors of intergenerational parties that affect learning. Detect the strengths and weaknesses of both intergenerational partners in order to create the training.	Evaluate factors affecting both intergenerational partners in the classroom. Propose intergenerational learning structures taking into account the strengths and weaknesses of both sides.	Monitor the personal factors of each intergenerational group in order to exploit the potential of each of them in the classroom. Implement intergenerational methodologies taking into account the strengths and weaknesses of each target group..
Learning Outcome A.1.4	The learner should be able to detect and promote the benefits and opportunities of intergenerational learning.	
Knowledge	Skills	Competences
Identify aspects that are favoured in the target groups thanks to intergenerational learning (longevity at work, better citizenship skills, etc.). Define the empowerment benefits of the reversibility of the roles of both groups.	Evaluate the aspects that are favoured after their intergenerational classes in both groups. Promote the empowerment of both intergenerational groups through the reversibility of roles in the teaching-learning process.	Monitor the aspects that are favoured by both intergenerational groups. Produce real empowerment through the reversibility of roles in the teaching-learning process.

Unit A.2: Types of intergenerational programmes: (i) as learning communities; (ii) IP typology

Learning Outcome A.2.1	The learner should be able to describe the basics of intergenerational programmes, including concepts, and their logics.	
Knowledge	Skills	Competences
Define what an intergenerational programme is. Describe the importance of intergenerational programmes today	Apply the concept of an intergenerational programme in their classroom. Demonstrate the importance of working with intergenerational programmes today.	Implement the concept of the intergenerational programme in the classroom. Promote raising awareness of the importance of intergenerational programmes today.



Learning Outcome A.2.2	The learner will be able to recognise the importance of intergenerational programmes as learning communities.	
Knowledge	Skills	Competences
Define the concept of learning community linked to intergenerational programmes. Name the benefits of other studies on learning communities in intergenerational formations.	Demonstrate the relationship between the learning community concept and intergenerational programmes. Examine the benefits derived from learning communities that are implemented through intergenerational trainings.	Carry out the practice of learning communities in their intergenerational trainings. Monitor the benefits of conducting learning communities in intergenerational programmes.
Learning Outcome A.2.3	The learner will be able to identify the imperatives of the intergenerational movement that foster intergenerational relations in Europe (demographic imperative, restoring the care cycle, active ageing, social cohesion, making communities more liveable, cultural continuity, relational imperative).	
Knowledge	Skills	Competences
Number the imperatives that explain the inexcusability of the development of intergenerational relations today.	Discuss in class the imperatives involved in the development of intergenerational relations today.	Carry out own tasks that promote the imperatives of the intergenerational movement.
Learning Outcome A.2.4	The learner should be able to define the types of intergenerational learning and be able to determine which is best for his or her purpose.	
Knowledge	Skills	Competences
Identify the categories that distinguish intergenerational programmes. Number the four types of intergenerational practices according to the level of interaction desired. Number the types of intergenerational learning programmes.	Describe the characteristics of each existing category for carrying out an intergenerational programme. Compare the four types of intergenerational practices that exist depending on the degree of level of interaction that is desired. Examine which type of intergenerational learning programme is the most appropriate for the objective.	Be responsible for the category of intergenerational programme that has been defined as most optimal for the objective. Carry out intergenerational practices according to the degree of level of interaction that is desired. Negotiate the type of intergenerational learning programme that is most appropriate for our purpose.



