

E- Toolkit for Adult educators

“How to run "Creative Talent Factory"”

**Methodology and the training plan for running the
"Creative Entrepreneurial Local Workshop"**

CTF partnership
2021-2022

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Training methodology is concerned with the ways in which training is designed and delivered. It must be distinguished from 'method' because it can be defined as a set of practices, procedures and rules used by those who work according to a 'discipline'. The method can be defined as a means or a way of proceeding, regularly and systematically, to achieve the goal. Training methodologies have evolved over the past decades from classroom-based training according to a strictly defined curriculum to combining classroom experiences with active and outdoor teaching methods with experiential learning and communication processes. Recently, there is no longer any competition between teaching methods and the methods are not replaced but integrated: the combination of classroom and distance learning is a perfect background for the development of training programmes that ensure a participatory approach and the involvement of the learners.



Objectives

Tool "Methodology and the training plan for running the "Creative Entrepreneurial Local Workshop" has the three following objectives:

- to introduce adult educators with training and learning methodologies used in the project in order to ensure the participatory approach of the learners and the best learning results;
- to develop adult educator competence on being facilitators for improving creative entrepreneurial skills of the low-skilled adults;
- to define the content and structure of the training sessions, their duration and type (on-line, class-room-based) using the reverse training/flipped learning method.

Learning Outcomes

By the end of self-learning on this Tool, adult educators / facilitators will:

- be aware about different methodologies used in the development and presentation of the project results and how these methods can help to achieve the teaching / learning goals;
- improve the competence of being facilitators for developing creative entrepreneurial skills of the aspiring creative entrepreneurs including with disadvantage background;

- deepen their knowledge on using reversed training methodology and flipped learning method to ensure the participatory approach for the learners;
- be introduced to the Local Entrepreneurial Workshops lessons' plan dedicated to effective applying of the presented training methodologies.

Open Educational resources as a basis for the Creative Talent Factory course

Different open and innovative practices in the digital era became essential to adult education. Open Education Resources (OERs) have become one of the main means for adult learning.

Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

Open license refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational materials. <https://www.unesco.org/en/open-educational-resources>

Digital means ensure that OERs are free and widely accessible.

The CTF project provides free access to all learning resources for learners and trainers as part of the learning process delivery methodology defined and promoted by the project.



Training course CTF is developed as an Open Educational Resource and offers a combined learning in two digital media: one part as a website-based Creative Entrepreneurial Motivation and Empowerment Tools placed on the project's website and the other part is presented as a Training Course Creative Talent Factory on Moodle based e-learning platform. Both parts are called Creative Entrepreneurial Local Workshop and are accessible from the project's website: [Creative Entrepreneurship Local Workshop – Creative Talent Factory \(talentcreation.eu\)](https://talentcreation.eu)

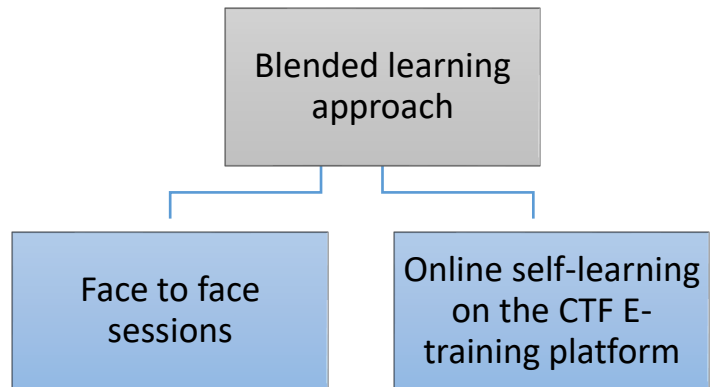
The Creative Entrepreneurial Local Workshop training course consists of the following OERs:

- Website-based Interactive Readings "Why Development of Creative Business is Important to Me?": [Interactive Readings – Creative Talent Factory \(talentcreation.eu\)](https://talentcreation.eu)
- Collection of Success Video Stories: [Video Success Stories – Creative Talent Factory \(talentcreation.eu\)](https://talentcreation.eu)
- E-book of Testimonial Stories: [Testimonial Stories – Creative Talent Factory \(talentcreation.eu\)](https://talentcreation.eu)
- E-learning platform E-Training Programme - Creative Talent Factory ([E-Training Programme – Creative Talent Factory \(talentcreation.eu\)](https://talentcreation.eu)) consisting of:
 - o Assessment tool with pre-assessment and final assessment of creative entrepreneurs' competences and skills
 - o Validation of the acquired competences through the award of the Digital Badge "Creative Entrepreneur"
 - o E-learning course on 5 creative entrepreneurship competences and 25 skills, consisting of 5 modules, each corresponding to one of the selected competences. The e-learning course is based on the bite-size learning methodology: it consists of short and easily digestible learning "bites". The learner is guided through the course by a logical sequence of short self-learning lessons.

