

CURRICULUM

Course Outline &
Lesson Plans

Workshop
F2F Instruction Manual



VETENTRE

Building VET Trainers Entrepreneurial Competences



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Introduction

The VETentre curriculum offers educational resources on entrepreneurial and digital competences, which support VET educators and providers in designing training programmes.

The curriculum has a modular structure and comprises four modules, which are further divided into units:

Module 1 Theoretical framework and key Entrepreneurship competences

Module 1.1a: Entrepreneurship and EntreComp Framework

Module 1.1b: Agile management techniques and skills for VET educators

Module 1.2: Design thinking

Module 2 Learning design strategies for integrating EntreComp in VET

Module 2.1a: Using EntreComp Framework

Module 2.1b: Integration of EntreComp Framework in training programmes

Module 2.2: Bank of ideas to support VET trainers to create entrepreneurship courses

Module 3 Assessment of entrepreneurship competences in VET

Module 3.1: Possibilities and limits of observing entrepreneurial competencies

Module 3.2: Description and examples of assessment methods

Module 3.3: Comparing three methods regarding their possibilities and limits

Module 4 Integrating digital tools in the design and delivery of VET programmes

Module 4.1: Digital tools that foster entrepreneurship, collaborative tools

Module 4.2: Identification of the main digital tools that can be used within VET

Module 4.3: Opening the learning environment to all learners

Module 4.4: Responsible Digital Citizenship

Each module is firstly described in a **Course Outline** and then in more detail in the form of **Lesson Plans**. The modules comprise Training material tools and content; Numbers of hours assigned to each competence area; Resources and material required for the implementation; Hand-outs and activity sheets and Assessment Tools.

Module 1

COURSE OUTLINE			
Module 1: Theoretical framework and key Entrepreneurship competences			
Learning outcomes	Content and Toolkit Sections	Activities	Assessment
<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. Grasp key entrepreneurial concepts (circular economy, sustainability, business prototype) 2. Be exposed to business planning methodologies (value proposition canvas, lean canvas, design thinking, agile management) and adapt them to a classroom environment 3. Focus on entrepreneurial skills with great demand 	<p>Unit 1</p> <ul style="list-style-type: none"> – Entrepreneurship – EntreComp framework and competences – WHAT DOES ENTREPRENEURSHIP ENTAIL? Agile management techniques and skills for VET educators 	<p>Individual activity Outline what is entrepreneurship and how does it fit within EU objectives for a social market economy, therefore, why an entrepreneurship course may be beneficial to VET students at risk of social exclusion</p> <p>Group activity Watch the video “European entrepreneurship competence framework” and discuss: “How does entrepreneurship fit within EU objectives for a social market economy and EntreComp objectives?”</p> <p>Group activity Why and how entrepreneurship should be embedded in VET courses:</p>	<p>Self-reflection:</p> <ul style="list-style-type: none"> – specify why support to entrepreneurship is key for the implementation of the social market economy action plan of the EU commission – analyse social market action plan of the commission – list 4 reason of why entrepreneurship is key for the implementation of the action plan general and specific objectives – list 5 reasons why entrepreneurship opportunities now are more accessible to people at risk of social exclusion (e.g., digital transformation, financing local opportunities, emergence of social economies of proximity...)

		<ul style="list-style-type: none"> - Analyse 3 principal VET courses in 3 countries and portray how they are missing entrepreneurship training - Highlight potential added value 	<ul style="list-style-type: none"> - outline why VET staff should learn how to deliver an entrepreneurship course <p>Group</p> <ul style="list-style-type: none"> - list of insights of why entrepreneurship courses should be added in VET courses for people at risk of social exclusion (analyse 3 principal VET courses in 3 countries (the one where the incubation programme will take place) and portray how they are missing entrepreneurship training (highlight potential added value)
	<p>Unit 2</p> <ul style="list-style-type: none"> - Design thinking - Critical thinking <p>Including learning goals, importance, activities (for online and offline format), assessment methods</p>	<p>Group activity</p> <p>Design thinking</p> <ol style="list-style-type: none"> 1. design thinking workshop on a business challenge 2. focus group to Understand how design thinking can be employed during VET course by providing a clear example of a design thinking workshop implementable during a VET class 	<p>UNIT 2</p> <p>Group</p> <ul style="list-style-type: none"> - After constructing the personas and walking around them, participants discuss whether their original business idea has changed.

LESSON PLANS

Module 1: Theoretical framework and key Entrepreneurship competences

Aim of the module: The objective of this module is to:

1. Understand how design thinking can be employed during VET course
2. Outline of why critical thinking is essential to allow innovation to take place and key for VET students to cultivate.
3. Agree on the definition of innovation within entrepreneurship and how it links to social innovation?
4. Understand what lean start-up is and how it can be employed during VET course
5. Outline of why Lean Start-up is important to allow innovation and entrepreneurship to take place
6. Understand Business Model Canvas and how it links to successful entrepreneurship allowing VET students to cultivate it.