Unit A.3: Design and development of intergenerational training.		
Learning Outcome A.3.1	The learner should be able to plan and implement an intergenerational programme.	
Knowledge	Skills	Competences
List the principles for the effective implementation of an intergenerational programme. Identify the preparatory aspects to be taken into account in an intergenerational programme.	Describe the necessary principles of an intergenerational programme. Examine the first steps to be taken to implement an intergenerational programme.	Carry out the principles of an intergenerational programme. Evaluate and monitor the first steps in implementing an intergenerational programme.
Learning Outcome A.3.2	The learner will be able to detect the characteristics of good intergenerational programme managers.	
Knowledge	Skills	Competences
Identify distributive leadership as an essential element in the implementation of intergenerational programmes. List the characteristics and roles that a manager of intergenerational programmes should have.	Analyse the benefits of distributed leadership for the implementation of intergenerational programmes. Demonstrate that he/she has the characteristics and performs the essential roles of an intergenerational programme manager.	Manage intergenerational programmes through distributed leadership. Be responsible for carrying out the role of manager of intergenerational programmes, with the characteristics that go with this role.
Learning Outcome A.3.3	The learner should be able to design appropriate environments for intergenerational interaction.	
Knowledge	Skills	Competences
Identify intergenerational settings specific to a group. List the principles to be taken into account when designing intergenerational settings.	Analyse how to move from an individual community to a group community through intergenerational settings. Describe the principles that define the design of intergenerational settings.	Manage the change from an individual to a group community through intergenerational settings. Implement the principles of intergenerational settings.



Unit A.4: Methods and tools for evaluation of intergenerational learning.		
Learning Outcome A.4.1	The learner should be able to construct an evaluation design for Intergenerational Programmes, taking into account what the evaluation of these programmes consists of, what to evaluate, what for, when, how, where to obtain the evaluation, etc.	
Knowledge	Skills	Competences
<p>Identify the need for evaluation design of intergenerational programmes.</p> <p>Identify aspects of evaluation design, such as "what, what for, how much, how, where to get the information from".</p>	<p>Design the evaluation as a fundamental and justifying part of an intergenerational programme.</p> <p>Discuss the preliminary steps for the design of the evaluation, answering some essential questions (what, what for, how much, how, where to get the information from, etc.).</p>	<p>Carry out effective evaluation design for successful intergenerational programme performance.</p> <p>Carry out tasks necessary to answer essential questions (what, what for, how much, how, where to get information from) for effective evaluation design of intergenerational programmes.</p>
Learning Outcome A.4.2	The learner will be able to detect and determine the best methods and techniques useful for evaluating intergenerational programmes, such as qualitative, quantitative and experimental methodology.	
Knowledge	Skills	Competences
<p>List the main characteristics, principles and techniques of qualitative evaluation methodology.</p> <p>Number the main features, principles and techniques of the quantitative evaluation methodology</p>	<p>Decide which qualitative data collection technique is most appropriate for the objective.</p> <p>Decide which quantitative data collection technique is most appropriate for the objective.</p> <p>Decide which experimental methodology data collection technique is most appropriate for the objective.</p>	<p>Carry out and effectively execute the qualitative data collection technique that has been decided upon.</p> <p>Carry out and effectively execute the quantitative data collection technique that has been decided upon.</p>



Number the main features, principles and techniques of the experimental evaluation methodology		Carry out and effectively execute the experimental methodology data collection technique that has been decided upon.
Learning Outcome A.4.3	The learner should be able to analyse with software and interpret the evaluation data, report and disseminate the results.	
Knowledge	Skills	Competences
Identify quantitative and qualitative data analysis software.	Decide which data analysis software is best to use, based on the previous methodological decision.	Manage the data analysis software independently.
Identify the necessary analysis and interpretation of data for the subsequent evaluation report.	Analyse and interpret data from data collection techniques correctly.	Monitor the data collected to draw conclusions on the effectiveness of the intergenerational programme.
Learning Outcome A.4.4	The learner should be able to recognise effective practices in the evaluation of intergenerational programmes.	
Knowledge	Skills	Competences
Numerates international examples of effective practice in the evaluation of intergenerational programmes.	It presents examples of international good practice in the evaluation of intergenerational programmes.	It conducts its evaluation in such a way that it can be considered, in the future, a good practice of intergenerational evaluation on an international basis.

