IO5 Continuing Professional Development

The PROMOTE CPD Report

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CPD Report of the CPD for Trainers and Facilitators in PROMOTE

About

The PROMOTE CPD Report on hand is the overarching document which describes the Continuing Professional Development of the educators in the different institutions and includes the concepts, materials and links to the developed and delivered educational material. As the learning setting range from rather formal higher education (PFH, TM and SSSA) over VET and rather informal contexts (HS and blinc and NGOs) we call these professionals "Facilitators".

The CPD was planned delivered in blended learning. Preliminary and follow-up parts were delivered in synchronous online modality. The envisaged C1 activity was delivered in a 4 days course planned in Geel, Belgium with 15 professionals, delivered partly in hybrid modality.

The report on hand is clustered in 3 parts

- The first part of the practice report describes the PROMOTE approach in detail and also provides all related material and the necessary planning tools in the annex.

- The second part of the report presents the course programme which was eventually delivered in Geel in 2022.

- The report finally highlights the competence validation of the professionals.

1. The PROMOTE Continuing Professional Development Programme

The CPD for PROMOTE Trainers aimed to equip them with the necessary knowledge, skills and attitudes to develop and deliver the courses and modules within the PROMOTE project and later in the network.

For this purpose, the 15 candidates went to a programme which represented the three main content areas:

The professionals participating in the CPD piloted modules the main three components of the PROMOTE approach, namely:

1. Prosthetics and Orthotics; here Partial Foot Prosthetics, which was planned, developed and delivered both online and in practical workshops
2. Business Management, here Module PM, which was planned, delivered online and
3. Design Thinking and Entrepreneurship which was which was planned, developed and delivered in Design Based Collaborative Learning Modality and partly in a joint face-to-face workshops with international students.

The **content parts** (courses) were provided on the PROMOTE learning management system (accessible via the PROMOTE website.

From the **sequential point** of view the CPD was.
1. introduced with preparatory online modules
2. continued with the F2F course in Belgium
3. accomplished with a hybrid pilot phase with joint student courses on design thinking and prototype development, ending with the final reveal15 conference in Göttingen and the award ceremony.

The **methodological parts** were provided both in a hybrid and face-to-face C1 course delivered in Geel, Belgium and with accompanying scripts (provided in the following chapters) and a full online module with practical workshop on Partial Foot Prosthetics.

From the methodological learning part for the trainer we can distinguish:

1. Distance Learning Course Delivery Methodology (for the provision of asynchronous online contents) and
2. Design Based Collaborative Learning for the provision of synchronous collaborative learning. It is based on a competence oriented learning model which also includes a competence validation of the trainers.

1.1.   PROMOTE - Distance Learning Course Delivery Methodology

PROMOTE concept has intention to deliver bridging courses to the people in Orto-Prosthetic industry. Bridging should enable them to satisfy pre-conditions that some educational EU institutions asked for to upgrade their knowledge to the level that will enable them to continue their education in specific EU educational institution. This will enable them to reach certain amount of ETCS points to satisfy qualification conditions to be matriculated in certain programs.

Most of the potential students in bridging programs are the ones that already work in profession, and most of them would like to keep their job while they are taking bridging course. That was the reason for us to apply andragogical principles for such course delivery. We also decide that we combine synchronous and asynchronous distance learning education, since we want to enable people from different countries to take the courses in the same time without need to be in one place.

Program based on andragogy and distance learning is perfect combination for the adult learners. The adult learners are the one that already have certain level of knowledge and competences, and want to improve it on the higher level. To enable them to receive the knowledge needed for reaching the next level in their professional carrier, we have to respect six, andragogical principles. In the next several paragraphs we will explain each of them and how we will organize our distance learning delivery to reach them.

1. Need to know

Most of the adults that decide to upgrade their knowledge know what is their learning requirements. They are looking for specific education topics that will enable them to enrich their professional capacity. They will be very motivated to take the courses that is in accordance with their requirements. It was very important to us in the beginning of this program to define proper courses and objective.