Learning outcomes: Upon completion of this module, learners should be able to:

1. Grasp key entrepreneurial concepts (circular economy, sustainability, business prototype)
2. Become familiar with the EntreComp framework
3. Be exposed to business planning methodologies (value proposition canvas, lean canvas, design thinking, agile management) and adapt them to a classroom environment in valuable ways for the students
4. Focus on entrepreneurial skills, especially soft skills, which are in great demand

Module duration: 2,5 Hours

Module 1 Unit 1a

Title: Entrepreneurship and EntreComp Framework

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets	Assessment
1	<p><u>Entrepreneurship</u></p> <p>Self-reflection Individually, participants are asked to write down what entrepreneurship means for them and why support to entrepreneurship is key for the implementation of the social market economy action plan of the EU commission:</p> <ul style="list-style-type: none"> – List 4 reasons why entrepreneurship is key for implementation of action plan’s general and specific objectives 	15’	<ul style="list-style-type: none"> – Ice-breaking session – Discussion input – Reflection 	<ul style="list-style-type: none"> – Paper – Pen – Flipchart – Projector – EU’s action plan 		Test the level of understanding by open questions related to the topic.
2	<p><u>EntreComp framework and competences</u></p> <p>Watch the video: “European entrepreneurship competence framework” on https://www.youtube.com/watch?v=UwZPcJky0Ko</p> <p>And discuss: How does entrepreneurship fit within EU objectives for a social market economy and EntreComp objectives?</p>	15’	<ul style="list-style-type: none"> – Group activity – Team discussion – Reflection 	<ul style="list-style-type: none"> – Computer with access to the internet – Projector – Access to YouTube or video downloaded 		Test the level of understanding by their answers/questions after the video.

Module 1 Unit 1b

Title: Agile management techniques and skills for VET educators

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets	Assessment
1	<p><u>Skills for VET educators</u></p> <p>Group activity Why and how entrepreneurship should be embedded in VET courses:</p> <ul style="list-style-type: none"> – Analyse 3 principal VET courses in 3 countries and portray how they are missing entrepreneurship training – Highlight potential added value 	10'	<ul style="list-style-type: none"> – Group activity – Team discussion – Reflection 	<ul style="list-style-type: none"> – Group activity – Flipchart – Pen – Paper – Team discussion – Reflection 		At the end of the activity, each group will list their conclusions and suggestions for each project.

Module 1 Unit 2

Title: Design thinking

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets	Assessment
1	<p><u>Design thinking</u></p> <ul style="list-style-type: none"> – What is design thinking? – 5 Steps for design thinking processes: <ol style="list-style-type: none"> 1. Empathise 2. Define 3. Ideate 4. Prototype 5. Test 	25'	<ul style="list-style-type: none"> – Discussion input – Reflection 		-	
2	<p><u>Visualise customer journey</u></p> <p>Group Activity</p> <p>You want to start a business and you have the idea of delivering healthy food to employees. You already conducted your market research and you found out that there are enough companies with a lot of employees located in your city. There are no other services which are specialised on employees as their customers. Therefore, you are convinced that your start-up will run successfully.</p> <p>But then you got the advice to use a design thinking process for your business</p> <ol style="list-style-type: none"> 1. Divide into groups of 2: One participant is the entrepreneur/interviewer and the other the potential 	80' 1. 25' 2. 10' 3. 15' 4. 30'	<ul style="list-style-type: none"> – Group activity – Team discussion – Reflection 	<ul style="list-style-type: none"> – Post-its – Flipchart 		

	<p>customer/employee in an office in city xy. Write what you heard on post-its</p> <p>2. After that, form groups of 4 à 5 participants: They share what they heard and observed in the interviews</p> <p>3. Construct a persona on a flipchart</p> <p>4. All participants walk around and see the different personas. The group who created the persona talks about their experience during the process. Did your original business idea change?</p>					
3	<p><u>Open discussion</u></p>	5'				

Module 2

COURSE OUTLINE			
Module 2: Learning design strategies for integrating EntreComp in VET			
Learning outcomes	Content and Toolkit Sections	Activities	Assessment
<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. Understand what constitutes the European Entrepreneurship Competence Framework “EntreComp” 2. Understand how to use and integrate the EntreComp Framework in training programmes 3. Understand pedagogical strategies in entrepreneurship 	<p><u>Unit 1:</u></p> <p><u>1a. Using EntreComp Framework</u></p> <ul style="list-style-type: none"> – Areas and main competences covered by EntreComp – Entrepreneurial mindset: what does it mean to be entrepreneurial – Practical examples of pedagogical strategies – Creation of social, cultural and financial value – EntreComp for VET educators – Focus on using EntreComp in education and training (only brief info on start-ups and entrepreneurs, developing and influencing policy, non-formal and informal learning) – Introduction to EntreComp into Action User Guide (examples included) 	<p>Unit 1a.</p> <p>Individual Activity</p> <ul style="list-style-type: none"> – outline the importance of EntreComp for VET educators – outline the characteristics of an entrepreneurial mindset – reflect on how EntreComp is used in education and training <p>Group Activity</p> <ul style="list-style-type: none"> – identify ways a programme can match learners’ needs by taking into account entrepreneurial competences 	<p>For VOOC Quiz/drag-drop</p> <p>For f2f</p> <p>Self-reflection</p> <ul style="list-style-type: none"> – specify the target audience of EntreComp and describe the characteristics of each group – reflect on at least 5 competences relevant for VET educators – mention the importance of EntreComp by reflecting on the competences covered – identify 5 main characteristics of an entrepreneurial mindset – think of 5 top tips for VET educators – identify 3 methods from Action User Guide that can be used when designing a curriculum – mention 5 challenges of EntreComp at national level

