PHERECLOS

TEMP Educational Guide

Transnational Education Mentoring Partnership) in the framework of PHERECLOS project, financed by Horizon 2020

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CONTENTS

1. INTRODUCTION

This Educational Guide comes as a result of the TEMP (Transnational Education Mentoring Partnership) in the framework of PHERECLOS project, financed by Horizon 2020. The TEMP partners are active in different educational fields, providing the TEMP a large overview of the educational systems from Spain Deses-3 Association – youth education, University of Valladolid- higher education) and Greece (E-school Educational Group – adult education; DDE Karditsa- school education).

The Guide aims at providing an overview of innovative methodologies and their appliance in different educational fields, in which partners are active. These Guide contains a first theoretical part, in which are explained the following methodologies and the tips on how to implement them according to each educational sector

- Personalized Learning
- Project-Based Learning (PBL)
- Place-Based Education
- Real-World Learning
- Formative Assessment

Moreover, the Guide contains a second practical part, with 16 proposed activities, one for each methodology and each educational field. These activities come as resources for education professionals, who want to teach, train and prepare their learners for the 21st century challenges and to acquire the current needed practical knowledge and skills.

MAIN CHARACTERISTICS OF THE 4 EDUCATIONAL FIELDS, OUR TEMP REPRESENTS AND THE TARGET GROUPS.

	FORMAL EDUCATION	NON-FORMAL EDUCATION	DIRECT TARGET GROUP	INDIRECT TARGET GROUP
SCHOOL EDUCATION	X		Teachers (primary and secondary)	Pupils (primary and secondary)
YOUTH EDUCATION		X	Youth workers, Trainers, Facilitators providing non-formal educational activities	Youth involved in non-formal educational activities (18-30 y.o.)
HIGHER EDUCATION	X		University Professors	University students
ADULT EDUCATION		X	Adult educators, Trainers, Coaches	Adult learners involved in life-long learning activities (30+ y.o.)

2. DEFINITION OF THE METHODOLOGIES

2.1 Personalized Learning

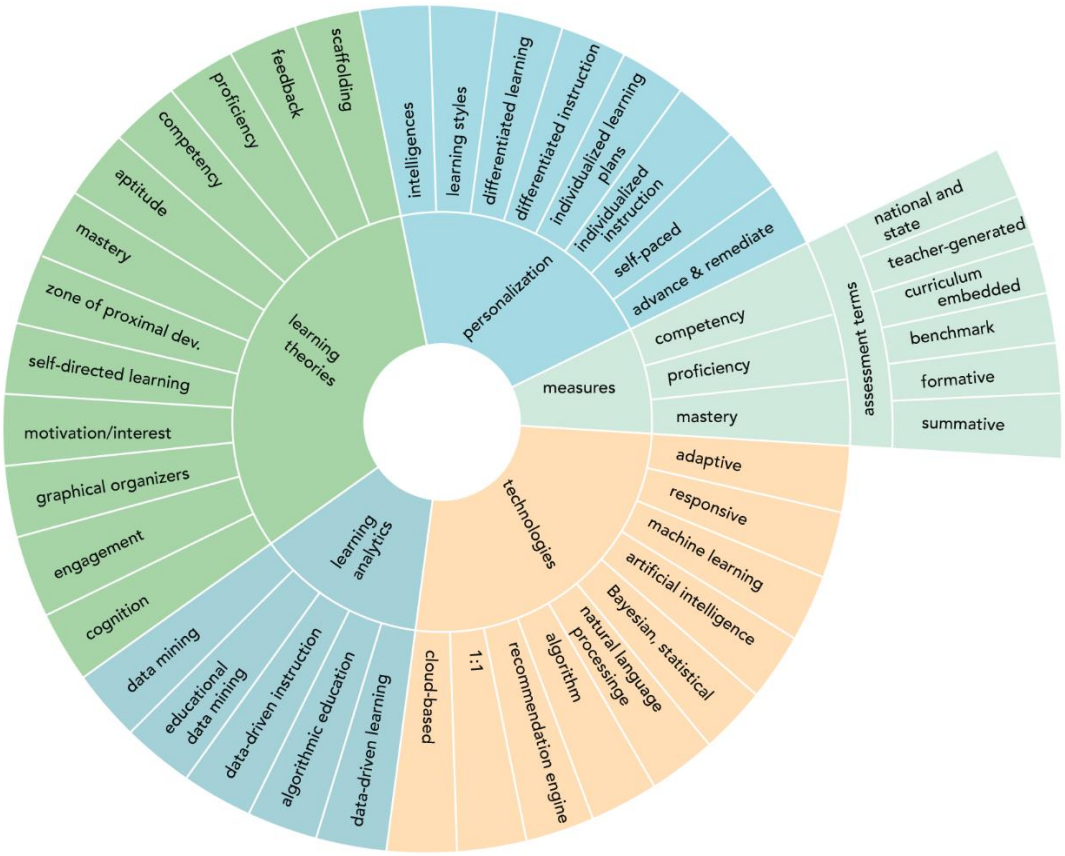
Personalized learning is an educational approach that aims to customize learning for each student's strengths, needs, skills and interests. Each student gets a learning plan that's based on what he knows and how he learns best. Personalized learning doesn't replace an educational curriculum or an intervention program (Morin, s.f.).

Personalized learning is related to individualized learning or criteria evaluation. The learning acquired is established according to the person, not external standards. This implies that there is a learning plan for each student and that this plan is designed between the teacher and the student.

This methodology contradicts most current educational systems because current educational systems are designed based on a rule (law) defined by the government and based on which the educational curriculum is subsequently designed. This educational curriculum is organized by educational courses or learning levels, defining a specific time to acquire said learning. This perspective of uniformity entails a methodological uniformity in which it is considered that students must learn the contents in the same way at the same time.With personalized learning, the aim is to establish a different path for each student. A path that meets the needs, motivations, abilities and learning style.

Personalized Learning can be approached from different areas, today we see how from digital environments our way of using the internet (google), shopping (Amazon) or watching television (Netflix) is personalized (Bulger, 2016). The educational domain could range from personalized interfaces to adaptive tutors, from student-centered classrooms to learning management systems. In the following graph we see five major areas that could be taken into account to personalize learning (personalization, measurements, technologies, learning analysis and learning theories)

Figure 1. Personalized Learning Terms Used in Marketing Materials and Media.



Source: Bulguer (2016)

Some considerations to apply this methodology are the following:

● The teacher is the main guide in terms of methodology, planning, monitoring and evaluation.

● The student participates in the planning of short and medium term objectives, training plan, learning methodology and monitoring.

● The student has great responsibility and autonomy. The teacher and the System trust the student with their active involvement.

● The teacher must know the learning objectives and the level of acquisition of those objectives at the beginning of the learning process. From here the objectives are defined between the student and the teacher.

● The teacher must know different strategies, methodologies and learning styles to adapt them to each student.

The difficulty involved in implementing the Personalized Learning methodology means that it is applied differently in. Amanda Morín presents some examples of How Personalized Learning Works:

1. Schools that use learner profiles. This type of school keeps an up-to-date record that provides a deep understanding of each student's individual strengths, needs, motivations, progress and goals. These profiles are updated far more often than a standard report card. And these detailed updates help teachers make decisions to positively impact student learning.

A learner profile also helps students keep track of their own progress. It gives the teacher, the student and, in many schools, the parent a way to know if they need to change a learning method or make changes to goals—before the student does poorly or fails.

2. Schools that use personalized learning paths. This type of school helps each student customize a learning path that responds or adapts based on his progress, motivations and goals. For instance, a school might create a student's schedule based on weekly updates about his academic progress and interests.

Each student's schedule is unique. But it's likely to include several learning methods. (These are often called "modalities.") The mix might include project-based learning with a small group of peers, independent work on certain skills or complex tasks, and one-on-one tutoring with a teacher.

A personalized learning path allows a student to work on different skills at different paces. But that doesn't mean the school will let him fall far behind in any area. Teachers closely monitor each student and provide extra support as needed.

3. Schools that use competency-based progression. This type of school continually assesses students to monitor their progress toward specific goals. This system makes it clear to students what they need to master. These competencies include specific skills, knowledge and mindsets like developing resilience.

Students are given options of how and when to demonstrate their mastery. For example, a student might work with a teacher to weave certain math skills into an internship at a retail store.

The student might work on several competencies at the same time. When he masters one, he moves on to the next. The student gets the support or services he needs to help master the skills. The emphasis isn't on taking a test and getting a passing or failing grade. Instead, it's about continuous learning and having many chances to show knowledge.

4. Schools using flexible learning environments. This type of school adapts the environment students learn in, based on how they learn best. That includes things like the physical setup of the class, how the school day is structured and how the teachers are allocated.

For example, schools might look for ways to give teachers more time for small group instruction. It's not easy to redesign the way teachers use space, time and resources in the classroom. But this type of "design thinking" can help students need to reshape the learning environment.

Tabla 1. Strengths and weaknesses of Personalized Learning.

Strengths	Weaknesses
Personalized learning can give learners the support to work on weaknesses and a customized path that engages their interests and helps them "own" their learning.	Teachers might not have enough inclusion training to make this approach accessible to all students
It can also give learners the chance to build self-advocacy skills. It encourages them to speak up about what interests them	They might not know how to support kids with
More choice about the learning materials, place of learning, learning style, etc. It gives the learner much more choice when it comes to most things including learning materials, place of learning and learning style, to mention just a few.	They might not know how to track competencies or analyze other kinds of student data.
Every learner can progress at their own pace; more talented/committed ones can progress faster, while those who are having difficulties acquiring certain skills or knowledge have the ability to take more time	It is needed that teacher have enough knowledge about the methodology before starting the planning of the learning process
It is more enjoyable for both educators and learners. Also, it encourages more interaction between individual learners and the educator	The teacher needs to adjust their approach, pace and style of learning to individual learners and their needs

particularly well received by adult learners who tend to be more independent, autonomous and goal-centred. Likewise, they tend to perform better if the learning material, style and environment is adjusted to their prior knowledge and skills.	It typically involves the use of technology which can present a problem in some situations.

Fuente: Adapted from Morín (s.f.)

2.2 How can it be adapted to each of the educational fields?

2.2.1 School Education

- The teacher must know the interests, motivations and capacities of the students before planning the methodology and activities. This would be possible if information is available from lower grades.
- It should be designed before the beginning of the school year, when the annual programming is planned.
- The teacher must have individual control of each student to monitor the learning process.
- The teacher must be prepared to design activities at various levels so that students can advance according to their level.

2.2.2 Youth Education

The non-formal environment where youth activities predominate makes it difficult to get to know the participants well but gives the teaching-learning process ample flexibility.

- The activity must be prepared to be solved from several levels.
- It is convenient to do a prior evaluation to know the level of competences of the participants and, depending on the result, adapt the activity.
- Group work is recommended, where each member of the group contributes according to their level.
- An individual evaluation and self evaluation must be prepared. If the learning process is short, it will be difficult for the youth worker to be able to evaluate the participant. For this reason, it is advisable for the young person to carry out a self-evaluation. The youth worker must accompany and guide the process.