Distance Learning Education (DLE) Methodology to satisfy this principle

● We make that through the IO1 analysis, where we collect most important requirements and according to that we prepare list of the initial course that can satisfy some of the potential student's requirement. In the Appendix 1 of this document, you can find the detailed list of the courses.
● We also planned to prepare post-course evaluation in which we will audit the students and see how to improve the list of necessary courses based on their requirement, and teaching methodology. Every next group of the students will be the source for new courses, and improvement of existing ones.
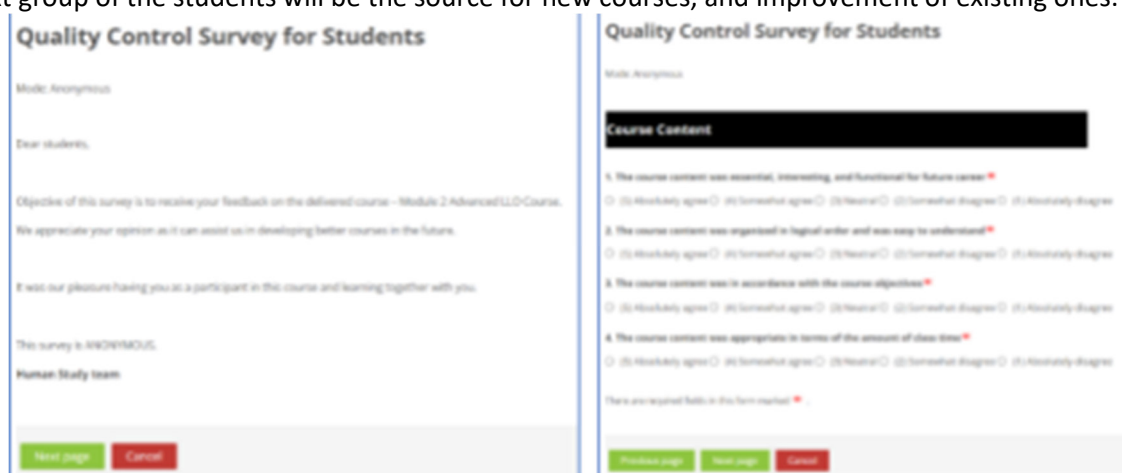

Figure 1 Quality Control Survey

● To keep them motivated for the topic, we will collect their personal expectations and goals for the certain course, and make them transparent on the DLE platform, so they can follow up if they are receiving what they expected from the course.

Figure 2 Student's expectations Wiki

● This is the way how we can synchronize their expectations and our course objectives needed for certain amount of ETCS points.

1.1.1. Experience

The adult learners come with certain amount of previous experience in industry. Most of them will have very good foundation for acquiring the knowledge from our course delivery. We have to count on that when we prepare our delivering methodology. We have to respect that fact, and also use their previous experience to make our courses better. This also means that they would like to skip some course topics, because they have the experience on certain topics.
DLE Methodology to satisfy this principle

● In distance learning course delivery methodology, we use pre-evaluation quizzes to enable them to realize if they can skip certain topics.

Every week will have several lessons, and at the beginning of the week we will give them pre-evaluation online test. They can do it only once (to prevent them to do test until they pass), and if they have grade that is over the limit, that can be the sign for them to skip the lesson.

Figure 3 Lesson page - pre-evaluation

● If they have grade bellow the limit or they want to take the lesson anyway, they can do that. ● If not, they will take online lesson and do the same quiz again, to check how much knowledge they acquired after they take the lesson. This will be done by comparing the results of pre- and post-evaluation.

● This will make their education faster and more effective (they will learn only what they need).

1.1.2. Self-concept

Adults have a need to be responsible for their learning decisions. They are self-directed learners. We can help their need to learn autonomously by giving them some control over their learning. On-line training is an excellent tool for providing this control. We should enable them to take the activities whenever they have time. We also have to take care about different kind of learners, and we should provide them with different format of the activities, especially lessons.