	<ul style="list-style-type: none"> – Top Tips for VET educators – ENTRECOM4ALL project: a clickable model for 15 competences <p><u>1b. Integration of EntreComp Framework in training programmes</u></p> <ul style="list-style-type: none"> – Linking world of education and work as regards entrepreneurship – Motivation and engagement techniques – Integration techniques for entrepreneurial education – Implementation of competence-based approaches – Dissemination of approaches to internal and external involved actors – National context and language of each country – How to use Resources such as: Competendo Toolbox, Curriculum Development Canvas 	<ul style="list-style-type: none"> – define possible obstacles of EntreComp for vulnerable groups or low-skilled learners – develop a plan to address the needs of vulnerable groups or low-skilled learners <p>Unit 1b.</p> <p>Individual Activity</p> <ul style="list-style-type: none"> – reflect on how world of education and work can be linked to entrepreneurship – reflect on possible challenges of EntreComp at national level – outline the importance of internal and external actors in designing training programmes in entrepreneurship – reflect on how EntreComp can help in implementing competency-based approaches <p>Group Activity</p>	<ul style="list-style-type: none"> – mention 5 challenges to involve internal and external actors in the curriculum design – mention 3 integration techniques for entrepreneurial education
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		<ul style="list-style-type: none"> – share ideas and strategies that you as VET trainer currently uses in teaching practice to respond to entrepreneurial competences – illustrate possible characteristics of an entrepreneurial mindset – identify key stakeholders to be taken into consideration when developing a training programme in entrepreneurship – reflect on the benefits of involving market stakeholders in the process – reflect on possible ways that learners are involved in the design of a curriculum in entrepreneurship 	
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LESSON PLANS

Module 2: Learning design strategies for integrating EntreComp in VET

Aim of the module: The objective of this module is to:

1. Prepare and train trainers from VET providers in understanding the notion of entrepreneurial spirit
2. Familiarise learners with design strategies for integrating EntreComp in VET
3. Provide VET trainers EntreComp tools for integrating entrepreneurship in the training programmes
4. Provide learners with a deeper understanding of what constitutes an entrepreneurial mindset
5. Provide learners with practical examples of pedagogical strategies in entrepreneurship

Learning outcomes: Upon completion of this module, learners should be able to:

1. Understand what constitutes an entrepreneurial mindset based on European Entrepreneurship Competence Framework “EntreComp”
2. Understand how to use and integrate the EntreComp Framework in training programmes taking into account different learners’ needs
3. Understand pedagogical strategies in entrepreneurship
4. Understand competence-based approaches when designing entrepreneurial programmes

Module duration: 2 Hours (1st Workshop: Unit 1 - 140 min – that is 70 min Unit 1a & 70 min Unit 1b)

Preparation/ Materials/Equipment (*Projector, white/black board; hand-outs; flipchart; visualisation aids for presentation; demonstration material etc.*)

- Training venue with tables in block form and chairs
- A computer and projector for the facilitator
- Internet connection
- Flipchart and markers
- Sign-in sheet
- A notebook and a pen for each participant
- Metaplan cards and pin wall

Resources

VETENTRE project (2021). IO1: Developing Entrepreneurial Competences and Digital Skills: A Practical Toolkit for VET Educators

Section 1: Overview and framework for VET & Entrepreneurship education

Section 3: Strategies for entrepreneurship education in VET

Section 5: Entrepreneurial competences of VET educators

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EU (2021). EntreComp into Action - Get inspired, make it happen: A user guide to the European Entrepreneurship Competence Framework. [Online] Available at: <https://publications.jrc.ec.europa.eu/repository/handle/JRC109128>

EU (2021). EntreComp: the European Entrepreneurship Competence Framework - factsheet. [Online] Available at: <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8200&furtherPubs=yes>

EU (2021). The European Entrepreneurship Competence Framework (EntreComp). [Online] Available at: <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

JRC Publications Repository (2016). EntreComp: The Entrepreneurship Competence Framework. [Online] Available at: <https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>

	<ul style="list-style-type: none"> - What are the characteristics of an entrepreneurial mindset? - What skills are required for a VET trainer to be considered as entrepreneurial? <p>Facilitator starts a 10-minute discussion between all participants and notes key words mentioned. Facilitator then gives a brief overview (10') of 9 principles of EntreComp for VET trainers according to EU Playbook (2020)</p>					
3	<p><u>EntreComp for VET educators</u></p> <ul style="list-style-type: none"> - Entrepreneurial methods and techniques - Practical examples of pedagogical strategies - Identification of ways a programme can match learners' needs by taking into account entrepreneurial competences - Entrepreneurship teaching requirements 	15'	<ul style="list-style-type: none"> - Presentation - Group reflection 	- Projector	- Handout 2 Six Thinking Hats	
4	<p><u>Creation of social, cultural, and financial value</u></p> <ul style="list-style-type: none"> - Covering learners' needs - Define possible obstacles for vulnerable groups or low-skilled learners when designing a programme - Develop a plan to address the needs of vulnerable groups or low-skilled learners 					
5	<p><u>Top Tip for VET educators</u></p> <ul style="list-style-type: none"> - Useful tips 	5'	- Presentation	- Projector		

	Facilitator presents the Curriculum development Canvas				Handout 6 Curriculum Development Canvas	
4	<p><u>Involvement of internal and external stakeholders</u> Group Activity Participants discuss the importance of linking training courses to the market. Points to be considered:</p> <ul style="list-style-type: none"> – outline the importance of internal and external actors in designing training programmes in entrepreneurship – identify key stakeholders to be taken into consideration when developing a training programme in entrepreneurship – reflect on the benefits of involving market stakeholders in the process <p>Participants are split in groups and fill in the Handout for identifying internal and external stakeholders when designing an entrepreneurial programme</p>	20'	Discussion input	Flipchart	Handout 6 Identification of internal and external stakeholders	
5	<p><u>National context and language of each country</u></p> <ul style="list-style-type: none"> – Reflect on possible challenges of EntreComp at national level 					

Module 2 Unit 2

Title: Bank of ideas to support VET trainers to create entrepreneurship courses

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets	Assessment
1	<p>Bank of Ideas</p> <p>Individual activity in which each participant is asked to write down 5 business ideas based on criteria given.</p>	15'	<ul style="list-style-type: none"> – Discussion input – Reflection 	<ul style="list-style-type: none"> – Flipchart – Projector – List of criteria 		Each participant will communicate their ideas after the given time.
2	<p>Creation of entrepreneurship courses</p> <p>Group activity:</p> <p>In groups, participants will analyse and select some of the ideas captured and define the mentoring plan for each idea</p>	15'	<ul style="list-style-type: none"> – Group activity – Team discussion – Reflection 	<ul style="list-style-type: none"> – Group activity – Flipchart – Post-its – Pen/pencil board – Team discussion – Reflection 		Each group will show their conclusion to the rest and a 360° evaluation will take place. Best ideas will be selected.