2.2.3 Higher Education

- The large number of students and the traditional system itself makes the application of this methodology difficult.
- It is necessary that before the beginning of the course the methodology has been decided and it is recorded in the didactic guides.
- The student has greater maturity and autonomy, so the process should not fall 100% on the teacher. It must be organized and monitored by both parties.
- An initial evaluation must be carried out that will be shared and discussed with the students.
- Group work is recommended for two reasons:
  1. Each student contributes to the group from their level
  2. There is peer learning that allows students with different levels to learn from each other.
- It is necessary to implement formative evaluations during the process, which allow the teacher and the student to know where they are at all times.

2.2.4 Adult education

- In this case, it is not only advisable to know the initial competence level of the student, but it is essential because adults usually have previous experiences (formal, non-formal and informal).
- The teacher must start from the student's competence level to redefine the activities.
- The activities must be mainly practical and their resolution must be planned to be solved individually or in groups.
- There is a greater difference in competence level and learning rhythms, so there must be flexibility in the learning time.

2.3 Project-Based Learning (PBL)

2.3.1 Definition

Project-based learning (en adelante PBL) is an active student-centred form of instruction which is characterised by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices (Kokotsaki et all., 2016).

Project Based Learning (PBL) is an instructional approach that organizes learning around projects and learning activities based on real tasks that present challenges for students to solve. PBL creates a constructivist learning atmosphere in which students construct knowledge. Thus, PBL can be called a student-driven, teacher-facilitated approach in teaching and learning processes (Dilekli, 2020).

Project-based learning can be used to develop 21st century skills (Djukri, 2017). There are more and more tasks organized in the form of project work where skills such as autonomy, communication, teamwork, monitoring or self-evaluation are necessary. That is why students who learn with this methodology acquire more competencies than those exclusive to the subject or area of knowledge.

2.3.2 Implementation

We can guide ourselves through ten steps for the implementation of the Project-Based Learning methodology (Aulaplane, 2015).

1. Selection of the topic and approach to the guiding question. Choose a topic linked to the reality of the students that motivates them to learn and allows you to develop the cognitive and competence objectives of the course you are looking to work on. Then, ask them an open guiding question that helps you detect their previous knowledge on the subject and invites them to think about what they should investigate and what strategies they should put in place to solve the question. For example: How would you educate the inhabitants of your city about healthy habits? What campaign would you carry out to make the history of your region known to tourists? Is life possible on Mars?
2. Team formation. Organize groups of three or four students, so that there is a diversity of profiles and each one plays a role.
3. Definition of the final product or challenge. Establish the product that students must develop based on the competencies you want to develop. It can have different formats: a brochure, a campaign, a presentation, a scientific investigation, a model ... We recommend that you provide them with a rubric that includes the cognitive and competency objectives that they must achieve, and the criteria to evaluate them.
4. Planning. Ask them to present a work plan specifying the planned tasks, the people in charge of each one and the timetable for carrying them out.

5. Research. You must empower your students to find, contrast and analyze the information they need to do the job. Your role is to guide them and act as a guide.
6. Analysis and synthesis. The time has come for your students to share the information they have gathered, share their ideas, debate, elaborate hypotheses, structure the information and search together for the best answer to the initial question.
7. Elaboration of the product. In this phase, students will have to apply what they have learned to the realization of a product that responds to the question posed at the beginning. Encourage them to unleash their creativity.
8. Product presentation. Students must share with their classmates what they have learned and show how they have answered the initial problem. It is important that they have a structured presentation script, are clearly explained, and support the information with a wide variety of resources.
9. Collective response to the initial question. Once the presentations of all the groups have been completed, reflect with your students about the experience and invite them to search together for a collective answer to the initial question.
10. Evaluation and self-evaluation. Finally, evaluate the work of your students using the rubric that you have provided them previously, and ask them to evaluate themselves. It will help them develop their spirit of self-criticism and reflect on their failures or mistakes.

2.3.3 How Can It Be Adapted To Each Of The Educational Fields?

2.3.3.1 School Education

- The subject of the Project must arise from a student's concern and must have a connection with real life.
- The Project must include content from various learning areas (mathematics, science, philosophy).
- Requires prior coordination by the teaching team.
- Teachers must have defined the steps to advance in the process, so as the teacher progresses, he presents new questions or problems to solve.
- Its achievement must be through teamwork.

2.3.3.2 Youth education

- The theme of the Project must arise from a concern of the young person and must respond to real life situations.
- The Project must include content from various learning areas and young people must demonstrate different skills (problem solving, information management, teamwork ...)
- Its achievement must be through teamwork. Each youth may have a different background. It would be convenient to know beforehand to distribute the groups so that people with different backgrounds can participate, each contributing what they know.
- Teachers must have defined the steps to advance in the process, so as the teacher progresses, he presents new questions or problems to solve.

2.3.3.3 Higher Education

- The subject of the Project must arise from a student's concern and must respond to real life situations. Since there are previously established contents in the subject, the teacher can foresee or take into account the possible topics previously.
- The Project must include content from several learning areas, or at least one resolution of the Project from different approaches (theory, practice ...) and students must demonstrate different competencies (problem solving, information management, teamwork ...)
- In the case of considering between different areas, prior coordination is required by the teaching team to define the process, identify the contents of the Project, or the evaluation.
- The teachers involved must have defined the steps to move forward in the process, so as the teacher progresses, he presents new questions or problems to solve.
- Its achievement must be through teamwork.
- The teacher must be willing to evaluate the result of the Project and the process for the solution of the Project. It is not coherent to take an exam to evaluate the contents learned.

2.3.3.4 Adult education

- The learning proposal must be especially linked to real problems and their mainly practical resolution. The subject of the Project must arise from a student's concern or to provide useful learning for real life.

- The Project must include content from several learning areas, or at least one resolution of the Project from different approaches (theory, practice ...) and students must demonstrate different competencies (problem solving, information management, teamwork ...)
- In the case of considering between different areas, prior coordination is required by the teaching team to define the process, identify the contents of the Project, or the evaluation.
- Its achievement must be through teamwork. It is certain that each student will have a different background. It would be convenient to know beforehand to distribute the groups so that people with different backgrounds can participate, each contributing what they know.
- Teachers must have defined the steps to advance in the process, so as the teacher progresses, he presents new questions or problems to solve.

2.4 Place-Based Education

Place based education engages students with their local cultures, environment and heritage. It is an active learning approach emphasizing the importance of community and social action for causing change at a local level. A place based approach often teaches the importance of sustainability, cultural heritage and conservation (Drew, 2020)

Place-based education uses the local community—including its culture and heritage, landscapes, and opportunities and experiences—to study across a range of subjects. It may include service projects for an organization and/or community, but it may not involve "projects" in the traditional sense at all. Through place-based education, students benefit from inquiry-based, relevant learning that is personalized and grounded in local communities.

Place-based education focuses on the setting rather than the solution of a distinct problem as in challenge-based learning, but both learning methods can, and often do, extend across ELA, math, science, social studies, and other subject areas. Like challenge-based learning, students are driven by their own motivations and interests, following Piaget's constructivist (learners creating their own meaning) approach to education. Place-based education has many names, including experiential learning, community-based education, environmental/sustainability education, and even service learning.

Tabla 2. Strengths and weaknesses of Place-based learning.

Strengths	Weaknesses
Encourages Child Citizenship and Agency: They therefore learn that they have power to affect their communities and the lives of their neighbors.	Disconnect Between Global and Local: It is focused on local issues, so the global perspective cannot be taken into consideration in the learning process.
Local Projects are Achievable: The emphasis on local environmental sustainability means students can learn to do things that make a difference. It turns the abstract concept of "sustainability" into achievable localized objectives.	Difficult to Implement: It is very hard for educators to find people in the local community who are willing to support and participate in learning experiences. It may also be costly to get access to local community spaces where learning can occur, e.g. accessing local history museums can be costly.
Encourages Knowledge Production: Students learn by creating things and finding solutions to real-world problems.	Time Consuming: It takes a long time to plan and implement. In planning because you have to take into account external factors such as other people, or other institutions; in the implementation you have to move, the activities take time to get started ...
Makes Learning Relevant: Students don't learn about abstract concepts. They learn how to apply ideas that are being taught to	

their lives, as well as people and places surrounding them.

2.4.1 Learn more about Place-Based Learning

Place Based Education - Definition & Examples (2021) (helpfulprofessor.com)

What is Place-Based Learning? - Teaching the Hudson Valley

Place-Based Education: The Complete Guide (educationcorner.com)

2.4.2 How can it be adapted to each of the educational fields?

2.4.2.1 School education, youth education, university education, adult education

- The teacher/trainer/educator must carry out an exploration of the environment: library, services, associations, parks, daily needs, etc. And you must identify a situation / challenge / problem that you can solve or help solve with the students.
- The teacher/trainer/educator must connect the real situation with the content of the area.
- The selected situation must be significant enough for the student to have the feeling that what he learns in the process is directly linked to real life. If the situation is with some element of the environment, the student must be aware of the positive impact it achieves in their environment.
- The evaluation process is linked to the resolution of the situation. The practical application of learning is evidence of what has been learned.

2.5 Real-World Learning

Real World Learning is an approach to learning that involves educational centers working with community partners and industry experts to engage learners in authentic, relevant problems, projects, and experiences that develop career awareness and readiness.

When learners of all ages participate in their own learning experiences where they can engage with authentic audiences and purposes, they see that their academic work has meaning beyond the walls of the classroom.

But what is real-world learning? What does it look like in a classroom environment? Is it a goal that can only be reached to the most progressive educational professionals and centers? Can RWL actually cover content standards while engaging learners in authentic, real-world tasks that involve more than just giving them a "scenario" that mimics a real-world situation?

In Personal & Authentic, Thomas C. Murray reveals the power of designing awe-inspiring experiences that are grounded in relationships and learner-centered by design. Inherently relevant and contextualized, it is this kind of learning that lasts a lifetime.

2.5.1 Giving Context and Application to Content Standards

Real-world learning is a topic that has been discussed by educators for many years. Research on the topic of integrating social, interactive processes into learning stretch back to 1938 (Maxwell, Stobaugh, and Tassell, 2015) and carry into today with educational centers offering internships and even job shadowing as part of their curriculum.

Real-world learning incorporates standards that learners will be tested over on the all-too-emphasized standardized tests taken at the end of every academic year for the vast majority of learners attending formal education.

Standards for ELA, science and social subjects and topics are not prescriptive in the methods used to teach the standards, only in the content that should be covered. This flexibility provides ample opportunity for educators to design and implement programs that can meet the required content standards while providing learners with real-world activities that reach beyond the walls of the classroom. By doing so, students are able to see how the content they learn in class has practical applications in the real world and is not just information that must be stored in their brain cells for a year-end dump on a standardized test.

According to Maxwell, Stobaugh, and Tassell (2015), "When a student learns from, interacts with, and has an impact on the real world, higher retention of learning will occur". Clearly, when a student can move from solving problems or answering questions on a worksheet to solving problems that could have an impact on their community, region, country, or the world, the likelihood that they will work harder, engage in deeper thinking, and ultimately learn more from the problem then we, as educators, must move to more of this type of learning in our classrooms and schools.