TITLE (MODULE / UNIT / Learning Objectives)		EQF (level)	Duration (hours)	ECVET (credits) ⁴
Module B: ICT applied to the craft sector		4	75	6
Unit B.1: Basic use of Office software				
Learning Outcome B.1.1	The learner should be able to develop a range of business documents using a document processing package and publish across a variety of formats.			
Knowledge	Skills	Competences		

⁴ Relative weight of units



<p>Outline the importance of and benefits of the use of document processing packages Identify a number of available document processing packages Identify a number of key features common to document processing packages Identify available digital document formats and classify appropriate use of each according to potential scenarios</p>	<p>Apply the key development features of a word processing package to create, save and re-open a document Apply the key development features of a word processing package to add a variety of content Apply the key formatting features of a word processing package to adjust the display and presentation of content Export a document across a range of available formats, according to key user requirements</p>	<p>Plan, create and format a digital document using a document processing package according to a range of specific user/ audience requirements Adapt content within a digital document and make available in a variety of file formats, selecting the appropriate format for a specific purpose (e.g. online, editable/ non-editable, etc).</p>
<p>Learning Outcome B.1.2</p>	<p>The learner should be able to develop a range of spreadsheets and data sets using a spreadsheet processing package which implements a variety of calculation, graphing tools.</p>	
<p>Knowledge</p>	<p>Skills</p>	<p>Competences</p>
<p>Outline the importance of and benefits of the use of spreadsheet processing packages Identify a number of available spreadsheet processing packages Identify a number of key features common to spreadsheet processing packages Identify available applications of digital spreadsheets formats for practical real-world scenarios and classify the use of different spreadsheet file formats for different purposes</p>	<p>Apply the key development features of a spreadsheet processing package to create, save and re-open a spreadsheet Apply the key development features of a spreadsheet processing package to add information and other media to a spreadsheet Apply the key calculation features of a spreadsheet processing package to manipulate and present data from one or more spreadsheets Export a spreadsheet across a range of available formats, according to key user requirements</p>	<p>Plan, create and format a digital spreadsheet using a spreadsheet processing package according to a range of specific user/ audience requirements Adapt content within a digital spreadsheet and make available in a variety of file formats, selecting the appropriate format for a specific purpose (e.g. for sharing and editing, for importing to online systems, etc).</p>
<p>Learning Outcome B.1.3</p>	<p>The learner should be able to develop a range of presentations using a slideshow package and utilise a range of tools to support the process of presenting.</p>	
<p>Knowledge</p>	<p>Skills</p>	<p>Competences</p>



<p>Outline the importance of and benefits of the use of slideshow processing packages</p> <p>Identify a number of available slideshow processing packages</p> <p>Identify a number of key features common to slideshow processing packages</p> <p>Identify some of the common presentation features for slideshow processing packages, including display and interaction elements, which can be utilised to support real-world presentation and pitches</p> <p>Identify some the key features and design considerations for an effective presentation</p>	<p>Apply the key development features of a slideshow processing package to create, save and re-open a presentation</p> <p>Apply the key development features of a slideshow processing package to add a variety of content to a presentation</p> <p>Apply the key formatting features of a slideshow processing package to adjust the display of presentation content</p> <p>Apply the key interaction features of a slideshow processing package to support audience participation and engagement</p> <p>Apply a number of design considerations when developing and presenting slideshows</p>	<p>Plan, create and format a digital slideshow using a slideshow processing package according to a range of specific user/ audience requirements</p> <p>Develop and apply a plan for presenting to an audience, drawing upon slideshow design considerations, slideshow software display features and interaction and participation strategies</p>
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Unit B.2: Communication tools (email, online meeting rooms)		
Learning Outcome B.2.1	The learner should be able to develop an awareness of the potential use of a variety of online tools and approaches for communication, collaboration, networking and promotion.	
Knowledge	Skills	Competences
<p>Outline the importance of and benefits of the use of online tools for communication and identify some popular online communication tools</p> <p>Outline the importance of and benefits of the use of online tools for collaboration and identify some popular online collaboration tools</p> <p>Outline the importance of and benefits of the use of online tools for networking and</p>	<p>Select from a range of online tools for communication for specific situations, according to user requirements and context factors</p> <p>Select from a range of online tools for collaboration for specific situations, according to user requirements and context factors</p> <p>Select from a range of online tools for networking for specific situations, according to user requirements and context factors</p>	<p>Create a strategy for the use of online tools for a variety of communication purposes based on the learner's, and or organisation's, specific requirements</p> <p>Create a strategy for the use of online tools for a variety of collaboration purposes based on the learner's, and or organisation's, specific requirements</p>