Module 3

COURSE OUTLINE			
Module 3: Assessment of entrepreneurship competences in VET			
Learning outcomes	Content and Toolkit Sections	Activities	Assessment
<p>Learners should be able to:</p> <ul style="list-style-type: none"> - Understand the possibilities and limits of observing entrepreneurial competencies - Reflect the necessity of assessment - Know how to implement an assessment in the school context - Know the observation biases - Reflect their own behaviour as assessor 	<p><u>Unit 1: Possibilities and limits of observing entrepreneurial competencies.</u></p> <p>The different methods to identify personal entrepreneurial competencies in learners are presented and the most suitable option for the participants and their teaching environment discussed. Assessing entrepreneurial competencies require a different approach than the usual examination tools. Since most teachers are not familiar with those, in this unit they learn about the possibilities and limits of observing entrepreneurial skills as well as common risks when examining learners, such as, e.g., cognitive biases (including preconceptions and assumptions), which can affect how a person, or a subject is assessed.</p> <p><i>Section 1: Definitions of entrepreneurship</i></p>	<ol style="list-style-type: none"> 1. <u>Discussion:</u> write a definition of what assessment is. 2. <u>Discussion:</u> write 2 benefits of assessing entrepreneurial competencies. 3. <u>Group activity:</u> write at least 2 observation biases. 4. <u>Discussion:</u> how to define the observable competencies per exercise for creating an observation sheet 5. <u>Discussion:</u> how to give feedback 	<p>For VOOC Quiz/drag-drop etc</p> <p>For f2f</p> <ul style="list-style-type: none"> • Self-reflection in feedback rounds • Performance of parts of an AC

	<p><i>and its role in VET</i> <i>Section 5: Entrepreneurial competences of VET educators</i> <i>Handout</i></p>		
<p>Learners should be able to:</p> <ul style="list-style-type: none"> - know different methods for the assessment of entrepreneurial skills - Reflect the suitability of these methods - Know how to implement an assessment in the school context - Know some exercises used in AC - Implement these exercises in their class - Reflect their own behaviour in an AC 	<p><u>Unit 2: Description and examples of assessment methods</u> Since in most European countries there is (still) no official school subject in which entrepreneurial skills are taught, no assessment methods have yet been developed for this purpose. The method recommended and described in this course is taken from the professional context of the economy and is very innovative in the school context: the Assessment Centre (AC). Besides this, the written test also has its justification. The learners also get an inside into some standardised test, assessing behavioural skills. <i>Section 3: Strategies for entrepreneurship education in VET</i></p>	<p>Presenting, reflecting, and trying out 3 assessment methods:</p> <p>1: AC</p> <ul style="list-style-type: none"> - <u>Discussion</u>: how to embed an AC in school context - <u>Group activity</u>: Design of an example AC - <u>Discussion</u>: Describe at least 3 exercises of an AC - <u>Discussion</u>: about the process of an evaluation round after the AC - <u>Discussion</u>: write at least 2 rules for giving feedback to the AC participants <p>2: Written exam</p> <ul style="list-style-type: none"> - <u>Group activity</u>: write at least 2 multiple choice questions - <u>Group activity</u>: write at least 1 question which requires an open 	

		<p>answer</p> <p>3: Some standardised tests</p> <ul style="list-style-type: none"> - <u>Discussion</u>: definition of a validated test - <u>Group activity</u>: describe at least one of these standardised tests: <ul style="list-style-type: none"> ○ HBDI ○ Myers Briggs ○ DISG 	
<p>Learners should be able to:</p> <ul style="list-style-type: none"> - Reflect the suitability of methods assessing entrepreneurial skills - Analyse when which method is suitable 	<p><u>Unit 3: Comparing those assessment methods regarding their possibilities and limits</u></p> <p>The 3 methods for assessing entrepreneurial competences presented in the previous unit have their possibilities and challenges. Assessment Centre (AC), written exam, standardised tests. In unit 3 we talk about this, and each participant can find their best fitting method for everyday school life.</p> <p><i>Section 3: Strategies for entrepreneurship education in VET</i></p>	<ol style="list-style-type: none"> 1. <u>Group activity</u>: write at least 2 possibilities and 2 challenges for assessment of entrepreneurial competencies using <ul style="list-style-type: none"> - AC - written exam - standardised tests 2. <u>Discussion</u>: what is possible in the individual situations at the schools? 	

LESSON PLANS

Module 3: Assessment of Entrepreneurial Competencies

Aim of the module: The objective of this module is to provide a robust concept about assessment of entrepreneurial competencies in VET. More specifically, this module aims to

1. Emphasise the importance of entrepreneurial competencies and to have assessment methods.
2. Provide participants with a deeper understanding on how to perform an assessment of entrepreneurial competencies.