2.5.2 Learn more about Real World Learning

Real World Learning - What is it and Can You Implement it? (pikemalltech.com)

Real World Learning

Real World Learning - Digital Promise

Real world learning (nsw.gov.au)

Real World Learning / Real World Learning (olatheschools.org)

https://youtu.be/xCpg54xUzLE

2.5.3 How can it be adapted to each of the educational fields?

2.5.3.1. School education, youth education, university education, adult education

- The teacher must connect the contents of the area or subject with real situations that affect the students or their environment.
- The selected situation must be significant enough for the student to have the feeling that what he learns in the process has a direct link with real life and that while he is participating in the educational procedure what he learns has a direct, useful application. short term.
- The evaluation process is linked to the resolution of the situation. The practical application of learning is evidence of what has been learned.

2.5.3.2. Tips for teachers/trainers/educators on how to bring RWL in their educational centers

- Invite Guest Speakers. Bring in a guest speaker who works in a field connected to the subject and topic.
- Practice “Real World Research”. Adults do research all the time, though they may not call it that. When booking a vacation, throwing a party, or making a major purchase, we research our options before making a decision. Use that same pattern of behavior with your students.
- Use Primary Source Documents. Documents, photos, etc., that were created at the time being studied can make history come alive.
- Observe the World Around You. Teach your students how to conduct scientific observations by taking them out to the playground to observe the plants, birds overhead, or ants on the ground.

- Ask Older Students to “Be the Expert”. Have students evaluate something they read as if they were an expert in the field. For example, if they were psychiatrists, what would they say about Oedipus or Macbeth? Are they sane? If not, what kind of disorder or mental illness do they have? Provide students with real scientific information to help them “diagnose” the characters, and if possible, bring in a psychiatrist to talk about it. This exposes students to different career fields and areas of study and puts a unique spin on the old book report.
- Re-Vamp Word Problems. Skip the “if Train A leaves at 9 a.m. …” problems and make current ones. Bring in advertisements from the newspaper and tell students: “Joey gets 10 euros a week for his allowance, and he really wants one of the newest video games.
- Use the News. Find ways to use news stories to make connections between the curriculum and the real world current events.
- Make Assignments Look “Real World”. Instead of having students write the same type of essay or report every week, find some assignments that can use the formats and structures they might use in the adult world: a want ad, a memo, a business letter, etc.
- Show a Documentary. Nature documentaries or historical footage are two perfect examples, as they can show students something they couldn’t possibly see in their local community.
- Simulate a Real-World Experience. According to the topic, simulate experiences such as trials, in which learners will have their own role and they will need to prepare accordingly.
- Bring in “Celebrity Judges” or “Celebrity Coaches”. Bring in professionals to help students evaluate or revise their work on a major assignment or project.
- Publish Student Work for the Larger Community. Choose a topic that will interest your community. Create a class blog or digital portfolio, which you control, for the community to read.

2.6 Formative Assessment

2.6.1 What is formative assessment?

Formative assessment is an assessment-based learning process. Evaluation as obtaining information to learn. The idea is to redirect the teaching-learning process during the learning process to achieve the learning results in a more efficient way (Connie et all., 2019).

The evaluation is not considered exclusively as a process of confirmation of the acquired learning, but is part of a continuous way in the learning process, from the beginning to the end of the process.

Students gain confidence in the learning process. They are able to visualize the objectives and move towards their achievement in a more autonomous way because they are more involved in the learning process (Woodworth, s.f.)

Tabla 3. Strengths and weaknesses of implementation of Formative Assessment.

Strengths	Weaknesses
Improves learner outcomes: learners have a clear idea of what good work looks like and what they need to do to reach this standard.	Misunderstanding: The word 'assessment' often leads to confusion, because it is usually used to refer to summative testing.
It increases confidence: teachers give learners task-specific feedback that focuses on the work rather than ego-specific feedback that focuses on personal qualities of the learner. This encourages every learner to feel that they can improve (Carol et all., 2010)	Training and time: It sometimes requires additional professional training, and it changes to the ways that teachers interact with their learners.
It increases independence: enables learners to become more active in the classroom; Students will develop the ability to assess themselves and to take responsibility for their own learning.	Fear of change: high-achieving and diligent learners may find it hard to look for faults and mistakes in their work and thinking. They may feel that they do not want to show any sign of weakness or failure.
Individual learning: When students are taking a more active role in their learning, teachers have more time to talk to them individually. In addition, teachers have more time to reflect on what is going well in their lesson and what can be improved.	Getting it right: a teacher must choose their words carefully when giving feedback. If the teacher gives the impression that only the teachers can provide the right answer, learners will find it hard to be independent.

Changes the culture of the classroom: helps to create a supportive and cooperative classroom. In this environment, everyone, including the teacher, should feel able to try new things without worrying that they might fail. Students will start to see that by learning from failure, they can improve outcomes in the future.	Culture: teachers may feel that they do not have time to do activities that do not seem directly linked to final examination grades. However, using feedback to modify instruction and help learners to better understand assessment objectives will improve exam results.

Source: adapted from Cambridge Assessment. International Education, s.f.

2.6.2 How is it used?

There are different steps to follow for the implementation of the Formative Assessment, however, there are some basic elements that need to be taken into account. These elements are for example: the student's practice; the evaluation; the sharing of information between the student and the evaluation; and restructuring of the process (if necessary). Below we have an example of the steps to follow for the implementation of a Formative assessment process.

Figure 2. Formative Assessment process.

Fuente: Wendy Choi (2020)

There are also different tools for collect the data for the assessment process, for example:

- Observations
- Questioning
- Discussion
- Journals
- Assignments
- Projects
- Pop Quizzes
- Graphic Organizers
- Peer/Self Assessments
- Written Questions /Exercises
- Multiple-choice Answers
- Practice Presentations
- Diagnostic Tests
- Visual Representations
- Kinesthetic Assessments
- Individual Whiteboards
- Four Corners
- Think Pair Share
- Simulations/Business Games

2.6.3 Learn more about Formative Assessment

Black P and Wiliam D (1998) *Inside the Black Box: raising standards through classroom assessment*. London: King's College School of Education.
Black and Wiliams' research: "Assessment and Classroom Learning".

Black and Wiliams' research: "Developing the Theory of Formative Assessment".

2.6.4 How can it be adapted to each of the educational fields?

2.5.4.1 School education, youth education, university education, adult education.

- The evaluation procedure must be planned at the same time as activities are planned to establish evaluation moments throughout the procedure.
- The student must know the learning objectives in the short, medium and long term, so that he can compare what he has learned with the planned learning.
- It is necessary for the student to have a clearly defined evaluation reference and instruments to identify the learning achieved at all times (evaluation activities, rubrics ...)
- During the learning process, the results of the evaluations are shared and discussed between the teacher and the student.

3. ACTIVITIES DDE KARDITSA

3.1 Personalized learning

Name of the activity:	**Searching the World Wide Web**
Innovative methodology targeted:	**Main methodology: Personalized learning** Side methodology (if applicable): -
Educational field:	**Students**

Duration:	**Total: 1,5 h**
Number of participants:	**Approx. 20**
Materials needed:	**Computer, Internet**
Objectives/ Learning outcomes:	The objective of this activity is to help students understand how to use Internet to search for information. At the end of the activity the students will be able to: ✓ define what is a 'search engine' ✓ identify methods used to search on the internet ✓ demonstrate how to search information on the internet ✓ evaluate the content of a website
Description of the activity:	The teacher asks the students what they do when they need information on something and they do not know the specific URL address. Following a brief reflection, the importance of using search services on the World Wide Web is emphasized. The teacher presents the most popular search engines (e.g. www.google.gr). Then the teacher asks the students to visit YouTube at the location https://www.youtube.com/watch?v=0eKVizvYSUQ to watch a video of about 5 minutes. It's a short video about how Google Search works, including how Google's software indexes the web, ranks sites, flags spam, and serves up results. Next, the teacher asks each student to search for a specific topic on the internet. Then the teacher explains the students how they can narrow their search results by using quotation marks to find exact phrases or names, by using boolean operators (AND, OR, and NOT) to broaden or narrow their search or apply filters.

	Next the teacher asks the students to search again for the same topic using the above basic search tips. The teacher also asks students to search for the same topic using different search engines. It is expected to notice that different search engines show different results. Following that, the teacher asks the students to reflect on the reliability of the content of a website. He asks students to search for criteria for website evaluation on the Internet. The students' findings are presented. Then the teacher asks the students to visit a specific website and fill in the evaluation form (annex II).
Type of the evaluation method of the activity:	**Formative assessment (annex III)**

3.1.1 Annex I – Resources for further learning:

https://www.youtube.com/watch?v=53rwA2d8fyw

https://www.youtube.com/watch?v=KyCYyoGusqs&t=1s

https://www.youtube.com/watch?v=FxyKHp47EnQ&t=4s

http://www.virtualsalt.com/evaluating-internet-research-sources/

https://guides.lib.berkeley.edu/evaluating-resources

3.1.2 Annex II – Evaluation Form Web Resource Evaluation Form

Name of Site: ……

URL: ……

Check off the categories in the boxes provided in the table below that fulfill the criteria that the resource being reviewed comes under. If any of these are not applicable, write NA.

Currency	
Have the pages on this web site been updated recently?	
Authority	
Is the author or creator of the resource identifiable from the resource?	
Does any form of expertise or credentials make the author reliable?	
Is there contact information for the author?	
Purpose	
Does this source have an economic value for the author or publisher?	
Does it fill any other personal, professional, or societal needs?	
Accuracy	
Is the information in this resource cited properly and from a credible source?	
Are the facts being presented the same as those from other relevant sources?	
Does the source provide links or references to other sources that it either cites or are related?	

3.1.3 Annex III – Formative assessment method

Examples of questions to be directed to the students at key points of the activity:

What is a 'search engine'?

How can you narrow your search results when searching on the Internet?

How can you evaluate your search results?

3.2 Project-based learning

Name of the activity:	Gender Stereotypes in the Workplace
Innovative methodology targeted:	**Main methodology: Project Based Learning** Side methodology (if applicable): -
Educational field:	**Students**
Duration:	**Total: 1,5 h**
Number of participants:	**Approx. 20 (working in small groups)**
Materials needed:	**Computer, Internet**
Objectives/ Learning outcomes:	The objective of this activity is to assist pupils in overcoming Occupational Gender Stereotypes. At the end of the activity the participants will have developed several competences, such as: ✓ search, find and compare data ✓ identify gender stereotypes concerning occupations ✓ build more gender-equal and gender-respecting attitudes ✓ increase awareness of women's accomplishments in STEM fields ✓ consider STEM-related employment options and life paths ✓ improve your analytical and critical thinking abilities ✓ be able to work effectively within the team

Description of the activity:	The teacher asks students to reflect and respond to the following statement and question: “You need a plumber for a leak in your home. Your parents call one and in a short time a female plumber appears. - What are you thinking? - Can only men do the job of a plumber? - Can you think of other so-called men’s jobs - Can you think of other so-called women’s jobs?”. A discussion is held among the teacher and the students. Next, the teacher shows students the suggested video lasting 3:43’ about the great mathematician Katherine Johnson: The Girl Who Loved to Count (https://www.nasa.gov/feature/katherine-johnson-the-girl-who-loved-tocount). The target of this stage is to introduce students a woman who succeed in this field. After watching the video, a discussion is held among the teacher and the students about Katherine Johnson’s contribution to the field of STEM. The teacher also asks them to search on the internet for additional information and respond to the following statements and questions: - Did Katherine Johnson face racial and gender-based discrimination? - Women can be as good in Math as men. - Is Katherine Johnson a role model for you? Why / why not? Upon completion of this search, the students are asked to write a blog type of article about a job of their choice that is stereotyped as feminine/masculine. With the teacher’s guidance, the students will do research on the job description, various rates and percentages available online pertinent to demographic information etc. that will inform their article.