Reversed training methodology and its implementation within CTF training programme

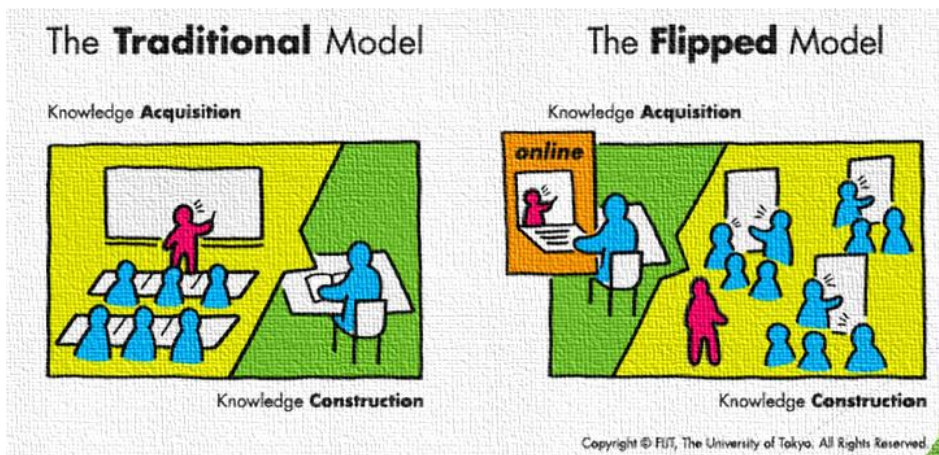
The pedagogical strategy of the CTF training programme is based on the blended learning approach: combination of traditional and virtual learning via developed e-learning platform as Open educational resources with the possibility to perform self-study at convenient time and place.

Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods which may be face-to-face or online classes. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.



The course is innovative as it is based on ICT-based reverse training methodology using Open Educational Recourses (OERs) presented as online web-based and e-training platform learning presenting bite-sized learning experience and system guided pathway.

A reversed training methodology means that a trainer takes on the role of a facilitator and guides the trainee/learners to carry out an initial analysis of the online training materials provided as OERs. After completing their independent learning tasks, trainees discuss the results with the facilitator in face-to-face/online meetings. This means that trainees use the **flipped learning method** to improve their skills and competences.



Source: <https://sites.google.com/a/mahidol.edu/how-gen-z-learn-by-il-mu/techforactivelearning/7--tools-for-flipped-classroom>

Deepening knowledge for each of 25 creative entrepreneurial skills is ensured by the possibility to use the learning materials which are developed as OERs on the E-training platform. The e-learning is very important learning part of this training course, which contains 60 academic hours in total.

In order to increase the motivation of the learner to learn as well as to make the whole training course on 25 skills more learner-friendly and attractive, the following Lessons plan is suggested for facilitator.

Self-assessment methodology

In order to develop the effective self-assessment tool, the matrix of competences and skills is defined with at least 5 soft skills corresponding to each of the 5 competences, so the **matrix of competences and skills** was developed with 25 soft skills needed by the creative entrepreneurs. The **methodology** for the definition of the competences and skills matrix is based on the analysis of the expertise within the focus groups with experienced creative entrepreneurs and adult educators delivering the business trainings. The methodology for the self-assessment tool has already been pre-selected by the project and is based on a programmed digital