DLE Methodology to satisfy this principle

● Every course will be available for them as course book (study notes). They can download it and print it if they want to research education materials on the paper or in the document that is not online.
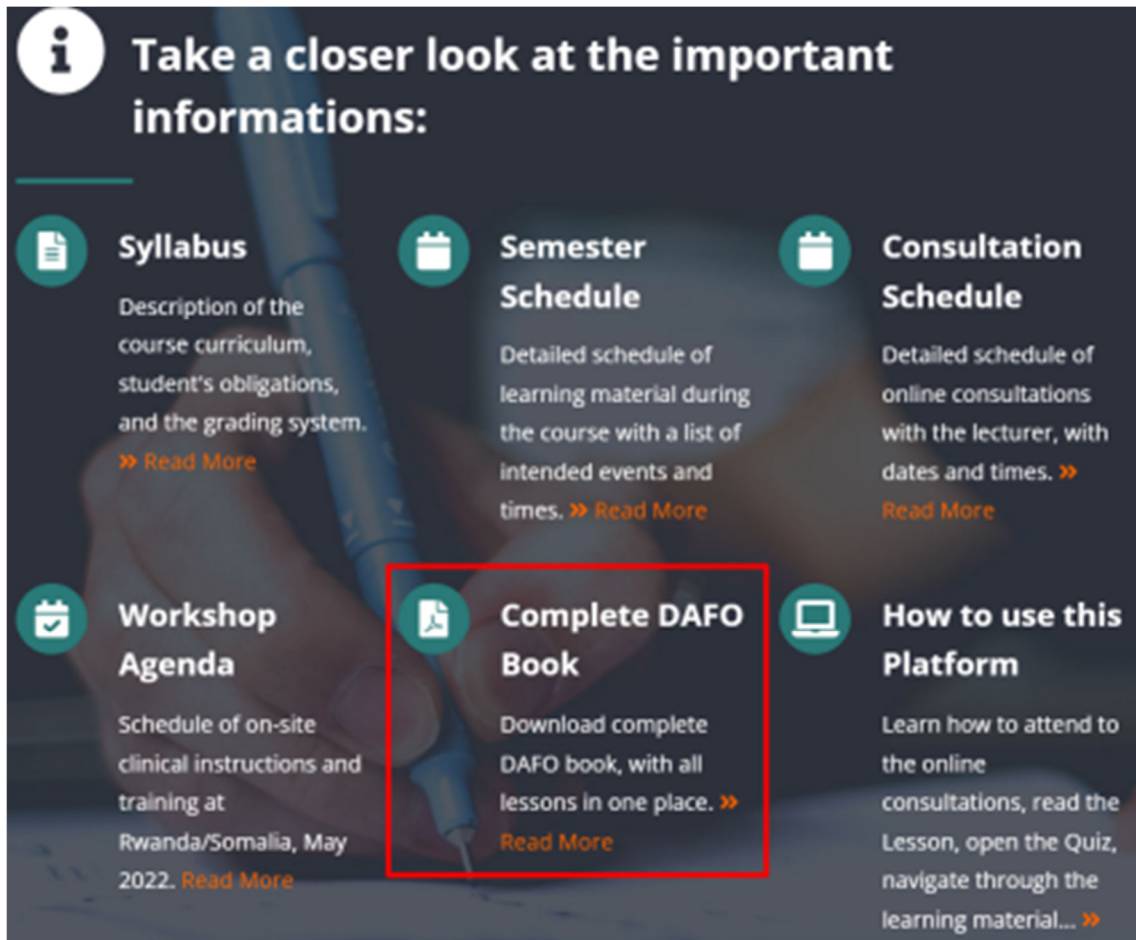
Figure 4 Location of the complete study notes for download

● Weekly portions of the lessons will be available in textual (PDF), presentational (PowerPoint) and video (MP4) format. Students can take textual or video lessons according to their learning preferences. PowerPoint presentation format will be good for fast overview of education topics.

Figure 5 Different forms of the lesson

- ● Every lesson will be divided into pages – smaller logically organized portions.