Learning outcomes: Upon completion of this module, learners should be able to:

5. reflect the necessity of assessment
6. synthesise and judge the possibilities and limits of observing entrepreneurial competencies
7. analyse observation biases
8. know different methods for the assessment of entrepreneurial skills
9. implement an assessment in the school context
10. reflect their own behaviour in an AC
11. Reflect the suitability of methods assessing entrepreneurial skills
12. synthesise and judge when which method is suitable

Module duration: 2,5 Hours

Preparation/ Materials/Equipment (*Projector, white/black board; hand-outs; flipchart; visualisation aids for presentation; demonstration material etc.*)

- Training venue with tables in block form and chairs
 - A computer and projector for the facilitator
 - Internet connection
 - Flipchart and markers
 - Sign-in sheet
 - A notebook and a pen for each participant

- Metaplan cards and pin wall

Resources

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- Marisa Kaufhold: Kompetenz und Kompetenzerfassung: Analyse und Beurteilung von Verfahren der Kompetenzerfassung. Wiesbaden 2006.

Exercises in Assessment Centres

- <https://www.cvcorrect.com/blog/the-five-most-common-exercises-at-an-assessment-center/>
- <https://www.assesshub.com/9-assessment-centre-exercises-practical-steps-select-right-combination/>
- <https://www.absolventa.de/karriereguide/ac-hilfe/assessment-center-uebungen>
- <https://karrierebibel.de/assessment-center/>
- NASA Exercise: Ranking Survival Objects for the Moon – Association for Psychological Science – APS
- NASA-Spiel – Spielewiki
- <https://www.speakhr.com/category/case-study/>
- https://www.academia.edu/21954348/A_Case_Study_in_Entrepreneurship_Small_Business_Set_Up
- <https://guides.library.utoronto.ca/entrepreneurship/casestudies>
- <https://www.e-fellows.net/Karriere/Branchen-Beratung-und-IT/Fallstudie/Fallstudien-Beispiel>
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- Big Five: <https://bigfive-test.com/test>
- LIFO: <https://www.lifeorientations.com/>
- HBDI: <https://hbdi.de/>
- DISG: <https://www.disg-modell.de/>
- Big Five: <https://www.big-five-modell.de/>
- LIFO: <https://www.lifoproducts.de/>

Module 3: Assessment of entrepreneurship competences in VET

Unit 1: Possibilities and limits of observing entrepreneurial competencies

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><u>Alphabet Icebreaker</u></p> <p>Each participant is asked to choose one letter of the alphabet. Duplication of letters by the participants is allowed. Participants are given 3 minutes to think up as many words as possible to describe their personal entrepreneurial skills. For example, a person who chooses 'C' will be using words like confident, competitive, communicative. At the end of the 3 minutes, each participant should speak out the words that they thought of to describe themselves. After all participants have taken their turn, the player with the most words is named the winner.</p>	10'	Ice Breaker Game	Pen and sheet of paper for each participant	
2	<p><u>Why assess entrepreneurial competencies?</u></p> <p>Participants should discuss their definition of what assessment is. And what the benefits are.</p> <p>Useful questions:</p> <ul style="list-style-type: none"> – How do you usually assess learners' competences? – Have you already assessed entrepreneurial competences in your teaching/courses? – What could be the benefits of assessing entrepreneurial competences? – Can you assess entrepreneurial competences in the same way as other competences? Why/Why not? 	7'	<ul style="list-style-type: none"> – Discussion – Input 	<ul style="list-style-type: none"> – Metaplan Cards – Pin Wall 	

	<ul style="list-style-type: none"> – What could be suitable methods to be applied when assessing entrepreneurial competences (in your teaching environment)? – Can you think of any risks when applying those assessment methods? <p>Input from facilitator: Handout text</p>				
2	<p><u>Observation biases</u></p> <p>Facilitator explains the role of an observer and the difference between observation of behaviour and interpretation. Participants write observation biases on Metaplan Cards Useful questions:</p> <ul style="list-style-type: none"> – What do you think can influence your observation? <p>Facilitator gives a brief overview over the scientific results on observation biases</p>	8'	<p>Input</p> <p>Group activity</p> <p>Input</p>	<ul style="list-style-type: none"> – Cards – Pin wall 	
3	<p><u>Observation sheet:</u></p> <p>how to define the observable competencies per exercise for creating an observation sheet</p>	5'	Discussion		Handout: observation sheet

Module 3

Unit 2: Description and examples of assessment methods

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p>Assessment Centre Facilitator gives a brief introduction to what an AC is, including an example of the procedure.</p> <p>Grouping participants: 4 teams (of 5 participants each) Each group tries out one of the AC exercises and defines the competencies which can be observed:</p> <ul style="list-style-type: none"> - NASA exercise - Case Study - Role Play - In-Basket <p>Coffee Break</p> <p>Each group presents their findings in the plenum</p>	<p>10'</p> <p>40'</p> <p>15'</p> <p>20</p>	<p>Input</p> <p>Group activity</p> <p>Plenum</p>	<p>Flipchart</p> <p>Pin Board, Cards</p>	<p>Handouts including exercise instruction:</p> <ul style="list-style-type: none"> • NASA exercise • Case study • Role play • In-Basket
2	<p><u>How to implement assessment methods in the daily school context</u></p> <p>Useful questions:</p> <ul style="list-style-type: none"> - How many hours / days can you plan for an AC? - How many pupils should be in an AC? - How many observers and who could be an observer? 	5'	Discussion	Facilitator logs at the flip chart.	