<p>identify some popular online networking tools</p> <p>Outline the importance of and benefits of the use of online tools for promotion and identify some popular online promotion tools</p>	<p>Select from a range of online tools for promotion for specific situations, according to user requirements and context factors</p>	<p>Create a strategy for the use of online tools for a variety of networking purposes based on the learner's, and or organisation's, specific requirements</p> <p>Create a strategy for the use of online tools for a variety of promotion purposes based on the learner's, and or organisation's, specific requirements</p>
<p>Learning Outcome B.2.2</p>	<p>The learner should be able to select, adapt and modify the use of online communication, collaboration, networking and promotion tools.</p>	
<p>Knowledge</p>	<p>Skills</p>	<p>Competences</p>
<p>Develop an understanding of the key features of some popular online tools for communication</p>	<p>Apply the key features of one or more online tools for communication to support a variety of communication situations.</p>	<p>Utilise a variety of online tools for communication for specific communication requirements and/ or contexts.</p>
<p>Develop an understanding of the key features of some popular online tools for Collaboration</p>	<p>Apply the key features of one or more online tools for collaboration to support a variety of collaboration situations.</p>	<p>Utilise a variety of online tools for communication for specific collaboration requirements and/ or contexts.</p>
<p>Develop an understanding of the key features of some popular online tools for networking</p>	<p>Apply the key features of one or more online tools for communication to support a variety of networking objectives.</p>	<p>Utilise a variety of online tools for communication for specific networking requirements and/ or contexts.</p>
<p>Develop an understanding of the key features of some popular online tools for promotion</p>	<p>Apply the key features of one or more online tools for communication to support a variety of promotion objectives.</p>	<p>Utilise a variety of online tools for communication for specific communication requirements and/ or contexts.</p>
<p>Learning Outcome B.2.3</p>	<p>The learner should be aware of and key communication considerations with a view to security measures, Intellectual Property, GDPR</p>	
<p>Knowledge</p>	<p>Skills</p>	<p>Competences</p>
<p>Develop an awareness of the importance of GDPR</p>	<p>Develop a plan and set of considerations with regards to GDPR in day-to-day training activities</p>	<p>Undertake an active role in ensuring GDPR accountability and governance</p>



<p>Develop an awareness of the importance of Intellectual Property</p> <p>Identify the types of data protected and the rights granted to individuals under GDPR</p> <p>Understand the six principles of data protection</p> <p>Outline key requirements to be adhered to to ensure alignment to GDPR</p>	<p>Develop a plan and set of considerations with regards to adherence to and management of Intellectual Property</p> <p>Implement a set of key actions to ensure adherence to lawful bases for processing and managing personal data</p> <p>Implement a set of key actions to support, encourage and guide adherence to intellectual property rights.</p>	<p>Create an action plan for ongoing monitoring of data and for taking action in the event of any data breaches or similar issues.</p> <p>Undertake an active role in ensuring adherence to Intellectual Property.</p> <p>Create an action plan for management of and adherence to Intellectual Property.</p>
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Unit B.3: Online design tools		
Learning Outcome B.3.1	The learner should be able to recognize electronic editing programs, the constitution of a digital image and its image processing potential.	
Knowledge	Skills	Competences
Recognize the main programs and their features. Describe a image in editing programs according to pixel, resolution and scale.	Select the software for use in digital tools taking into account the advantages and disadvantages in craft.	Explore different digital editing image programmes and their features Explore the constitution of a digital image and its image processing potential.
Learning Outcome B.3.2	The learner will be able to use the basic tools of the editing programme to do image treatment.	
Knowledge	Skills	Competences
Recognize features and capabilities of editing programme;	Designate the different basic tools of the editing programme to do image treatment	Use the basic tools of the editing programme to do image treatment.