Figure 6 Lesson pages navigation

- ● Every lesson page will have space for student's structural synthesis (making notes about read content in their own words)
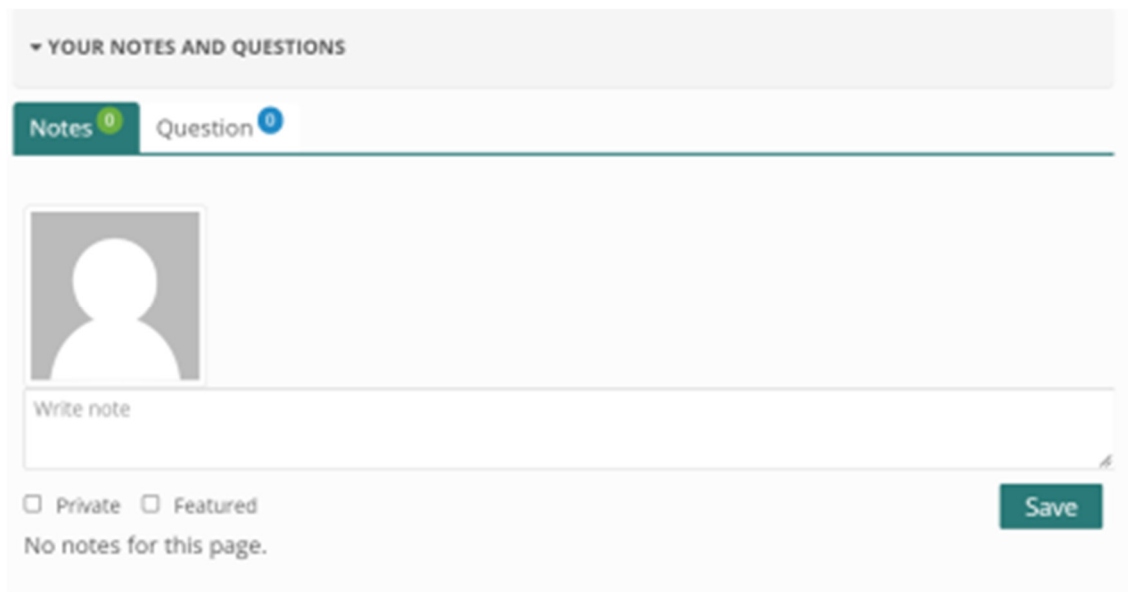- ● Every page will have space for students to ask the questions – they can ask peers or their mentors.

Figure 7 Notes and Questions area on the lesson page

- ● Every page can also have the 1-3 questions that will check their understanding of certain page.

▾ ANSWER THE QUESTION(S)

Navicular bone is ...

Choice a:

○ Positioned medially to cuboid bone

○ Positioned medially to cuneiform bones

○ Positioned laterally to cuboid bone

○ Positioned laterally to talus bone

Which bone is located medially to the cuboid bone?

Choice 2 options:
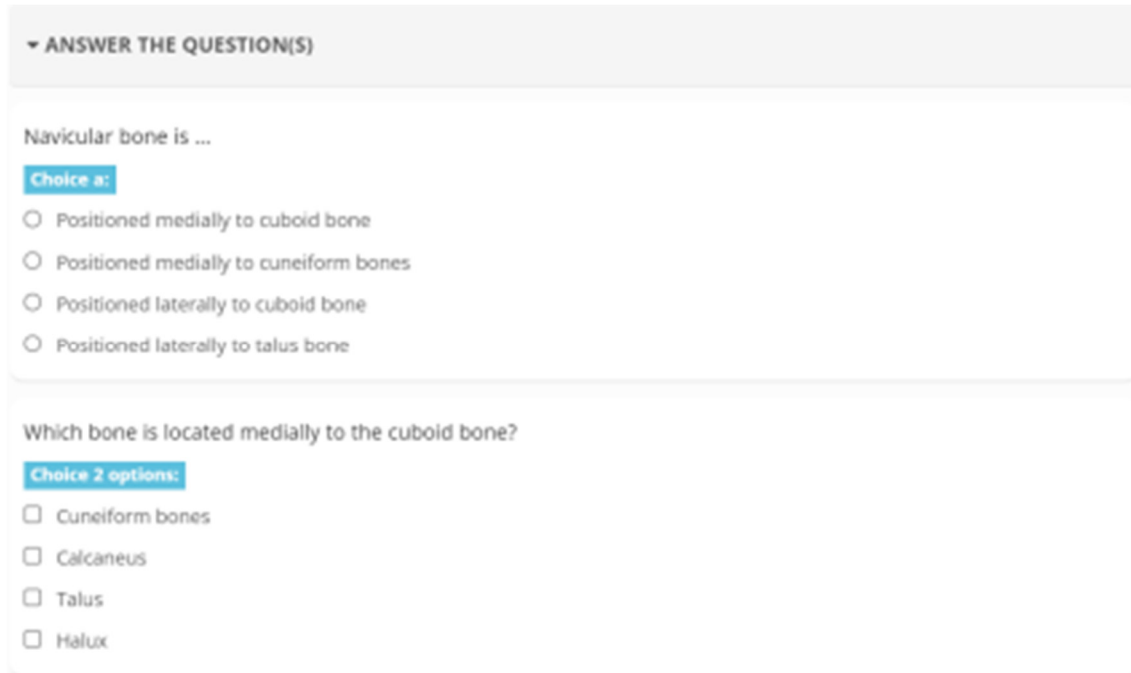
☐ Cuneiform bones

☐ Calcaneus

☐ Talus

☐ Halux

Figure 8 Page's questions

● At the end of every lesson, we can potentially give them the assignment connected with lesson that will be commented and graded by the mentor.