	After students have finished with their article they will hold a joint discussion and vote on the best two articles to be uploaded on the school's website. Once the two selected articles are decided, the students offer their feedback as to how they can be improved and the articles are edited with the help of the teacher. The teacher wraps up the session by asking students to reflect and respond to the following statements and questions: - How does a job get stereotyped? - Gendered jobs harm us all. It is expected that there will be disagreements and reactions from some students, but this can support a fruitful dialogue.
Type of the evaluation method of the activity:	**Formative assessment (annex II)**

3.2.1 Annex I – Resources for further learning

https://en.unesco.org/news/unesco-research-shows-women-career-scientists-still-face-gender-bias?fbclid=IwAR3IDsSOUA2rCZtj7_iCHyB_ZoF5KTRTBMV6jKc8XEo4dyHGOHhUKKMrhQU

https://www.youtube.com/watch?v=f3Q9UbcObpE

https://www.youtube.com/watch?v=kZfEFzf4Jec

3.2.2 Annex II – Formative assessment method

Examples of questions to be directed to the students at key points of the activity:

Were students engaged and interested in the activities?

Were the aim and the objectives of the lesson met by students?

Has students' perspective on the role of women in STEM shifted as a result of this process?

3.3 Place-based learning

Name of the activity:	**Our city, our life**
Innovative methodology targeted:	**Main methodology: Place-based education** Side methodology (if applicable): -
Educational field:	**Students**
Duration:	**Total: 3h (2 sessions x 1,5 h)**
Number of participants:	**Approx. 20 (working in small groups)**
Materials needed:	**Computer, Internet, Novels and Films about local history**
Objectives/ Learning outcomes:	The objective of this activity is to emphasize the use and specific characteristics of public spaces in order for students to comprehend that the city is a place where citizens' ideas and opinions, norms and values are formed. At the end of the activity the participants will have developed several competences, such as:

	✓ search, find and compare data ✓ conduct survey ✓ use the computer in the learning process ✓ be able to work effectively within the team ✓ comprehend the usability and unique aspects of public space
Description of the activity:	**1st session:** The teacher instructs the students to investigate their city as a site that mixes the natural and artificial, the tangible and intangible, the public and private, the past and the future. More specifically, he divides the students into smaller groups (the number of groups depends on the total number of participants; if 20 participants, we propose 5 groups of 4) and asks the students to collect data concerning: • the built environment (private and public buildings) • open public spaces (squares, parks, pavements, streets) • the traces of the past (monuments, archaeological sites, museums) • citizens (work, entertainment, transport) The groups present their findings. Next, the teacher explains to students that cities bring together people of all ages, races, socioeconomic and ethnic origins, occupational backgrounds, and a variety of other qualities together. The teacher divides the students into three groups and assigns each group to create a questionnaire (Annex I) that will be used to study the respondents' perspectives about where they live and the challenges they encounter. The survey will target three different age groups: - Young people aged 15 - 25 - Adults aged 35 - 55 - Retired people aged 65 -75 Students will conduct the survey. **2nd session:** After conducting their research, students analyze the information by categorizing the responses and comparing the results by age group.

	Each group will prepare a short report on their findings and present it to the class. Then, the teacher encourages students to discuss citizens' views about their place, to compare their views by identifying common issues that concern all age groups and to suggest ways of solving these problems.
Type of the evaluation method of the activity:	**Formative assessment (annex II)**

3.3.1 Annex I – Proposed questionnaires:

For Young people aged 15 – 25:

Age: ……. Sex: …….

What is your favorite part of your city?

Where do you meet your friends?

What is it that displeases you in your city's public areas?

What is it that you would like to change in your city's public areas?

For Adult people aged 35 – 55 & Retired people aged 65 -75:

Age: ……. Sex: …….

What is your favorite part of your city?

Do you go for a walk in your city/neighborhood?

What are the most pressing issues in your city, in your opinion?

What is it that you would like to change in your city/neighborhood?

3.3.2 Annex II – Resources for further learning

https://www.coolgeography.co.uk/gcsen/Urban_Sustainability.php

https://www.twi-global.com/technical-knowledge/faqs/what-is-a-smart-city#SmartCityDefinition

https://www.youtube.com/watch?v=pUbHGI-kHsU

3.3.3 Annex III – Formative assessment method

Examples of questions to be directed to the students at key points of the activity:

How did you feel participating in the activity?

Have you made good use of the information sources (Internet, library, etc.)?

Has your perspective on public space shifted as a result of this process?

3.4 Real-world learning

Name of the activity:	**The impact of covid in people's lives**
Innovative methodology targeted:	**Main methodology: Real world learning** Side methodology (if applicable): -
Educational field:	**Students**
Duration:	**Total: 1,5 h**
Number of participants:	**Approx. 20 (working in small groups)**
Materials needed:	**Computer, Internet**
Objectives/ Learning outcomes:	The objective of this activity is to provide students with an insightful and complex picture of interconnectedness, interdependent and interacting fields of human activity, such as highlighted by the emergence and spread of the Covid-19 virus pandemic. At the end of the activity the participants will have developed several competences, such as: ✓ search, find and compare data ✓ envision the future taking into account current facts and events ✓ use the computer in the learning process ✓ be able to work effectively within the team

Description of the activity:	The teacher asks the students to visit YouTube at the location https://www.youtube.com/watch?v=3qV7R2iYVXg to watch a video of about 8 minutes, chronicling the early phases of the pandemic. It's a video primer to introduce the children to the topic of the covid pandemic. Next, the teacher should divide the participants into smaller groups (the number of groups depends on the total number of participants; if 20 participants, we propose 5 groups of 4). After students have studied the modes and speed of the transmission of the coronavirus by visiting the site of WHO (https://www.who.int/news-room/commentaries/detail/modes-of-transmission-of-virus-causing-covid-19-implications-for-ipc-precaution-recommendations) then they can consult and study maps showing the distribution of the virus (https://www.cidrap.umn.edu/covid-19/maps-visuals). Combining the two sources and the website showing the airline connections before they were drastically reduced due to the pandemic (https://t.co/iGIspxEoSg?amp=1), they can discuss the following questions in the group: • What could be the primary cause of the world's rapid spread of coronavirus? • How much do airline flights seem to have decreased with the pandemic? • What are the negative consequences of the decrease in international air travel? • What are the benefits of the reduction in air travels? The groups' responses are presented. Students, divided into the same or different groups, will search the Internet and try to create a conceptual map of the effects of the coronavirus. The students should map the effects on both the economy and the psychology, education, consumption, intrer-family relations, domestic relations, human relations, etc. The more fields of influence they discover, the more they will understand the complexity of the situation.

Type of the evaluation method of the activity:	**Formative assessment (annex II)**

3.4.1 Annex I – Resources for further learning

https://www.theguardian.com/world/ng-interactive/2020/apr/03/how-is-the-coronavirus-affecting-global-air-traffic

https://www.health.nsw.gov.au/Infectious/covid-19/Pages/frequently-asked-questions.aspx

https://coronavirus.frontiersin.org/?utm_source=ad&utm_medium=fb&utm_campaign=ba_cov-cco_corp

https://www.who.int/emergencies/diseases/novel-coronavirus-2019

APP: https://www.health.gov.au/resources/translated/coronavirus-covid-19-download-the-covidsafe-app-today-other-languages

3.4.2 Annex II – Formative assessment method

Examples of questions to be directed to the students at key points of the activity:

When was COVID-19 first reported?

Where was the first case of the coronavirus disease observed?

What is the main cause of the rapid spread of coronavirus in the world?

Which are the effects of the coronavirus in human life?

4. ACTIVITIES DESES-3

4.1 Personalized learning

Name of the activity:	I-learner
Innovative methodology targeted:	**Main methodology: Personalized learning** Side methodology (if applicable): -
Educational field:	**Youth**
Duration:	**Total: 2 h**
Number of participants:	**Approx. 20**
Materials needed:	**Computer/Smartphone, Internet, Videoprojector**
Objectives/ Learning outcomes:	The objective of this activity is for the participants to get familiar with the different learning styles and their characteristics, to get to know their own learning style and to understand what learning methods are beneficial for each learner type. At the end of the activity the participants will have developed several competences, such as **learning to learn competence**, analytical and critical thinking.

Description of the activity:	The trainer should start the activity by asking the participant to create the profile of the 21st century learner. (see some characteristics in annex I). Each group will be asked to create and present the profile in a different way. Examples: Through a drawing; Orally; In a ppt. presentation, Through Photos etc. Next, the participants should describe what a 21st century learning environment should look like, taking into consideration the needs of the learners. Again each group will be asked to create and present the profile in a different way. Examples: Through a drawing; Orally; In a ppt. presentation, Through Photos etc. Further, the trainer should ask the participant how they learn best, what methods, techniques they use to retain information and to develop skills and competences. After the participants share their methods and techniques to learn, the trainer should introduce the concept of learning styles or types and will ask them to take a quiz to determine what type of learners they are. When all the participants finish the quiz and have their results, the trainer will introduce the characteristics of each learning style according to the VARK model. (see annex I) Next, the trainer should divide the participants into 5 small groups and each group will need to choose one ticket, which will represent the STEAM subject they need to prepare an activity taking into consideration all learning styles. Example: Group 1: Science Group 2: Technology Group 3: Engineering Group 4: Arts Group 5: Maths

	Before starting to create the activity they need to choose the topic of the subject and the level and to announce the trainer their choice. After they create the activity they will present in front of the big group and the rest of the participants will provide feedback on the activities created by the other teams.
Type of the evaluation method of the activity:	**Formative assessment (annex II)**

4.1.1 Annex I – Proposed theory & resources

Characteristics of 21st Century Learners

Global citizens

Thinking creatively

Thinking critically

Communicates and collaborates with others

Digital literacy

What's your learning style? – Quizz

http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml

Learning styles

VARK is focused on the idea that students retain and process information differently and have "preferred learning modes" that allow them to learn their best. "Allowing students to access information in terms they are comfortable with will increase their academic confidence," (Teach.com).

Source: mysimpleshow

Visual

Visual learners prefer to take in information using charts, maps, graphs, diagrams, and more. Using images to explain concepts and ideas is the best way to reach a visual learner. However, this type of learning style does not include photographs or videos. Instead, visual learners learn best when information is presented using patterns, shapes, and other visual aids in the place of written or spoken words.

Auditory

This learning style describes students who learn best when information is heard or spoken. They benefit from lectures, group discussion, and other strategies that involve talking things through. “Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking,” (VARK Learn Limited).

Reading/Writing Preference

Students who have a reading/writing preference prefer information to be presented using words. They love to read and perform well on written assignments such as stories or book reports. “This preference emphasizes text-based input and output – reading and writing in all of its forms,” VARK Learn Limited notes. A great way to help these students learn is by having them describe diagrams or charts using written statements. Then, they can study their notes later to better retain the information.