Describe desktop environment, tool box and various tools, Bitmap, and common digital formats such as raw, jpeg, tiff, psd, others		
Learning Outcome B.3.3	The learner should be able to use photographic post-production tools.	
Knowledge	Skills	Competences
Have knowledge of Image scanning Describe Picture modes Recognize the tools for basic image selection and correction	Use basic image selection and correction tools.	Scan opaques and transparencies images. Use post production tools for image selection and correction
Learning Outcome B.3.4	The learner should be able to use post-production tools according to their specificities.	
Knowledge	Skills	Competences
Have knowledge of tools and additional keys of the edition program Have knowledge of file cataloguing	Use the digitalization processes and archive the images.	Use tools and additional keys of the edition program. Catalogue according to Graphic formats

Unit B.4: Production software tools		
Learning Outcome B.4.1	The learner should be able to use software tools for Crafts Production	
Knowledge	Skills	Competences
Recognize different software tools in the crafts sector according to future concepts for producing crafts	Select the digital software tools accordingly the crafts workshop (such as ceramics, leather, jewellery, wood or other).	Adapt innovative software tools to the craft production accordingly the crafts workshop (ceramics, leather, jewellery, wood or other).
Learning Outcome B.4.2	The learner will be able to identify types of files and their conversion for laser cutting machines	
Knowledge	Skills	Competences
Identify types of files to send laser cutting orders.	Select and convert laser cutting files to export to laser cutting machines.	Create and convert the files to laser cutting machines. Send cut orders to laser machines



Describe laser cutting files and their conversion to export them to the laser machine.		
Learning Outcome B.4.3	The learner should be able to create and use 3D printable files for crafts	
Knowledge	Skills	Competences
Have knowledge of the types of files to send to the 3D printer.	Select and convert the files for a 3D printer.	Create and convert 3D printable files. Print on an 3D printer.
Learning Outcome B.4.4	The learner should be able to use numerical control system archives	
Knowledge	Skills	Competences
Have knowledge of the types of files to send to the numerical control machines.	Select and convert the files for numerical control machine	Create and convert files for numerical control numerical control machines.

TITLE (MODULE / UNIT / Learning Objectives)	EQF (level)	Duration (hours)	ECVET (credits)⁵
Module C: e-learning of crafts through intergenerational methodologies	4	100	
Unit C.1: New technologies as training tools: opportunities for e-learning training in the craft sector			
Learning Outcome C.1.1	The learner should be able to use ICT in the craft sector		
Knowledge	Skills	Competences	
Identify the impact and potential of ICT-based learning in craft sector	Select ICT tools applied in e-learning training in the craft sector	Apply the ICT tools suitable for e-learning in the craft sector	

⁵ Relative weight of units



		Evaluate the ICT-based learning in the craft sector
Learning Outcome C.1.2	The participant should be able to use new technologies in the craft sector	
Knowledge	Skills	Competences
Identify the new technologies used as training tools in the craft sector	Select the new technologies used as training tools in the craft sector	Apply the new technologies suitable for e-learning training in craft sector Evaluate the new technologies used for e-learning training in the craft sector
Learning Outcome C.1.3	The learner must be able to use digital tools in the craft sector	
Knowledge	Skills	Competences
Identify the digital tools to support and enhance e-learning in the craft sector	Select the digital tools to support and enhance e-learning in the craft sector	Apply the digital tools to support and enhance e-learning in the craft sector Evaluate the digital tools used for e-learning in the craft sector
Learning Outcome C.1.4	The learner should be able to use the communication tools in the craft sector	
Knowledge	Skills	Competences
Identify the Online Communication, networking and collaboration tools suitable for e-learning in the craft sector	Select the Online Communication, networking and collaboration tools suitable for e-learning in the craft sector	Apply the Online Communication, networking and collaboration tools suitable for e-learning in the craft sector Evaluate the Online Communication, networking and collaboration tools used for e-learning in the craft sector

Unit C.2: Creation of e-learning courses using Moodle platforms: online training planning in the crafts sector.