1.1.3. Readiness

Adults learn best when the training can help them solve an immediate, real-life problem. Adults will be extremely motivated if they realize that the knowledge can be applied in their regular professional environment. Our education process will be problem solving oriented, and we will teach them by example about standard professional procedures.

DLE Methodology to satisfy this principle

● Theoretical topics of their education will be covered with assignments that is connected with their profession.
● We'll use experiential learning cycle to enable them to cover either theoretical or practical topics.

Figure 9 Experiential learning cycle

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- We will use video demonstration of certain PO procedures. After that student will do the same procedures under supervision, and at the end they will do by themselves without supervision. All procedures have to be illustrated with video
  - We will use tool of practical online workshop that enables demonstration and discussion as teaching tools to reach final step of experiential learning – active experimentation. ● Demonstration sessions will be recorded and later share with students as reference that will enable them to repeat certain procedures of treating the patient.
- Teachers will follow up students' active experimentation by using online clinical experience database where students will need to document up to 10 cases of treating the patient during the course.

5. Problem orientation

Adult's education is rather problem oriented than content oriented. Already mentioned experiential education cycle is teaching strategy that is completely problem oriented. Four steps of experiential learning cycle will enable us to deliver to them problem-oriented education and to also deliver the content connected with the problem.

DLE Methodology to satisfy this principle

- We'll first exposed them to professional problem (concrete experience) that has to be solved during the course/training. We are taking problem from their regular practice and present it to the course audience in the proper format.
- After that we will ask for their opinion about problem solution (reflective observation) – our students already have some experience and they are capable to express their opinion about problem solution – we will use brainstorming and discussion tools (forum) to collect their opinion or live weekly session to ask them for the opinion.
- The next step will be to analyze their opinions and to provide them with missing theoretical background of problem. We will fill the gaps we observed from their reflections (learning from experience - abstract conceptualization). We will provide this by using well-paced harmonized interactive online lesson tools.
- They will then do active experimentation by solving similar problems based on the new knowledge received during abstract conceptualization (practical check of what they have learnt). Final result of the first cycle will be concrete experience (problem) that will start next experiential learning cycle.
- All the cases treated in active experimentation will be documented in the online patient treatment database, so teacher can asynchronously check how they apply practical knowledge on concrete cases.
- Discussion forum will be used for discuss the specific problems of any of the students in the group, where all the participants (students and lecturers) can contribute in solution of specific problem.

1.1.4. Intrinsic motivation

Most of the adults take the courses because they are extrinsically or intrinsically motivated. Some of them are pushed by their companies, and other are naturally curious to know more. Our objective is that transfer extrinsically motivated professionals into intrinsically motivated ones. That is why we asked in the beginning about their expectation. When they see that their expectations are realized through the program they will be more and more intrinsically motivates. But since we also need to measure the level of their improvement, we will also need to use some extrinsically oriented tools to be additional motivational factor for them.

DLE Methodology to satisfy this principle

● Transparent overview of all their expectation in the proper place of DLE platform. We'll make it as check boxes so they can check them when they are realized during the course. ● Weekly pre-evaluation and post-evaluation quizzes that will enable them to se how much they acquire during the week.

● Weekly review meeting on which they will repeat most important facts of weekly lessons, and embed the knowledge they learn in the previous weeks. Teachers will have facilitation and motivation role in this activity.

● Weekly consultation on which they will have possibility to ask their teachers and colleagues to explain once more the things that are not clear for them. Teachers will have facilitation and motivation role in this activity.

● Occasional problem-solving assignment that will enable them interactive communication with their peers and lecturers. This will also be opportunity for them to show their creativity and critical thinking skills.

● Midterm and Final exams that will be external motivators that express the measurable value of their success in acquiring certain knowledge.

Asynchronous and synchronous online learning

We will mostly use off-line interaction of students with peers and lecturers. This also support self-concept of the students. This means that student will come to take the lesson and interact when they have a time (when they are online), and their lecturers and peer will communicate their activities when they reach DLE platform and check what others do. This asynchronous
communication will enable them to independently do activities on the platform whenever they have a time, and to have reaction of their peers and lecturers in the certain timeframe.

Online lessons, quizzes, assignments and forum discussion has a lot of tolls that can support such interactivity.