Kinesthetic Learners

Kinesthetic learners are hands-on, participatory learners who need to take a physically active role in the learning process in order to achieve their best educational outcomes. They are sometimes referred to as “tactile learners,” but this

can be a bit of a misnomer; rather than simply utilizing touch, kinesthetic learners tend to engage all of their senses equally in the process of learning.6

Because of their active nature, kinesthetic learners often have the most difficult time succeeding in conventional classroom settings. Some educators have found success encouraging kinesthetic learners to utilize flashcards for subjects like math and English to make rote memorization into an interactive experience. These students also often thrive in scientific subjects with lab components, as the skills-based, instructional training that occurs in these settings engages them in productive ways.

4.1.2 Resources for further learning:

Characteristics of 21st Century Learners: https://sites.google.com/a/dpsnc.net/dps-literacy-framework/21st-century-literacy/characteristics-of-21st-century-learners

Creating 21st Century Learning Environments: https://www.oecdilibrary.org/docserver/558676471016.pdf?expires=1623772683&id=id&accname=guest&checksum=A5D559A511B981FCAC215A2B11C9C05A

VARK model: https://vark-learn.com/introduction-to-vark/the-vark-modalities/

4.1.3 Annex II – Proposed formative assessment

Did you know what type of learner you were before this activity?

Why is it important to know our learning styles?

How many learning styles are according to the VARK model? Which are those?

What are the characteristics of each learner type?

How can we adapt the lessons and activities to reach all these learning styles?

4.2 Project-based learning

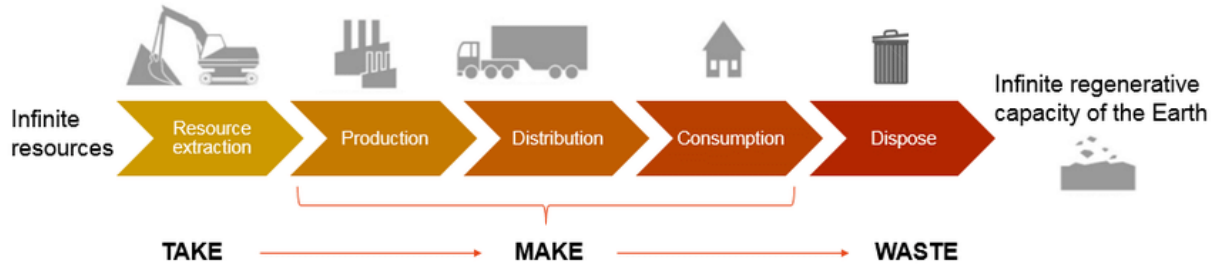
Name of the activity:	Circular vs. Linear
Innovative methodology targeted:	**Main methodology: Project based learning** Side methodology (if applicable): Real world learning
Educational field:	**Youth**
Duration:	**Total: 1,5 h**
Number of participants:	**Approx. 20 (working in small groups)**
Materials needed:	**Computer/Smartphone, Internet, Videoprojector**
Objectives/ Learning outcomes:	The objective of this activity is for the participants to get familiar with the differences between linear and circular economy, as well as the benefits of circular economy for the environment. At the end of the activity the participants will have developed several competences, such as **citizenship competence**, **entrepreneurship competence**, analytical and critical thinking.
Description of the activity:	Firstly, the trainer should ask the participants what is the difference between the circular and linear economy and make sure the proper explanation is provided (see annex I for the theory and/or video).

	Further, the trainer should encourage a brainstorming on the benefits of the circular economy. Next, the trainer should present examples of start-ups who respect the sustainable business model. (see examples in a website proposed in annex I) Further, the participants, in small groups, need to brainstorm and come up with a sustainable business idea which will further develop using the circular business model canvas. (see canvas model in annex I) When the teams have finished their business model, they should present in front of the big group. The trainer should encourage participants to address questions to the other teams in order to better understand all the business models presented.
Type of the evaluation method of the activity:	**Formative Assessment (annex II)**

4.2.1 Annex I – Proposed theory & resources

4.2.1.1Linear Economy

A linear economy traditionally follows the “take-make-dispose” step-by-step plan. This means that raw materials are collected, then transformed into products that are used until they are finally discarded as waste. Value is created in this economic system by producing and selling as many products as possible.



Source: Research Gate

4.2.1.2 Circular Economy

Circular Economy (CE) refers to an economic model aimed at eliminating waste through continuous safe use (and re-use) of resources. UNIDO talks about the circular economy as a new way of creating value, and ultimately prosperity which works by extending product lifespan through improved design and servicing, and relocating waste from the end of the supply chain to the beginning, thereby creating efficiency in the use of resources by using them over and over, not only once. Circular economy requires that wastes created at the end of the supply chain should not necessarily end in the landfills but should be returned to the beginning of the supply chain to be re-introduced into the production process. Therefore, the central theme of the circular economy is Recycling. When process wastes are recycled back into the production process, less demand is placed on virgin resources, waste pollution is eliminated and environmental sustainability improves. Thus, the World Economic Forum (WEF) talks about CE as an industrial system that is restorative or regenerative by intention and design. Hence, the circular economy is forward looking and proactive in approach: it builds efficiency starting from product design (design-out waste) – products are designed for durability, reuse and recyclability. Modern thoughts on the circular economy are believed to be an off-shoot of the concept of 'Cradle to Cradle designs' which focuses on quality of products (including safety for humans) and environmental health. The cradle to cradle (cradle 2 cradle) concept remains an integral part of every discussion on circular economy.

Explanatory video of circular economy:
https://www.youtube.com/watch?v=zCRKvDyyHml

Principles of the Circular Economy

Some of the key principles of the circular economy include: waste = food; Resilience through diversity; energy from renewable resources; and think in systems.

Waste = Food: – The concept of circular economy is based on the idea of zero waste. This principle requires continuous cycling and recycling of materials and products rather than discarding them as waste. This principle aligns with nature's course wherein one species' waste is another species' food.

Resilience through diversity: CE demands that the production and consumption systems should leverage on the biodiversity in the ecosystem and the diversity in the human economic space (in terms of resources) to reboot the system at all times such that inputs for the production process are sourced from the supply chain. This

ensures resources continue to flow continuously within the circle, as opposed to the linear approach.

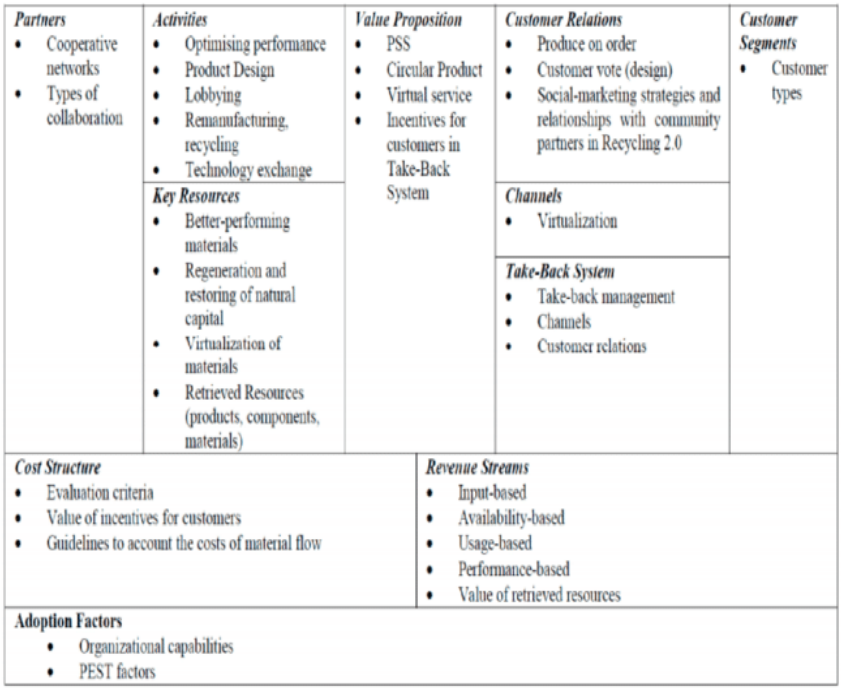
Energy from Renewable Resources: CE requires that energy be sourced from renewable sources; it emphasizes Solar energy, wind power and tidal power as against the popular use of oil and gas. This is not unconnected with the natural system wherein plants generate their food through sunlight.

Think in Systems: A central message of CE is the need to work as inter-connected systems rather than stand-alone units. CE works better with different groups working together to create effective flows of materials and information to keep the circle unbroken. As a result of this principle, global success of the CE concept thrives on collaborations and partnership.

Source: Sustainable Global Resources Ltd. Recycling Council of Ontario

Examples of sustainable startups : https://www.startus-insights.com/innovators-guide/discover-5-top-startups-creating-recyclable-products/

4.2.1.3 Circular business model canvas



Partners • Cooperative networks • Types of collaboration	***Activities*** • Optimising performance • Product Design • Lobbying • Remanufacturing, recycling • Technology exchange ***Key Resources*** • Better-performing materials • Regeneration and restoring of natural capital • Virtualization of materials • Retrieved Resources (products, components, materials)	***Value Proposition*** • PSS • Circular Product • Virtual service • Incentives for customers in Take-Back System	***Customer Relations*** • Produce on order • Customer vote (design) • Social-marketing strategies and relationships with community partners in Recycling 2.0 ***Channels*** • Virtualization ***Take-Back System*** • Take-back management • Channels • Customer relations	***Customer Segments*** • Customer types
Cost Structure • Evaluation criteria • Value of incentives for customers • Guidelines to account the costs of material flow		***Revenue Streams*** • Input-based • Availability-based • Usage-based • Performance-based • Value of retrieved resources		
Adoption Factors • Organizational capabilities • PEST factors				

Source: Circular business model canvas (Lewandowski, 2016)

4.2.2 Resources for further learning:

EU's Circular economy action plan:
https://ec.europa.eu/environment/strategy/circular-economy-action-plan_es

4.2.3 Annex II – Proposed formative assessment questions

What is a linear economy?

What is a circular economy?

What are the benefits of the circular economy?

Why do you think it is important to boost the circular business model?

What do you need to take into consideration when creating a circular business canva model?

4.3 Place-based learning

Name of the activity:	Who is this city?
Innovative methodology targeted:	**Main methodology: Place-based learning** Side methodology (if applicable): Intergenerational learning
Educational field:	**Youth**
Duration:	**Total: 2 h**
Number of participants:	**Approx. 20 (working in small groups)**
Materials needed:	**Computer, Videoprojector, Smart phones, papers, pens**
Objectives/ Learning outcomes:	The objective of this activity is for the participants to get to know the history of a city/town/village, meanwhile developing mutual learning relationships between different generations and developing social capital and social cohesion. At the end of the activity the participants will have developed several competences, such as **personal and social competence**, **cultural awareness**, empathy, and active listening.
Description of the activity:	Firstly, the trainer should start a conversation about the city/town/village the activity is being implemented. Asking questions such as:

How much do you know about this city/town/village?

Have you ever wondered about the importance of the places in town for the community?

Have you ever asked yourselves about the changes that occurred in a town during the decades?