	<ul style="list-style-type: none"> - Which entrepreneurial competencies would you like to observe? - Which exercises would you prefer? 				
3	<p><u>Written test</u> Facilitator presents the written exam as another method to assess entrepreneurial competencies.</p> <p>Participants formulate questions for such written exams</p>	5'	Discussion Input	Projector	
		5'	Group work	Flipchart	
4	<p><u>Standardised tests</u></p> <p>Trainer presents 3 standardised tests:</p> <ul style="list-style-type: none"> - HBDI - Myers Briggs - DISG <p>Participants discuss their applicability</p>	5'	Input Discussion		

Module 3

Unit 3: Comparing three methods regarding their possibilities and limits

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<u>Possibilities and limits of</u> <ul style="list-style-type: none"> - AC - Written test - Standardised tests 	5'	Moderation with the whole group	Pin wall, Cards (red: challenges / green: possibilities)	
2	<u>Conclusion and feedback round</u>	10'	Discussion	<ul style="list-style-type: none"> - Flipchart - Pin wall 	

Module 4

COURSE OUTLINE			
Module 4: Integrating digital tools in the design and delivery of VET programmes			
Learning outcomes	Content and Toolkit Sections	Activities	Assessment
<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. Identify the principles of digital tools. 2. Recognise the benefits of digital tools for educators and learners. 	<p><u>Unit 1: Digital tools that foster entrepreneurship, collaborative tools</u></p> <ul style="list-style-type: none"> – What is a digital tool? – What are the benefits for the trainers of digital tools? – What are the benefits for the learners of digital tools? – How can entrepreneurship be fostered through digital tools? 	<ul style="list-style-type: none"> – Brainstorming activities on the benefits of digital tools for learners / trainers. 	<ul style="list-style-type: none"> – How will this benefit their training? / VET provisions?
<ol style="list-style-type: none"> 3. Identify and recognise a wide range of digital tools that can be used to foster entrepreneurship within VET. 	<p><u>Unit 2: Identification of the main digital tools that can be used within VET.</u></p> <ul style="list-style-type: none"> – Identifying the main digital tools that can be used to foster entrepreneurship. – Illustrate how these digital tools can be used within the VET learning environment. 	<ol style="list-style-type: none"> 1. <u>Discussion:</u> identify the digital tools that are currently used by adult educators. 2. <u>Reflection:</u> Consider how these tools can be used to promote entrepreneurship. 3. <u>Case Study:</u> Examine how these tools can work in practice. 	<ul style="list-style-type: none"> – A self-reflection exercise identifying how comfortable the participant would be in implementing these tools into their teaching practices.

<ol style="list-style-type: none"> 1. Recognise challenges that learners face in accessing educational resources. 2. Predict the barriers that learners from socially excluded or marginalised communities face in the learning environment. 	<p><u>Unit 3: Opening the learning environment to all learners.</u></p> <ul style="list-style-type: none"> – Identify and present the challenges that people from marginalised, socially excluded, or rural communities face. – Recognise how digital tools can support learners in overcoming the barriers that they face. 	<ol style="list-style-type: none"> 1. <u>Group Activity:</u> Identify the challenges faced by learners and propose digital tools that can support them in combating their issues. 	<ul style="list-style-type: none"> – Collectively, the group will highlight the specific challenges that their learners face and will identify how digital tools can be used to address these challenges.
<ol style="list-style-type: none"> 1. Identify the main characteristics of Responsible Digital Citizenship. 2. Differentiate between good digital citizenship and bad digital citizenship. 3. Recognise how learners and educators can use digital tools in an appropriate manner. 	<p><u>Unit 4: Responsible Digital Citizenship</u></p> <ul style="list-style-type: none"> – Define and discuss the main elements of responsible digital citizenship. – Examine how to become a good digital citizen. – Illustrate proper netiquette. 	<p><u>Discussion:</u> Define the key terms associated with this unit.</p> <p><u>Individual activity:</u> Conduct an online search of oneself.</p> <p><u>Group Activity:</u> Categorise the main characteristics of good and bad digital citizenship.</p>	<p>Individually, they will:</p> <ol style="list-style-type: none"> 1. Define responsible digital citizenship. 2. Examine their online behaviours. 3. State the importance of proper netiquette.

LESSON PLANS

Module 4: Integrating digital tools in the design and delivery of VET programmes.

Aim of the module: The objective of this module is to:

1. Support VET educators in identifying how and where digital tools can be used in VET programmes.
2. Harness the potential for digital tools within the VET learning environment.
3. Mobilise VET educators to use digital tools in their learning environments.
4. Proactively encourage the development of digital literacy skills amongst VET educators.

Learning outcomes: Upon completion of this module, learners should be able to:

1. Develop an understanding on the benefits of digital tools in VET, especially for the development of entrepreneurial skills.
2. Identify the learning areas digital tools can be applied to.
3. Be aware of essential digital tools for entrepreneurs.
4. Describe digital tools that can be used in the learning environment.
5. Discuss the benefits of digital tools to the educator and to the learner.
6. Identify the challenges that are faced by marginalised and socially excluded learners.
7. Illustrate how to be a safe, responsible, and ethical digital citizen.

Module duration: 4 hours

Preparation/ Materials/Equipment

- Training venue with IT equipment including laptop and projector
- A computer for the facilitator
- Internet connection
- Projector
- Flipchart and markers
- Sign-in sheet

- A notebook and a pen for each learner

Resources

- Business Toolkit. (2021) *The Entrepreneurs, 05*.
- Peris-Ortiz, M., Gómez, J. A., Vélez-Torres, F., & Rueda-Armengot, C. (2016). Education tools for entrepreneurship. Springer International Publishing, Switzerland.
- VETENTRE IO3 Module 4 PowerPoint Presentation