Regular weekly meetings of all students and lecturers will be possibility to have online interactivity (synchronous one), where they can exchange their opinion during the live session, and practice communication, presentation and active listening skills, that they can apply in communication with their patients too.

Flexible Modular Course Organization

Our concept needs to satisfy different target groups. And those different groups will ask for different modular structure of the same content. Our educational platform will have all modules posted on the platform for distance learning education, and some of the target groups will also ask for workshop and internship activities.

Our target groups cover:

- Vocational Education Trainings (VET)
- Bachelor Education
- Master Education
- PhD Education
- Continuous Professional Development (CPD)

Online educational modules will have weekly structure, and every week will cover specific theoretical topics needed for proper knowledge acquiring of the educational materials. Depending of competences needed for specific target group we can organize participants in the different target

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groups. We can also decide which modules of the course which group can see and take. During the enrolment of the students, they will be assigned to specific group. When they sign in with their credentials, they will only see the content that is needed to reach the competence for specific group. Modular structure enables us to decide about visibility of the content deeper inside the week – in other words we can even decide which lesson, quiz, or assignment specific target group can see.

Theoretical modules are imagined to be off-line interactive. This means that students can do their obligations on distance learning education platform when they have a time, and teachers will correct and grade their work when they have a time. Some of the content of course will have platform interactivity – in some cases student will have immediate interactive respond on what they do as their platform activity.

1.2. Design Based Collaborative Learning

The approach of "Facilitating Design Based Collaborative Learning" is based on the idea that, competences in new can only be planned and delivered in a competence-oriented way. This is especially true for those learning fields that are not related to formal curricula.

To train this, we set up an easy-to-use approach to plan and deliver Competence Oriented Learning and Validation (COL&V) based on the LEVEL5 system which builds on a simplified Plan-Do-Check step procedure:
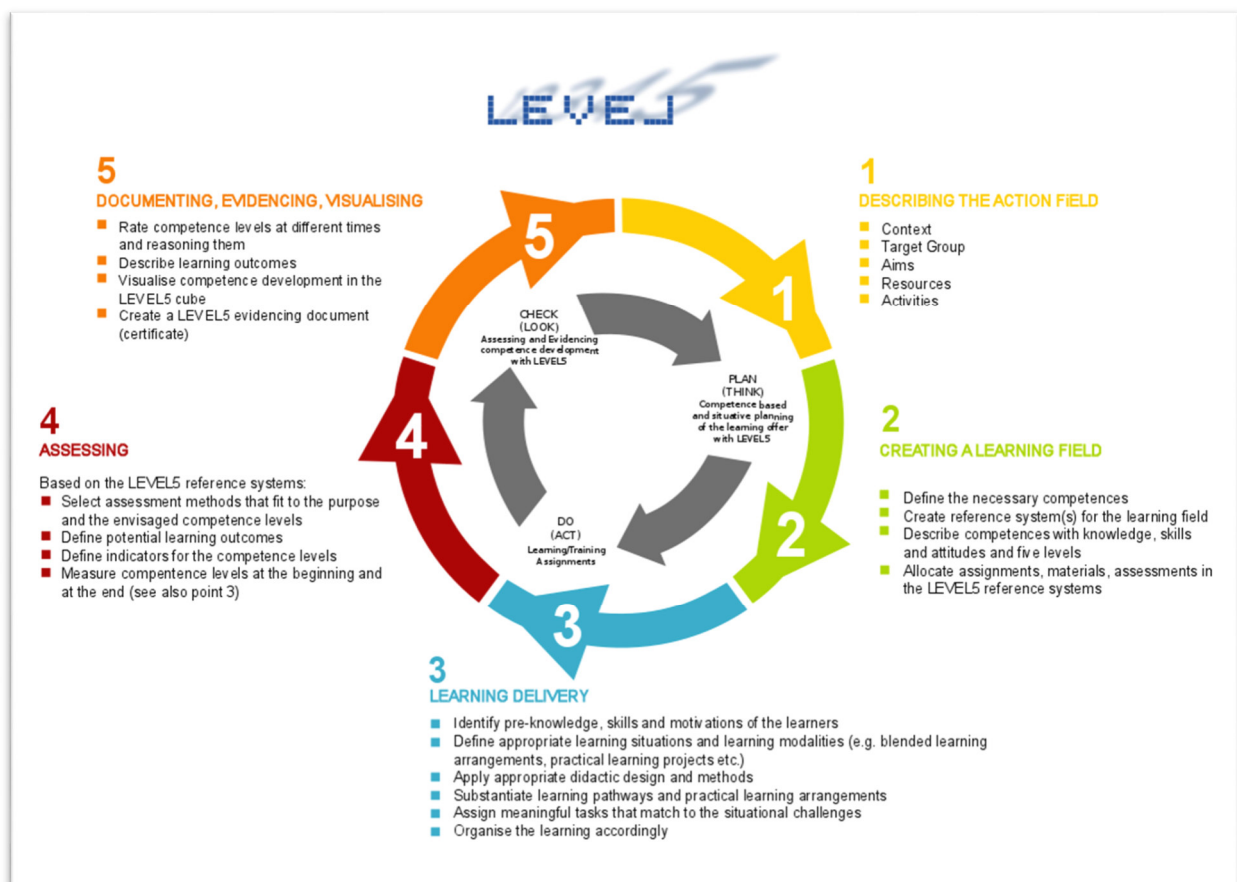