Next, the trainer should divide the participants into small groups and give them the task to go out (in the neighbourhood or center, depending on the distance and time to allocate), in small groups and take some pictures of 5 places they consider important for the community. (Examples: historical buildings/monuments, shops, restaurants, cinemas, main square etc.)

Then, they will need to find elders to whom to show the photos taken and to ask them about the history of those places and their opinion on the importance of that place for the community.

Further, each group should prepare a presentation with the photos they have taken, a short explanation of each place shooted and photos of the same place in the past (if they can find it on the internet) together with the information gathered from the elders, interviewed.

After the presentations, the trainer should ask questions regarding the experience.

Examples:

How was the interaction with elders?

Was it difficult to choose 5 places to shoot?

Were the places you have chosen important for the community from the point of view of the elders?

Were you surprised by the history of these places?

What did you learn about the town and the places shooted?

Next, the trainer should ask the participants why they think it is important to learn about local history. After the participants express their opinion, the trainer should make

	sure that the following points are mentioned (in case were not mentioned by the participants): - Local History is like a Microcosm - Local History teaches us about our Community - History is all around us To end the activity, the trainer should ask the participants to brainstorm about other manners to get to know the local history. Examples: Pretend you're a tourist for the day Take to your neighbourhood on foot Explore with a colleague or classmate Ask for recommendations online
Type of the evaluation method of the activity:	**Formative assessment (questions should be asked in different key points of the activity; examples given in the activity description)**

4.4 Real-world learning

Name of the activity:	**EU TAXAWERENESS**
Innovative methodology targeted:	**Main methodology: Real world learning** Side methodology (if applicable): -
Educational field:	**Youth**

Duration:	**Total: 1,5 h**
Number of participants:	**Approx. 20 (working in small groups)**
Materials needed:	**Computer/Smartphone, Internet, Videoprojector**
Objectives/ Learning outcomes:	The objective of this activity is for the participants to get familiar with the taxation in the EU member states, the types of taxes and to be aware of the differences and similarities existing in EU countries in terms of taxes. At the end of the activity the participants will have developed several competences, such as **citizenship competence**, analytical and critical thinking.
Description of the activity:	Firstly, the trainer should ask the participants what they know about taxation and taxes in order to set the ground for the activity and to understand the general level of knowledge on the topic. Then, the concept of taxation and types of taxes required in the EU member states should be introduced. This can be done through the proposed introductory video in the annex I. At the end of the video, the trainer should ask some questions in order to make sure that the learners understood the key concepts (taxes, direct and indirect taxes, corporate taxes, excise duty, VAT) and to go deeper in the explanation of income tax, corporate tax and VAT. (proposed theory in annex I) Next, the trainer should divide the participants into smaller groups (the number of groups depends on the total number of participants; if 20 participants, we propose 5 groups of 4). Each group will receive a EU member state (better to choose in such a way to have different taxation values)

	which they need to perform a research on their taxes. The trainer will suggest some links to use in their research (ex: https://ec.europa.eu/taxation_customs/tedb/taxSearch.html) All groups will have 30 minutes to perform the research and then 5 minutes to present their findings. At the end of the presentations the trainer should lead a debriefing with the following objectives: - to summarise the presentations and draw a conclusion - participants to express their feeling about the working process - participants to understand the importance of being aware of the taxation and types of taxes around EU member states. To close the activity, the trainer should suggest to the participants further resources to deepen their knowledge about the topic, such as a free online course, interactive APP or a board game, provided by the European Union through the portal TAXEDU (Resources for further learning annex I).
Type of the evaluation method of the activity:	**Formative assessment (annex II)**

4.4.1 Annex I – Proposed theory & resources

4.4.1.1 Introductory video

https://europa.eu/taxedu/node/1060_en

4.4.1.2 Taxation

The EU does not have a direct role in collecting taxes or setting tax rates. The amount of tax each citizen pays is decided by their national government, along with how the collected taxes are spent.

The EU does however, oversee national tax rules in some areas; particularly in relation to EU business and consumer policies, to ensure:

- the free flow of goods, services and capital around the EU (in the single market)
- businesses in one country don't have an unfair advantage over competitors in another
- taxes don't discriminate against consumers, workers or businesses from other EU countries

More information: https://europa.eu/european-union/topics/taxation_en

4.4.1.3 Income tax

Income tax is a direct tax that a government levies on the income of its citizens. Income does not only mean money earned in the form of salary. It also includes income from house property, profits from business, gains from profession (such as bonus), capital gains income, and 'income from other sources'.

More information: https://europa.eu/youreurope/citizens/work/taxes/income-taxes-abroad/index_en.htm

4.4.1.4 VAT definition and explanation

The Value Added Tax, or VAT, in the European Union is a general, broadly based consumption tax assessed on the value added to goods and services. It applies more or less to all goods and services that are bought and sold for use or consumption in the European Union. Thus, goods which are sold for export or services which are sold to customers abroad are normally not subject to VAT. Conversely imports are taxed to keep the system fair for EU producers so that they can compete on equal terms on the European market with suppliers situated outside the Union.

Value added tax is:

- a general tax that applies, in principle, to all commercial activities involving the production and distribution of goods and the provision of services. However, if the annual turnover of this person is less than a certain limit (the threshold), which differs according to the Member State, the person does not have to charge VAT on their sales.

- a consumption tax because it is borne ultimately by the final consumer. It is not a charge on businesses.
- charged as a percentage of price, which means that the actual tax burden is visible at each stage in the production and distribution chain.
- collected fractionally, via a system of partial payments whereby taxable persons (i.e., VAT-registered businesses) deduct from the VAT they have collected the amount of tax they have paid to other taxable persons on purchases for their business activities. This mechanism ensures that the tax is neutral regardless of how many transactions are involved.
- paid to the revenue authorities by the seller of the goods, who is the "taxable person", but it is actually paid by the buyer to the seller as part of the price. It is thus an indirect tax.

More information: https://ec.europa.eu/taxation_customs/business/vat/what-is-vat_en

4.4.1.5 Corporate tax:

In the EU, corporate tax is the third largest category of taxation in terms of revenue collected (after personal income taxes and consumption taxes). Corporate tax is charged on a firm's profits (revenue less costs), though there are many debates about exactly how this ought to be defined.

More information: https://ec.europa.eu/jrc/en/corporate-tax-policy

4.4.2 Resources for further learning:

Free Online course: https://iversity.org/en/courses/taxes-in-our-life

APP: https://europa.eu/taxedu/taxlandia_en

Board game: https://www.playyourtaxes.com/

Instrument to search for the EU taxes:
https://ec.europa.eu/taxation_customs/tedb/taxSearch.html

Publication – "Taxation in the EU for the 21st century":
https://ec.europa.eu/taxation_customs/tedb/taxSearch.html

Publication – "Taxation trends in the European Union"

https://op.europa.eu/en/publication-detail/-/publication/c0b00da7-c4b1-11ea-b3a4-01aa75ed71a1/language-

en?WT.mc_id=Selectedpublications&WT.ria_c=51677&WT.ria_f=6180&WT.ria_ev=search

4.4.4 Annex II – Formative assessment method

Formative assessment or assessment for learning, is a method of assessing while learning is happening rather than at the end of a topic or sequence of lessons (summative assessment).

Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.

It is integrated and ongoing, moving away from marks, grades and levels. A key principle of this style of assessment is that, in evaluating the comprehension levels and learning needs of learners, teachers,trainers, educators etc. can amend and tailor their approach in future.

Examples of questions to be directed to the learners at key points of the activity:

What do you know about taxes?

Why do we have to pay taxes?

What are the main types of taxes in force in Member States?

What are the differences between direct and indirect taxes?

What is the need for taxing individuals' and companies' activities?

What is the member state (among the ones presented) with the biggest income tax?

What is the member state (among the ones presented) with the lowest income tax?

Do you consider it important to have knowledge regarding the types of taxes in different member states? Why/why not?

5. ACTIVITIES UVA

5.1 Personalized learning

Name of the activity:	I'm the responsible of my competences
Innovative methodology targeted:	**Main methodology: Personalized learning** Side methodology (if applicable): -
Educational field:	**Higher Education**
Duration:	**Total:** ● **2h - short version of the activity** ● **8h - longer version of the activity**
Number of participants:	**Approx. 50**
Materials needed:	**Computer/Smartphone, Internet, Videoprojector**

Objectives/ Learning outcomes:	The objective of this activity is for the students to be aware of the skills they need to acquire to perform the job they want. With this activity the student assumes responsibility for his own learning because he is aware of the skills he needs to acquire. The student improves his competence by learning to learn.
Description of the activity:	The session is divided into four parts. Presentation; investigation; self appraisal; final reflection. 1. Presentation: the teacher presents the objectives of the activity and the parts of it. It offers students various sources of information through which students can find the necessary competencies to perform their desired job (usually the reason the student is studying at the University is to get a job at that job) (see annex I). a. One.net b. Esco c. Lifecomp d. ... 2. The student identifies the necessary competencies and orders them by priority of importance. 3. The student reflects on the competences they currently have with the help of self-assessment instruments that help to identify the competencies. 4. The student compares the skills required in the job with the skills they currently have and establishes a learning plan that includes the skills they need to acquire to successfully perform in the job they have identified. It is valid both with transversal and technical competences.
Type of the evaluation method of the activity:	**Formative assessment (annex II)**

5.1.1 Annex I – Proposed theory & resources

One.net: is a platform used in the United States, which constantly updates the skills that are necessary in the current jobs.

https://www.onetonline.org/

Esco: is a European platform that tries to connect skills-employment-training, using a vocabulary translated to the countries of the European Commission.

https://ec.europa.eu/esco/portal/skill

LifeComp: The LifeComp framework considers "Personal, Social and Learning to learn" as a set of competencies that apply to all spheres of life that can be acquired through informal and non-formal formal education, and that can help citizens to prosper in the 21st century.

https://publications.jrc.ec.europa.eu/repository/handle/JRC120911

5.1.2 Annex II – Proposed formative assessment

Option a: In groups, the students who have chosen a similar job share the skills needed for that job and the training plan. In this way the students will realize if they have done it correctly and can complete their work.

Option b: present to the large group your work plan and how you have come to define it.

Option c: compare your training plan with a professional who is currently working in that job.

5.2 Project-based learning

Name of the activity:	Could I be a real teacher?
Innovative methodology targeted:	**Main methodology: Project based learning** Side methodology (if applicable): Real world learning
Educational field:	**Higher Education**
Duration:	**Total: 1 month (4h per week =16h)**
Number of participants:	**Approx. 50 (working in small groups)**
Materials needed:	**Computer/Smartphone, Internet, Videoprojector**
Objectives/ Learning outcomes:	The objective of this activity is to create a learning unit for school education. The university students are studying for working as a teacher in primary school At the end of the activity the students will have developed several competences, such as **initiative**, creativity, analytical or critical thinking.
Description of the activity:	During the work month the sessions are structured in three blocks. - The first 2 hours are used to explain the proposal: for a month the students will have to design a learning unit so that it can be implemented in school education. The duration of the learning unit will be 10 sessions. It is the university students who choose

	the topic and methodology on which they want to carry out the learning unit. - During the next few days from the third hour to 2 pm there is a combination of practical and theoretical classes. In such a way that while the university student progresses in his Project, he will receive theoretical information and sources of information that the student will have to use to investigate and advance in the design of his university learning. - The last 2 hours will be used to present the work to your colleagues. Each working group will evaluate their colleagues
Type of the evaluation method of the activity:	**Formative assessment by peer to peer evaluation. Each group will evaluate the rest of the groups. In annex I there is an example of items that could be evaluated.**

5.2.1 Annex I – Proposed formative assessment questions

Item	1	2	3	4	5
Structure of the learning unit					
The objectives are well structured.					
The methodology is well explained, innovative and motivating.					
The activities are created for the right level.					
The activities are realistic.					
With the activities, the students will achieve the objectives.					
General evaluation of the learning unit.					