Module 4 Unit 1

Title: Identification of the main digital tools that can be used within VET

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets	Assessment
1	<p><u>Introduction</u></p> <p>Initiate a round of discussion with the participants and ask them: <u>What is the importance of digital tools to foster entrepreneurial skills?</u></p> <p>After hearing from all participants, proceed with the presentation and explain that digital tools alone do not automatically improve student learning. However, the various tools can enrich our educational material and make the lesson more interesting for the students.</p> <p>It is important that we carefully choose the digital tools that will enable innovation, creativity, collaboration, problem-solving, and other entrepreneurial competencies that will lead to the development of an entrepreneurial mindset and that will ensure that the learning goals we have set are met.</p>	10'	<ul style="list-style-type: none"> – Team discussion – Presentation 	Computer Internet connection Projector	Presentation	
2	<p><u>In which learning areas can digital tools be integrated?</u></p> <p>Ask the participants the question: In which learning areas can digital tools be integrated?</p> <p>After a round of discussion present to the different areas digital tools could be integrated and be beneficial for their students:</p> <ul style="list-style-type: none"> – Teaching and learning 	10'	<ul style="list-style-type: none"> – Team discussion – Presentation 	Computer Internet connection Projector	Presentation	

	<ul style="list-style-type: none"> – Collaboration – Assessment of teaching and learning 					
3	<p><u>Digital Tools for Teaching and learning:</u></p> <p>Active learning motivates students and facilitates their understanding of the teaching material (Education Tools for Entrepreneurship).</p> <p>Explain to the students that they can use technology in the classroom to support learning and structure the lesson so that the various activities achieve learning objectives. Tools include:</p> <ul style="list-style-type: none"> ○ PowerPoint, Google Slides ○ Videos/Audio software <ul style="list-style-type: none"> ▪ Desktop software like VLC, Media Player ▪ Online platforms such as YouTube and Vimeo ○ Tools like Google Classroom for online or mixed learning programmes 	5'	Presentation	Computer Internet connection Projector	Presentation	
4	<p><u>Digital Tools for Collaboration:</u> using digital tools will help you promote and improve in-class learner collaboration, communication, and knowledge creation. You can present them tools such as:</p> <ul style="list-style-type: none"> ○ Google docs ○ Mind mapping ○ Jamboard ○ Padlet ○ Lino 	5'	Presentation	Computer Internet connection Projector	Presentation	
5	<p><u>Digital Tools for Assessment of teaching and learning</u></p>	5'	Presentation	Computer Internet connection	Presentation	

	<p>Using digital tools to assess better the progress of students and the effectiveness of the teaching. Assessment tools could separate into two categories:</p> <ul style="list-style-type: none"> ○ Formative Assessment: tools you can use during the lessons. With these tools, you can provide ongoing feedback to students to improve their learning and receive feedback on the teaching you offer. You can assign students a project in a digital tool or platform or use digital tools such as: <ul style="list-style-type: none"> – Mentimeter – Kahoot! – Plickers – Padlet – Flipgrid – Quizzes, Polls ○ Summative Assessment: tools you can use to assess students at the end of a learning unit or period by comparing it to a previous one or benchmark you have set. You can use tools such as: <ul style="list-style-type: none"> – Google Forms – Surveymonkey 			Projector		
6	<p><u>Essential digital tools for entrepreneurs</u></p> <p>Ask your participants the following question: What digital tools do entrepreneurs need? You can separate them into teams and add different tools on sticky notes on the wall. You can use Padlet for an online class.</p> <p>Below are some digital tools that you can introduce to the participants to introduce to entrepreneurs. You can add their suggestions to the solutions below:</p>	5'	Presentation	Computer Internet connection Projector	Presentation	

	<ul style="list-style-type: none"> – Communication <ul style="list-style-type: none"> ○ Messaging and Tele-conferencing Tools for instant messages (chatting), online group meetings, a quick exchange of documents, and more. For these purposes, you can use solutions like Viber, Skype (Microsoft), Messenger (Facebook/Meta), WhatsApp, Google Hangouts, Zoom, Webex, Google Meet (Google Suite), Microsoft Teams (Microsoft 365), E-mail. ○ Mailing: Google groups and other solutions with mailing lists that you can create to communicate within your team easily – Collaboration tools: <ul style="list-style-type: none"> ○ Cloud storage services are necessary for collaboration and coordination within a team. Some tools include: Dropbox, Google Drive, Microsoft OneDrive ○ Microsoft Office/Google Docs, Sheets, Slides. It is important to select the software based on our needs carefully. For example, if we need to edit text simultaneously, we should consider G-Suite solutions. ○ Workflow monitoring and project management with Trello, Monday.com, Teamwork, Asana, Google Calendar, Microsoft Project, Padlet. Also, tools such as Doodle. – Problem solving, Productivity 					
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	<ul style="list-style-type: none"> ○ Mind Mapping software such as Coggle, GitMind, Canva, Mindmup.com, Padlet and more. Pictures are easier to represent an overview than only plain text; these solutions can be very useful for brainstorming within teams, memorising ideas or processes, meeting minutes, and more, and boosting creativity and innovation within a new enterprise. More information here. ○ Pomodoro technique assistant such as here. <p>Microsoft 365 and Google Suite offer a variety of services. For example, the latest version of Office apps with advanced security options, Teams, Outlook, OneDrive, can increase your team's collaboration and coordination. Also, choosing to go with the Google Suite tools will help you unlock other opportunities that were not available with other solutions.</p>					
<p>7</p>	<p><u>Reflection Session</u></p> <p>Ask reflective questions to your participants.</p> <ul style="list-style-type: none"> – What have they learned from this session? – What are some areas they can integrate into their teaching programmes? – What are some tools they know and use in their classes? <p>You can use online tools such as Mentimeter, Slido, or Padlet to collect their responses. Use the Formative Assessment approach and provide feedback based on the responses of your participants.</p>	<p>5'</p>	<ul style="list-style-type: none"> – Team discussion – Presentation – Reflection activity 	<p>Computer Internet connection Projector</p>	<p>Presentation</p>	<p>Formative Assessment and feedback by the facilitator</p>