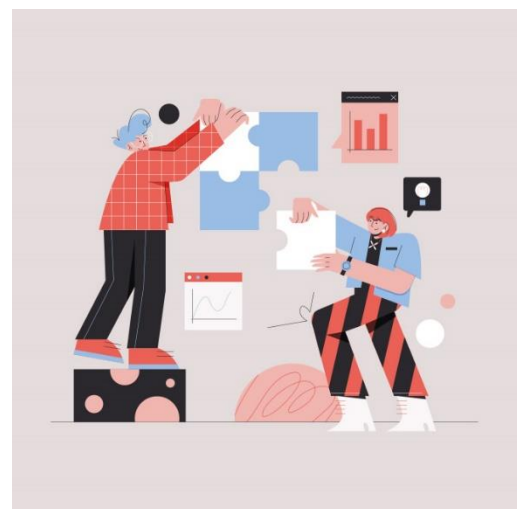


test with closed questions, at least 2 questions for each of the soft skills defined in the matrix. As each question must have a clear explanation of the correct answer, it gives the possibility of continuous learning, so the assessment tool also has an educational value in line with supporting the recognition of learners' creative entrepreneurial competences. The self-assessment tool is used for pre- and post-assessment (before and after the *Creative Talent Factory* e-training course).

Lessons' plan for the CTF training programme

The Lessons' plan is developed to help to organize CTF training in the form of the "Creative Entrepreneurial Local Workshop" for adult learners, including with disadvantage background. This plan gives a step-by-step overview of the **blended learning** process using **reversed training** methodology defined in the previous chapter of this learning tool.

The lesson plan is consisting of 7 sessions, out of which 3 sessions are allocated for online self-learning, while 4 sessions are foreseen as direct group work organized in person or online and facilitated by adult educator. Session



planning for each module should enable adult educators to ensure that all learners are effectively learning while remaining engaged and safe.

However, the adult educator-facilitator could adapt the lessons plan to the needs of the learners and to re-arrange the Lessons' plan (with more or less training sessions or different duration of each session).

No of session	Method	Duration (*a. h)	Content/Topics
1	1 st Face-to-face / online group meeting	5	<ul style="list-style-type: none"> ● Getting to know each other. Ice-breaker exercise ● Learners expectations ● Sensitising - Brainstorming about the barriers of participation in the Creative Culture Industries ● Introduction of the CTF Training Course for adult learners ● Initial assessment of competences of adult learners willing to become successful creative entrepreneurs ● Introduction of Module I and Module II ● Giving the task for online self-learning
2	Online self-learning session	16	➤ Self-learning of Introduction to the course, Module I and Module II.
3	2 nd Face-to-face / online group meeting	5	<ul style="list-style-type: none"> ● Group work exercises on Module I, discussions using the questions for self-reflection ● Group work on exercises on Module II, discussions using the questions for self-reflection ● Introduction of Modules III and IV ● Learners' feedback on the self-learning and f2f sessions
4	Online self-learning session	16	➤ Self-learning of Module III and IV.
5	3 rd Face-to-face / online group meeting	5	<ul style="list-style-type: none"> ● Group work exercises on Modules III and IV, discussions using the questions for self-reflection ● Introduction of Module V ● Learners' feedback on the self-learning and f2f sessions

6	Online self-learning session	8	➤ Self-learning of Module V
7	4 th Face-to-face / online group meeting	5	<ul style="list-style-type: none"> ● Group work exercises on Module V, discussions using the questions for self-reflection ● Post-assessment to recognise the learner's competencies obtained during the Local Entrepreneurs Creative Talent Factory Workshop ● Brainstorming on the development of the Action Plan for establishing the creative business ● Digital badge "<i>Creative Entrepreneur</i>" ● Reflections on the CTF course: learners' feedback on the E-training programme and the course

**Note: 1 academic hour = 45 minutes*

The role of the adult educator as facilitator

Before starting a CTF training course, the trainer must be prepared to fulfil the tasks not only as a teacher but also as a facilitator. This means that "the facilitator's role is to support everyone to think and practice at their best". To do this, the facilitator encourages full participation, promotes mutual understanding and cultivates shared responsibility. By supporting learners to do their best thinking, a facilitator enables learners to seek inclusive solutions and build sustainable agreements" (Sam Kaner, 2007). When working as a facilitator, a trainer needs to know the key principles of working with learners on which success depends.