5.3 Place-based learning

Name of the activity:	Dual learning
Innovative methodology targeted:	Main methodology: Place-based learning Side methodology (if applicable): Intergenerational learning
Educational field:	Higher Education
Duration:	Total: • 3h as a brief experience • One course (as a complete experience)
Number of participants:	Approx. 50
Materials needed:	Computer, Videoprojector, Smart phones, papers, pens
Objectives/ Learning outcomes:	The objective of this activity is to learn skills that are really needed in the workplace, thus reducing training mismatching. In the workplace competencies are implemented while at the University theoretical, fundamental, analytical or reflective learning is acquired.
Description of the activity:	**In 3 hours:** The students, prior to these two hours, have received information of a theoretical nature about a specific task. For example, if the student is studying for a degree in teaching, mention Physical Education, how to design a one-hour session of the physical education subject for 10-year-old children.

	For one hour, the student designs his physical education session. For one hour, the student, in company with the physical education teacher, implements the session that he has previously designed. For an hour, the student together with the teacher reflect on how the session went (if the time was well planned, if the contents were correct, if the activities were adapted to the age of the children ...) **In a complete course:** If this methodology is implemented during a complete course, the student will periodically go to the workplace and to the University. For example, if the student has 4 hours of classes at the University, two of those hours would be done at the workplace and the other two at the University. They go to the job from the beginning of the course so that from the beginning doubts and training needs arise that will be resolved through the classes at the University.
Type of the evaluation method of the activity:	Formative assessment: • For 3 hours, the evaluation will be the one carried out between the professional of the job and the student. • For the long-term proposal there will be periodic evaluations that verify the learning of both the theoretical and practical content, as well as reflection by the student on possible improvements to be implemented in terms of processes in the workplace.

5.4 Real-world learning

Name of the activity:	I AM THE OWNER OF MY FUTURE
Innovative methodology targeted:	Main methodology: Real world learning Side methodology (if applicable): -
Educational field:	Higher Education
Duration:	Total: 2 h
Number of participants:	Approx. 50 (working groups)
Materials needed:	Computer/Smartphone, Internet, Videoprojector
Objectives/ Learning outcomes:	The objective of this activity is for the students to reflect about the competences needed in the labor market and in their social life. And compare them with the learning outcomes that are taught at school. This activity is for students in education, for the first year of the degree.
Description of the activity:	First, students are proposed to reflect on the competencies that are needed to be a “well-trained” citizen in the current context. Next, the teacher explains where the contents learned in school come from (curricula). Afterwards, each working group contrasts the skills / competencies identified with those that must be learned according to the curriculum. Finally, each group writes a reflection that will include a general proposal of competencies that should be worked on in a more meaningful way and that they will share with the class.

Type of the evaluation method of the activity:	Formative assessment (annex I).

5.4.1 Annex I – Formative assessment method

This activity is planned to be implemented in the first courses of the master's degree. Therefore, the evaluation that is carried out will serve to train the student.

The evaluation will be made based not only on the results, but also on how it has been implemented. Therefore, the following will be evaluated:

- Sources consulted.
- Interpretation of sources.
- Association of skills / competencies identified with the curriculum and age.
- Adequate general proposal of competences.
- Meaningful reflection.

The teacher will give each group feedback on each of these items.

6. ACTIVITIES E-SCHOOL

6.1 Personalized learning

Name of the activity:	Unemployment Services: What all unemployed citizens need to know
Innovative methodology targeted:	**Main methodology: Personalized learning** Side methodology (if applicable): Real World learning
Educational field:	**NEET and Unemployed Persons**
Duration:	**Total: 2 h**
Number of participants:	**Approx. 10**
Materials needed:	**Computer, Internet**
Objectives/ Learning outcomes:	The language used and guidelines offered by official governmental sites on subjects such as unemployment, benefits, training is often difficult for the average interested party to fully understand, especially when they lack the necessary digital skills and experience with bureaucratic matters. Therefore, the objective of this activity is to help NEET and unemployed persons to a) understand how to use the Internet, with main focus on governmental websites, to search for information that are pertinent to the benefits and/or training they might be eligible for based on their personal cases and needs, b) learn how to use the tax

	registration system "TAXISNET" to search for information that are relevant to their real life needs and personal cases. At the end of the activity the learners will be able to: ✓ Identify which official websites and their subsections they need to visit for each specific inquiry they want to make ✓ Locate the target information on the governmental websites ✓ Demonstrate how to search for specific information on each website and what information they are required to provide beforehand, such as usernames, passwords, personal id number, social security numbers ✓ Exhibit knowledge of what benefits they are eligible for or might be eligible for in the future based on their specific personal markers, such as age, previous employment history, family situation etc. ✓ Apply for benefits, courses, vouchers etc. ✓ Upload their CV on the OAED platform
Description of the activity:	The trainer asks the learners what they do when they need information on something related to their unemployment status and the websites they can visit to search for this specific information. Following a brief reflection, the importance of using information provided by official governmental websites and not random social media pages is emphasized. The trainer presents the most relevant websites that the learners will most probably be likely to use in their day to day inquiries and their structure (i.e., the Labour Employment Organization (OAED), the e-services OAED platform, the gsis website and the TAXISNET platform) Then the trainer directs the learners to find and visit the following link https://www.youtube.com/watch?v=51XLqfmqQK4 to watch a brief one-minute video about the e-services offered by OAED. This video does not offer guidelines as to how the user can go about and use the actual OAED platform, but rather delineates what possibilities the platform offers, which were previously available only via in person interaction by visiting the OAED offices.

Next, the trainer asks each learner to search for a specific topic that is related to their specific circumstances and needs on the OAED website. The trainer offers guidance where needed and clarification in cases where the language used is stiff and/or hard to understand. Then the learners try to locate where and if this specific information can be applied on the OAED e-services platform.

Then the trainer explains the different sections on the website and helps the learners to download the OAED App to their phones and how to use it.

Next the trainer asks the learners to search again for the same topic using the App. The trainer makes sure to cover all the topics addressed in the video but with main focus on the leaners' specific circumstances.

Following that, the trainer asks the learners to reflect on what information they might need from the TAXISNET platform and the gsis website, and how the latter two supplement the information offered by the OAED site when making a benefit application, renting a house, etc. Then the trainers provides the following link https://www.gsis.gr/boitheia/diathesima-video where sundry brief videos on the TAXISNET platform are available and asks the learners to choose and watch one or more that they find interesting and relevant to them.

The learners discuss in a moderated by the trainer manner their findings and queries.

Then, the trainer asks the learners to implement their knowledge acquired by actually applying for the benefits they are eligible for, a training course where applicable and/or upload their CV. If none of the above is applicable for some of the learners, then, they are requested to think of and create a plan of future actions exhibiting how they can use the services and tools available to improve their employment chances and avoid missing out on benefits and/or training courses that they might be eligible for and interested in in the future.

Type of the evaluation method of the activity:	**Formative assessment (annex III)**

6.1.1 Annex I – Resources for further learning:

https://www.oaed.gr/

https://www.gsis.gr/

6.1.2 Annex II – Formative assessment method

Examples of questions to be directed to the learners at key points of the activity:

- What e-services are provided by OAED?
- What is TAXISNET? How and why should citizens know how it works?
- What benefits are you eligible for?
- What are the designated deadlines to apply for said benefits?
- How do you apply for a benefit/training course and what information to you need to be able to demonstrate and upload on the website?

6.2 Project-based learning

Name of the activity:	**Creating your own Professional Website/Blog**
Innovative methodology targeted:	**Main methodology: Project Based Learning** Side methodology (if applicable): - Personalized Learning
Educational field:	**ICT Adult learners**

Duration:	**Total: 2 h**
Number of participants:	**Approx. 10**
Materials needed:	**Computer, Internet**
Objectives/ Learning outcomes:	The objective of this activity is to assist learners in building their own website and/or blog depending on their job description and professional and personal interests and needs. At the end of the activity the participants will have developed several competences. They should be able to: ✓ Recognize the difference between a blog and a website ✓ Get a domain name and a web hosting for their site/blog ✓ Install and set up the WordPress tool to build a website or blog ✓ Know the steps in setting up a website/blog ✓ Know how and why to activate SSL on their website/blog ✓ Set up the page structure of the website/blog ad how to change the permalink structure ✓ Customize the website/blog
Description of the activity:	The trainer starts the session by asking learners what websites and blogs are and what their difference is. Then, the trainer initiates a discussion on bloggers and websites they personally like and shows them to the learners while prompting them to share with the rest of the class some of their own favorite websites and blogs- if they have any. Afterwards, the trainer asks if any of the learners has a blog and/or website. Based on the target group of learners it is expected that they will probably not have either and as such, the session's objective will be for the learners to either create a new blog/website from scratch based on their professional/personal needs. However, in case some of them does have a blog/website the trainer will modify the lesson

to include them by a) giving them a leading role in the teaching process and having them explain the process they followed to the rest of the class and b) by helping and guiding them in optimizing their blog/website.

The tool for the website/blog creation is that of self-hosted WordPress.org. The trainer explains that self-hosting a website and getting a domain requires a small fee, which is being provided by the school for the purposes of this course. However, the trainer mentions that there is the alternative free option of getting a free website by using WordPress.com, Tumblr or Weebly. Learners are asked to download WordPress and get the SSL Certificate.

The trainer points out that picking a good domain name is essential and asks learners to brainstorm on title ideas for their blog/website.

After everyone has selected the one they deem more suitable for their purposes, the trainer plays this 10-minute video for the class. To make the watching activity more interactive and to avoid instances of misunderstanding based on the fact that the video is in English and as such, comprehension difficulties might arise based on the learners' linguistic level of competence, the trainer pauses the video regularly explaining key points and giving time to the learners to perform the steps on their own personal computers. The trainer can also play the video on mute and simply explain the linearity of events taking place while providing their own input.

After having watched the video, learners are anticipated to have followed the steps with the trainer's help and to have set up the basic structure of the website/blog. The trainer at all implementation stages circulates around class, offering advice, suggestions and help where needed.

The trainer has also gathered longer audiovisual resources in Greek that will be shared at the end of the class so that learners can watch them in their own time and revise what they have learnt.