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Module 4 Unit 2

Title: Identification of the main digital tools that can be used within VET

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets	Assessment
1	<p><u>Introducing the Digital Tools</u></p> <p>The group will begin this unit with a quick brainstorming activity. Learners will identify and highlight the main digital tools that they currently use with their learners in their VET practices.</p> <p>The responses will be written on the flipchart / whiteboard provided.</p>	5'	- Team Discussion.	- Flipchart.	No additional resources required.	Learners will be examined on their ability to interact and engage with the learning materials provided.
2	<p><u>Identifying the most relevant digital tools for entrepreneurship.</u></p> <p>The facilitator will present the free digital tools from the PowerPoint Presentation that can be used to promote entrepreneurship.</p> <p>Learners will be encouraged to reflect on how these tools can be used to promote entrepreneurship with learners of all backgrounds.</p> <p>Learners will also consider the role of the teacher, student support required, and the role of digital citizenship in supporting the integration of digital tools into the learning environment.</p>	15'	- Presentation. - Team Discussion.	- Computer - Internet - Projector	Module 4 PowerPoint Presentation	

<p>3</p>	<p><u>How to implement Digital Tools in Training Sessions.</u> Learners will break up into teams of 3-4 and will choose one of the online digital tools to examine. They will research the tool and present to the group the main characteristics of these tools, and how they can use them with their own learners.</p> <p>The session will be closed with Learners identifying one tool that they wish to bring forward in their teaching practices.</p>	<p>15'</p>	<p>- Case study</p>	<p>- Computer or smart device with internet access</p>	<p>No additional resources required.</p>	<p>Learners will self-reflect on the digital tools that they have been presented with and will identify the tools they will continue to use in their educational practices.</p>
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Module 4 Unit 3

Title: Opening the learning environment to all learners

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets	Assessment
	<p><u>Adult Learning Participation Rates</u></p> <p>Learners will first discuss how they can further engage adult learners. Learners will examine participation rates in lifelong learning and will discuss the differences that exist between countries. Learners will identify why they believe some of these countries face lower participation rates than others.</p> <p>Learners will engage in an activity related to <i>Digital Citizenship</i>. Learners will take five minutes to google themselves. This can outline the impact of our 'digital footprint'. After five minutes, learners can reflect on what they found on the internet about themselves.</p>	15'	- Presentation.	Module 4 PowerPoint Presentation	No additional resources required.	
2	<p><u>The barriers faced by learners from social excluded or marginalised communities.</u></p> <p>Learners who should identify barriers that are present in terms of accessing entrepreneurship education.</p> <p>Using the flipchart provided, the facilitator will compile a list of all of these challenges based on the experiences of each learner.</p> <p>Some barriers and challenges have been identified on slide 10 of the PowerPoint presentation. The facilitator will present these barriers to the Learners.</p>	10'	- Brainstorming. - Presentation.	Flipchart Module 4 PowerPoint Presentation	No additional resources required.	Learners will be able to identify the specific challenges that marginalised learners face in their teaching practices and will present a wide range of tools that can be used to

						address these concerns.
3	<p><u>Re-engaging those who are hard to reach</u></p> <p>Learners will examine a wide range of best practices and strategies that can be used to re-engage those who are hard to reach.</p> <p>In pairs, encourage learners to work together to identify the best digital tool that could be used to support re-engaging these learners.</p> <p>The facilitator will encourage learners to reflect on how these challenges can be reduced, and the learning environment can be opened up to all learners.</p>	15'	<ul style="list-style-type: none"> - Team Discussion. - Presentation. 	Module 4 PowerPoint Presentation	No additional resources required.	

Module 4 Unit 4: Digital Tool Concerns in the Modern Era

No	Topics and Sub-topics/Learning activities	Duration (min)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets	Assessment
1	<p><u>Responsible Digital Citizenship</u></p> <p>The facilitator will elicit a definition of the term ‘Responsible Digital Citizenship’ from the Learners.</p> <p>The group will conduct an online search of themselves and will identify what resources appear when they research their names. For Learners who may not feel comfortable doing this, they can research an international entrepreneur.</p> <p>Each Learner will present their findings to the group and will reflect on whether they are in fact behaving as a responsible digital citizen.</p>	20’	<ul style="list-style-type: none"> - Brainstorming. - Presentation. 	<p>Flipchart</p> <p>Module 4 PowerPoint Presentation</p> <p>Computer or smart device with internet access.</p>	No additional resources required.	Learners will conduct an online search of themselves and their peers to identify if they are responsible digital citizens.
2	<p><u>Good and Bad Digital Citizens.</u></p> <p>Learners will be asked to reflect on good digital citizens and bad digital citizens and identify some of the major characteristics of both.</p> <p>Learners will present their ideas to the group.</p> <p>Learners will be presented with some strategies that can be used to improve digital citizenship. To close the session, the facilitator will encourage group discussion through the following summarising questions:</p>	15’	<ul style="list-style-type: none"> - Brainstorming. - Presentation. - Plenary. 	<p>Flipchart</p> <p>Module 4 PowerPoint Presentation</p>	No additional resources required.	

	<ol style="list-style-type: none"> 1) What is the most important thing you learned from this module? 2) How will this affect your use of the internet? 3) What was the most interesting thing you learned throughout this training course? <p>The facilitator will thank all participants for their active participation and collaboration and close the session.</p>					
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VETENTRE

Building VET Trainers Entrepreneurial Competences



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