Fig. 1:   Procedure to plan and deliver COL&V

Plan:

The starting point of the planning is the so called 'action field' in which the learner is located. It describes context, actions, resources and objectives of his/her activities.

The conversion of this action field into a learning field is facilitated by the LEVEL5 reference systems which derive the competences that are necessary to tackle the actions and solve the tasks in the field.

Do:

The delivery of learning is highly dependent on the context. It can range from a rather informal, self-guided learning (e.g. on the job (traineeships, internships, mobility settings Health, Touristic and Integration Projects to more formal arrangements (e.g. in Adult Education projects planned and delivered for instance in seminar).

LEVEL5 largely supports blended, web-aided learning arrangements. It comes with state-of-the-art learning technologies and an open learning space which include LMS and e-Portfolio.

Check:

The check-element refers to the validation within LEVEL5. Dependent on the identified action and learning field it covers the identification, documentation, assessment and certification of competences. It is based on the LEVEL5 reference systems that facilitate individual and contextualised validation. The learning outcomes may normally be documented in LEVEL5 certificates including the dynamic LEVEL5 cube. In the project badges were applied to document the learning at different competence levels, hence they are representations for a rather informal certification.

Instruments for Planning and Delivery

Based on the procedure we have developed four main instruments to plan and deliver Competence Oriented Learning and Validation.
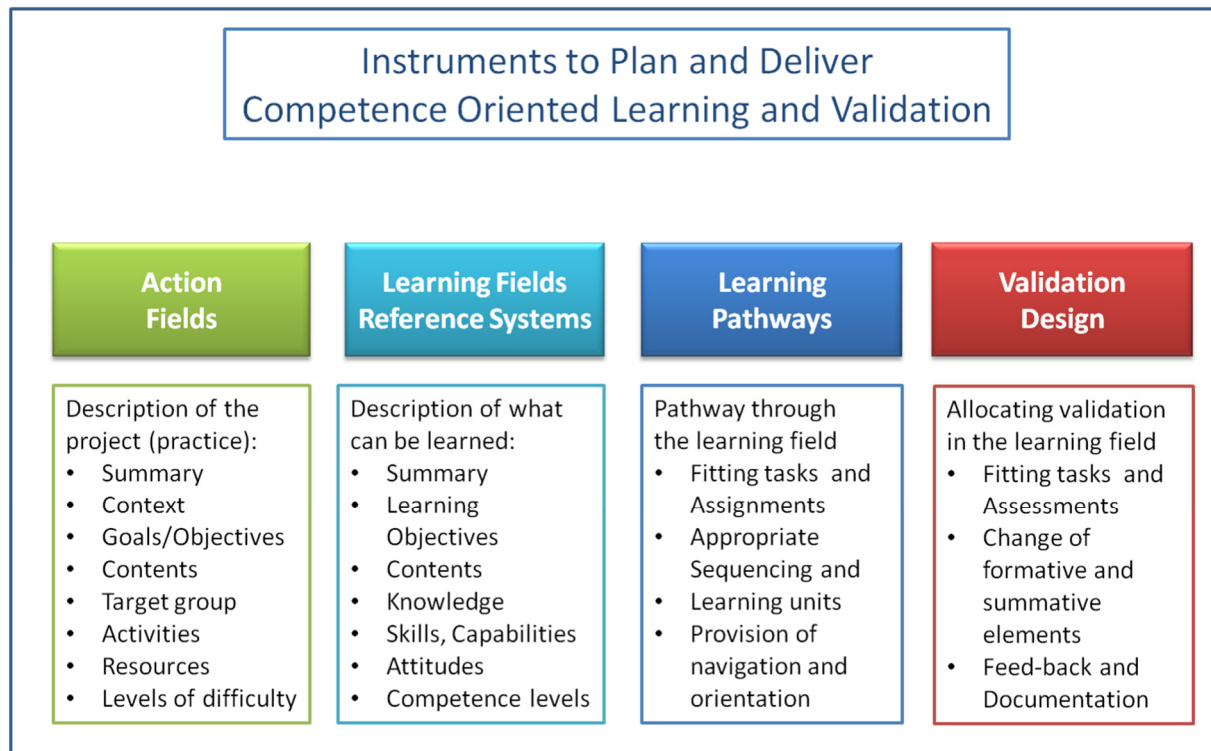
Instruments to Plan and Deliver Competence Oriented Learning and Validation