After having set up the basic structure of their blog/website, the trainer show on the whiteboard the steps

	for customizing the theme and assigns learners to add themes to their blogs/websites following the instructions provided. For the next class learners are assigned to have optimized their blog/website and start adding content to it.
Type of the evaluation method of the activity:	**Formative assessment (annex II)**

6.2.1 Annex I – Resources for further learning:

https://collegeinfogeek.com/personal-website/

https://www.youtube.com/watch?v=ob03ecPhYXo&t=2s

https://collegeinfogeek.com/online-portfolio/

https://www.youtube.com/watch?v=VnjeR-bsRM4

https://www.youtube.com/watch?v=h4HMpw5Kil0

https://themify.me/docs/simple-documentation

6.2.2 Annex II – Formative assessment method

Examples of questions to be directed to the learners at key points of the activity:

- Why do you need a blog/website?
- Why do you need an SSL Certificate?
- How do you buy a domain and web-hosting? Are there any free alternatives?
- What makes a blog/website more appealing?
- How can you customize your blog/website to be more appealing and professional?

6.3 Place-based learning

Name of the activity:	Learning for Sustainability, Learning for a Better World
Innovative methodology targeted:	**Main methodology: Place-based education** Side methodology (if applicable): Real life learning
Educational field:	**Adult Education**
Duration:	**Total: 9h (3 sessions x 3 h)**
Number of participants:	**Approx. 20 (working in small groups)**
Materials needed:	**Indoors Activities: Interactive Whiteboard, Personal Computer, Internet** **Outdoors activities:** **Day 1: trash bags, trash pickers, surgical gloves, Personal Items, Comfortable Clothing** **Days 2 & 3: No particular items are required on behalf of the learners and trainer apart from their personal items. Comfortable clothing is advised**
Objectives/ Learning outcomes:	Place-based learning activities usually involve longer sessions. The objective of this activity is to educate young adults aged 20-30 years old in relation to sustainable living and how they can lead more sustainability-oriented lives in the small town of Karditsa. To that end, this 3-day activity takes place both indoors and outdoors and aims at

	developing the learners' understanding of the place they live in, their environment and its connection with the development of the sense of Self as well as their role in environmental changes. The first day will focus on environmental sustainability, the second on economic sustainability and the third on social sustainability. Upon completion of this course, learners are expected: • To have been stimulated to think critically about their own actions and the results of their actions and to assess their own resource conservation and waste prevention values. • To have understood the connections among the use of natural resources, use of products, waste disposal, and causes and effects of environmental impacts. • To have acquired a set of behaviors that conserve resources, reduce environmental impacts, and enhance sustainability such as source reduction, recycling, buying recycled, buying with less packaging, and composting. • To have understood the concept of personal responsibility toward the natural and social environment and to inspire them to make a positive environmental and social impact in their home, university, work and community. • To have identified at least one problematic aspect within the three aspects of sustainability -the environmental, economic and social sustainability and have thought of possible solutions and corrective actions • To have developed their problem-solving skills
Description of the activity:	**1st day:** The first day will revolve around exposing the participants to theoretical concepts and benchmarks that will ease their active participation in sustainability activities that teach self-sustenance and reduce overconsumption such as gardening, buying vintage and recycling. This learning experience will take place partly indoors, but mostly outdoors. All meet at the organization's facilities where the trainer explains the purpose of this activity and the schedule they will follow for the rest of the course. The schedule and relevant information and resources have a priori been uploaded on the organization's website instead of printing them out in paper to promote sustainability. The trainer at the beginning of the session introduces the concept of sustainability with focus on environmental

sustainability in a brief PowerPoint Presentation. Then, the trainer asks the learners how they think they can promote sustainability in their town.

Learners and trainer will then take a nature walk at the town's park, make observations, and clean the area by picking up litter that pollutes the natural habitat. They jointly discuss the issues their town faces both on a larger and smaller scale. The trainer prompts learners to think who is responsible for each identified problem and who can help solve it and how. Two people are responsible for keeping notes of what is being discussed.

After cleaning the area, learners and trainer recycle the recyclable litter and visit local vintage clothing stores where they will discuss with the local owners the value of buying used items instead of factory made new ones.

2nd day:

This day focuses on economic sustainability. Similarly to the first day, learners meet at the organization's facilities where the trainer makes a brief introduction on the topic of economic sustainability and opens the floor for questions.

Learners and trainer then visit a local sociocultural center located nearby the town center to discuss the ways with which the center has managed to be an autonomous self-sustained socially owned enterprise. At the center's garden, the learners learn how to plant various vegetables and the importance of consuming your own produce.

Learners also discuss the role art plays in sustainability and what financial resources are made available for similar initiatives and how one can create such enterprises and centers.

Learners are assigned for the third day of the activity to come up with their own plan as to how to solve one of the identified problems. For the most ambitious ones, they are welcome and guided as to how to create a business plan for a sociocultural center similar to the one they visited and see to the implementation processes of their ideas.

	3rd day The third day focuses on social sustainability with focus on their town. The trainer introduces the concept and explains some key terminology. This day focuses on promoting the learners' understanding that the community's overall wellbeing is associated with knowing what people need from the places they live and work in. Learners and trainer visit a local Development Agency of Local Authorities with the aim of getting an insight on projects the local community implements in relation to social sustainability issues. Then each learner presents their idea and/or plan of action as requested during the second day of the activity. The learners classify whether the problem-idea belongs to the environmental, economic or social sustainability category. Together trainer, learners and staff from the Development Agency offer their feedback, ideas and suggestions regarding each idea/plan and seek further means and resources for their implementation.
Type of the evaluation method of the activity:	**Formative assessment (annex II)**

6.3.1 Annex I – Proposed questionnaires:

For Adult people aged 20-30

Age: ……. Sex: …….

What is your favorite part of your city? Why?

……

Do you feel that your city is clean?

……

In your view, What are the most pressing issues in your city?

.....

What is it that you would like to change in your city/neighborhood?

.....

6.3.2 Annex II – Resources for further learning:

https://www.europarl.europa.eu/RegData/etudes/STUD/2020/648782/IPOL_STU(2020)648782_EN.pdf

https://www.esg.adec-innovations.com/about-us/faqs/what-is-social-sustainability/

https://www.youtube.com/watch?v=AIJBG0aGNs8

https://www.youtube.com/watch?v=irSm-rRPI8M

https://www.youtube.com/watch?v=o6lSuwJw0pk

6.3.3 Annex III – Formative assessment method

Examples of questions to be directed to the learners at key points of the activity:

- How did you feel participating in the activity?
- Have you made good use of the information sources (Internet, PPT presentations, discussions with the locals etc.)?
- Has your perspective on public space shifted as a result of this process?
- What is entailed in the concept of environmental/ economic/social sustainability?
- How can you help make a tangible and measurable difference in the world?

6.4 Real-world learning

Name of the activity:	**Navigating the gender sensitive English speaking world**
Innovative methodology targeted:	**Main methodology: Real world learning** Side methodology (if applicable): Personalized Learning
Educational field:	**EFL Adult Learners**
Duration:	**Total: 2 h**
Number of participants:	**Approx. 10 (working in small groups)**
Materials needed:	**Computer, Internet**
Objectives/ Learning outcomes:	The objective of this activity is to augment the conversational skills of C2 Level Adult EFL learners taking departure from the subject of gender equality. Current endeavors worldwide to cultivate a more inclusive language for non-binary and gender fluid persons among others has made it necessary for EFL learners to know about what normative language is and how it can be offensive and/or hurtful and subsequently to learn how to use validating, inclusive and respectful language when engaging in real-life conversations with English speakers. Upon completion of the activity the participants will have: -Acquired basic knowledge of what normative language is and why gender normativities can be offensive

	-Learned about basic gender equality terminology and the importance of the use of proper pronouns - Acquired the necessary knowledge on how to politely ask for a person's pronouns and how to react in case they misgender someone and get called on it.
Description of the activity:	The trainer prompts a discussion on normative language, gender pronouns, why and how they are important to trigger learner's already acquired knowledge and detect any gaps. The trainer then asks the learners to visit the following link https://www.youtube.com/watch?v=9iKHjl5xAaA on their separate laptops to watch a brief video of about 4 minutes where gender pronouns' importance is explained by a group of different non-binary people. Learners are required to keep notes of the most important points of the video. They can watch it again if they feel that they have not grasped everything at once. Learners are urged to search on online dictionaries for any unknown words. After having watched the video, learners are asked by the trainer to recapitulate in their own words the main points that were put forth by the speakers, most preferably using the target language. Learners are encouraged to codeswitch when they cannot find the most adequate word in the target language in which cases trainer and class offer alternatives in English. The trainer underscores that the target language comes in juxtaposition with the source language (Greek), as the latter is an inherently gendered language (in terms of grammar). The class discusses what alternative linguistic options are available in Greek. The trainer then shows to the whole class the following 3 minute YouTube video https://youtu.be/J3Fh60GEB5E where gender identity is explained along with some advice on how to initiate a respectful discussion with a person whose pronouns are not known to the interlocutor and how the interlocutor should properly react in case where they accidentally misgender someone. The trainer explains any unknown terms and vocabulary.

	The trainer prompts the learners to think of how well they know each other and whether their knowledge derives from assumptions rather than addressed questions. It is expected that they reflect on whether they have ever wondered about what their classmates' pronouns are or if they have simply assumed them. Following that note, learners engage in a role-playing activity, where they make introductions with each other in pairs to practice what was indicated by the video and find out more about each other. Then, the trainer separates the learners into two groups and assigns each group to read an academic article. Each learner reads on their own their respective article and then, in pairs of two – one from each group- explain to their interlocutor in the target language the content of the article they read, and engage in a dialogue exchanging ideas and thoughts on the topic. The trainer welcomes learners to share their reflections with the rest of the class.
Type of the evaluation method of the activity:	**Formative assessment (annex II)**

6.4.1 Annex I – Resources for further learning:

https://www.youtube.com/watch?v=9iKHjl5xAaA

https://youtu.be/J3Fh60GEB5E

https://voxeu.org/article/languages-and-gender-norms-behaviour

https://theconversation.com/beyond-the-binary-how-teaching-children-about-gender-could-help-reduce-sexism-113140

https://uwm.edu/lgbtrc/support/gender-pronouns/

https://www.youtube.com/watch?v=oVMKApFDDOo

6.4.2 Annex II – Formative assessment method

Examples of questions to be directed to the learners at key points of the activity:

- What is normative language? What are its consequences?
- Why is it important to ask for someone's pronouns?
- Is there anything equivalent to the non-binary pronoun option "they/them/their" in your native language? How is this pronoun properly used in spoken/written English?
- What were the articles about?
- What were the articles' main arguments?
- What were the articles' conclusions?
- How can one initiate a discussion with a person they do not know that is respectful to any gender identity?

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- Cambridge Assessment. International Education (s.f.). (https://cambridge-community.org.uk/professional-development/gswafl/index.html#article)
- Carol Dwyer, PhD, Educational Testing Service
- Carol Dweck, PhD, Stanford University with Heather Carlson-Jaquez, MM, Virginia Commonwealth University
- Using Praise to Enhance Student Resilience and Learning Outcomes
- Helping students 'bounce back' in the face of difficulties (https://www.apa.org/education/k12/using-praise)
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- https://blogs.ibo.org/blog/2020/02/14/how-technology-is-transforming-everyday-assessment/
- Thomas C. Murray (2019), “Personal & Authentic”
- Maxwell, Stobaugh, and Tassell (2015), “Real-world Learning Framework for Secondary Schools: Digital Tools and Practical Strategies for Successful Implementa
- tion - bring about deeper and self-directed learning in students”