Learning Outcome C.2.1	The learner should be able to create e-learning courses	
Knowledge	Skills	Competences



Explain what learning management system is List the steps involved in the implementation of Learning Management Systems Identify the tools used currently by your organisation Identify the pedagogical needs Identify the field of expertise to address	Plan a course through Learning Management System Use LMS according your training objectives	Develop online course and learning materials through a Learning Management System platform Design a customised online training experience
Learning Outcome C.2.2	The learner should be able to master different trainings in order to adapt to his audience	
Knowledge	Skills	Competences
Identify and explain different training methods	Adapt the training method to the targeted group Select the most appropriate training method according the learning content	Use different training methods Combine different learning methods
Learning Outcome C.2.3	The learner should be able to animate his course with different tools	
Knowledge	Skills	Competences
Identify and select reliable and appropriate resources/knowledge to develop training material Summarize all the identified/collected knowledge/resources into relevant material	Prepare training material for Online training Illustrate the training material with concrete examples (video, infographic,...) Adapt the level of complexity of the learning according the target group	Organize and classify learning material into learning units Use the appropriate type of training materials according the selected training methods
Learning Outcome C.2.4	The learner should be able to evaluate a training	
Knowledge	Skills	Competences
Select the appropriate evaluation system	Define criteria to evaluate the platform and modules	Analyse the outcomes from the relevant evaluation system for each training/modules Measure the user satisfaction

Unit C.3: Evaluation in virtual learning environments of online craft processes.



Learning Outcome C.3.1	The learner should be able to choose the appropriate assessment methods/evaluation for virtual learning and that can be used to assess the learners		
Knowledge	Skills	Competences	
Define what evaluation is Identify different methods of evaluation	Identify different models of evaluation for virtual learning environment (formative, summative)	Be able to select /adopt the appropriate model for an evaluation plan	
Learning Outcome C.3.2	The learner will be able to prepare and develop a digital evaluation plan relevant to a specific programme of study		
Knowledge	Skills	Competences	
Have knowledge of the process and requirements needed to develop an effective evaluation plan	Apply an evaluation plan in virtual learning environments of online craft processes for a specific set of stakeholders	Act independently to develop an evaluation plan relevant to a specific programme of study	
Learning Outcome C.3.3	The learner should be able to articulate methods and tools to gather feedback and practice continuous improvement		
Knowledge	Skills	Competences	
Have knowledge of the evaluation systems and principles applied in an online learning environment	Identify methodologies and tools for the evaluation and continuous improvement in an online learning environment	Assume responsibility to apply evaluation tools to gather feedback and facilitate continuous improvement in an online learning environment	
Unit C.4: e-Craft Marketing: website, blog, social networks			
Learning Outcome C.4.1	The learner should be able to use digital marketing for the Crafts Sector		
Knowledge	Skills	Competences	
Define what digital marketing is Identify the components of digital marketing Knowledge of the terminology of electronic advertising.	Provide examples of digital marketing Identify types of online advertising	Willingness to use the digital marketing in the craft sectors	
Learning Outcome C.4.2	The learner will be able to use e-commerce for the Crafts Sector		
Knowledge	Skills	Competences	
Describe what e-commerce is about List the common types of e-commerce	To distinguish the differences Web 2.0, Web 3.0, Web 4.0, Web 5.0 Provide examples of e-commerce platforms	Willingness to use the e-commerce platforms	
Learning Outcome C.4.3	The learner should be able to use blogs for the Crafts Sector		



Knowledge		Skills	Competences
Define what a blog is Define what virtual communities are		Recognize what are the strategies for developing a successful community	Be aware of the pros and cons of feedback
Learning Outcome C.4.4	The learner should be able to use social networks for the Crafts Sector		
Knowledge		Skills	Competences
Define what Social Media is Identify different types of social networks (Instagram, Facebook, Pinterest, Behance, YouTube)		Identify the characteristics of social Media Identify alternative ways of advertising and its features	Be able to create electronic social networks Be able to apply advertisements on social networks