The main principles for being a good facilitator in the CTF project are defined below:

- ***Ensure that learner contributes to the teaching/learning process with his/her knowledge in using entrepreneurial skills. This is the basic of effective learning.***

During the first and other face-to-face sessions (interviews, discussions and practical assignments), carefully assess each learner's knowledge and life experience in relation to the use of entrepreneurial skills. Explain to the learners that the improvement of their entrepreneurial skills is based on self-learning and reflection. Show that you care about and are interested in the learners' life experiences, problems and achievements. Try to motivate learners to show, analyse, compare and share their experiences of using entrepreneurship skills in different situations.

- ***Ensure that your teaching subject will be useful and adaptive to the learner's life***

Make an effort to explain that the entrepreneurial competences and skills acquired by the learners can be used immediately in their daily activities for work or personal life.

Inadequate levels of these skills can have a negative impact on an individual's ability to start and grow their creative business or to get a job and feel engaged and valued in society, especially those from disadvantaged groups.

At the beginning of a training course, learners want to know what impact the learning will have on their professional life, how their quality of life will be improved and how they will be able to put their knowledge into practice. Therefore, clearly present the objectives of the training/learning programme, the content, the duration, the access to learning resources and the flexibility of time and place for learning. Try to use clear, understandable language. Introduce the interactive learning materials (CTF tools) and give instructions on how to use them, and let them try out the tools introduced during the first session. Remember to collect feedback after each face-to-face session, summarise the results and focus on learners' initiatives, motivation and achievements. Discuss the feedback at the beginning of the next face-to-face session in order to make necessary improvements in the teaching/learning process.

- ***Ensure the monitoring of the achievement***

Motivate learners to assess their creative entrepreneurship competences and skills before and after the training course so that they can see the progress of their learning. Motivate learners with the possibility to validate and recognise their creative entrepreneurship competences by obtaining and using the digital badge "Creative Entrepreneur".

- ***Ensure an appropriate learning environment which meets the learners' needs, expectations and is oriented to further self-learning.***

It is very important to create the right learning environment where learners feel safe, positively valued, free to discuss different topics and ready to acquire new experiences. In this

case, they will be motivated to look beyond themselves and see their own and others' best experiences. Introduce the learners to a new learning approach, "flipped/reversed", to be used in their learning process and show its advantages and benefits (encouraging the learners to take more responsibility for their own learning, self-solving problems, making decisions, etc.). Try to build friendly relationships, share information about their way of life, work experience, creative talents, hobbies, leisure time, etc. Learners like this and it will help them to trust the trainer more.

Technical requirements for the delivery of CTF training programme

The institution, which plans to organise the "Creative Talent Factory" training programme for low-skilled adults, should ensure a convenient learning environment, technical equipment and tools, necessary for innovative teaching and learning process based on the blended learning approach, thus, has to ensure the following facilities:



- classroom with Internet , multimedia projector and a computer in order to show the CTF web-site with the e-learning platform [Creative Talent Factory \(talentcreation.eu\)](https://talentcreation.eu) ;
- access to the set of the personal computers with the internet connection to Open Education Resources and learning platform of CTF project [Creative Entrepreneurship Local Workshop – Creative Talent Factory \(talentcreation.eu\)](https://talentcreation.eu) in order to perform the self-assessment and enrollment onto the E-training platform and using it if needed during the face-to-face sessions;
- if learners do not have their own computers at home for online sessions, the organisation has to provide them with the possibility to use the computer at their premises;
- other organizational tools for face-to-face meetings (board, handouts, paper and etc.).

The trainers of the CTF training programme should be prepared for teaching process respectively. They should:

- have printed in advance a table with 5 creative entrepreneurial competences and 25 skills which will be developed during the course, instructions how to use Moodle learning platform
- create a psychologically friendly learning environment;
- be acquainted with the background of the audience and be aware of their needs and expectations;

- have experience on how to work with low-skilled adults;
- have the knowledge and skills to help learners to start their e-learning sessions;
- have technical tools and skills to organize online meetings with learners in case if face-to-face meetings can not be organised or it is a better way to reach remoted learners;
- have a good knowledge of the teaching content (Creative Entrepreneurial Motivation and Empowerment Tools, Training Course "Creative Talent Factory on E-platform) and good understanding of all 5 creative entrepreneurial competences including 25 skills which will be developed within the CTF training programme;
- have essential personal characteristics: have good communication skills, tolerant, able to motivate learners and poses of positive self, evaluation skills;
- be a good facilitator.

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