Action Fields	Learning Fields Reference Systems	Learning Pathways	Validation Design
Description of the project (practice): • Summary • Context • Goals/Objectives • Contents • Target group • Activities • Resources • Levels of difficulty	Description of what can be learned: • Summary • Learning Objectives • Contents • Knowledge • Skills, Capabilities • Attitudes • Competence levels	Pathway through the learning field • Fitting tasks and Assignments • Appropriate Sequencing and Learning units • Provision of navigation and orientation	Allocating validation in the learning field • Fitting tasks and Assessments • Change of formative and summative elements • Feed-back and Documentation

Fig. 2: Tools and Instruments for Planning and Delivering COL&V

The instruments are easy to use tools that facilitate the planning according to a logical step-by step procedure. The first step (action field) scans the practical field and the challenges therein.

The learning field connects to learning objectives and envisaged competences levels and sets up a contextualised reference system. In the third step a learning pathway is designed, and reasonable tasks and assignments are located on it. In the last step a reasonable assortment of assessments is assigned to it (formative and summative if applicable) as well as meaningful documentation and certification.

1.2.1. Action fields

The first planning step is always related to the practical situation and describes:

- Context
- Target Group
- Aims
- Resources
- Activities

What is the acting field and what does the individual has to perform in a specific context –(what are the tasks, the challenges, the visions, background and the perspectives)?

The action field is thoroughly described in a pre-defined project pattern. This step represents the planning of modern, practical and contextualised learning. It can be applied in a large variety of learning sectors ranging from modern HR-management for highly efficient continuing professional development (CPD at the workplace) to practical learning projects in NGOs or in innovative formal education settings, e.g. in innovative interdisciplinary fields, system thinking or other interdisciplinary

action fields or simply by creating and introducing innovative practices (e.g. methods in educational studies).

The action field already comes with five different quality levels and describes the challenges and tasks that the individual is confronted with in his/her field of action (which can be professional and/or private).

1.2.2. Learning fields

In the next planning step the action field is turned into a learning field, following the question: Which competences do we need at which (quality) level in order to tackle the situation successfully? At this stage the LEVEL5 reference systems establish a framework which maps the necessary (contextualised) competences on three dimensions and quality levels. Necessary actions to create a learning field are:

- Define the necessary competences
- Create a reference system for the learning field (attached in the annex)
- Describe learning outcomes on knowledge, skills and attitudes and five levels
- Allocate assignments, materials, assessments in the LEVEL5 reference systems

	KNOWLEDGE		SKILLS Capabilities		ATTITUDES Emotions/Values	
L	**Level Titles**	**Level description**	**Level Titles**	**Level description**	**Level Titles**	**Level description**
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing, constructing, transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team.	Incorporation	Having internalised the "culture" of constructive team work and to accomplish goals through mutual support. Inspiring others to improve their teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for one-self.	Self-regulation, determination	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal.	Motivation/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.	Using, imitating	Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others.	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal.	Perceiving	Recognising situations in which teamwork is feasible to reach goals.	Self-orientation	Seeing teamwork as something positive, but without considering developing own team work competence.

Fig. 3:   LEVEL5 Reference system (Learning field)

Knowledge, skills and attitudes in the learning field are described in a consistent way on the five quality levels including potential learning outcomes. Appropriate learning activities, materials, resources, and potential validation settings are assigned to and allocated in the reference systems.

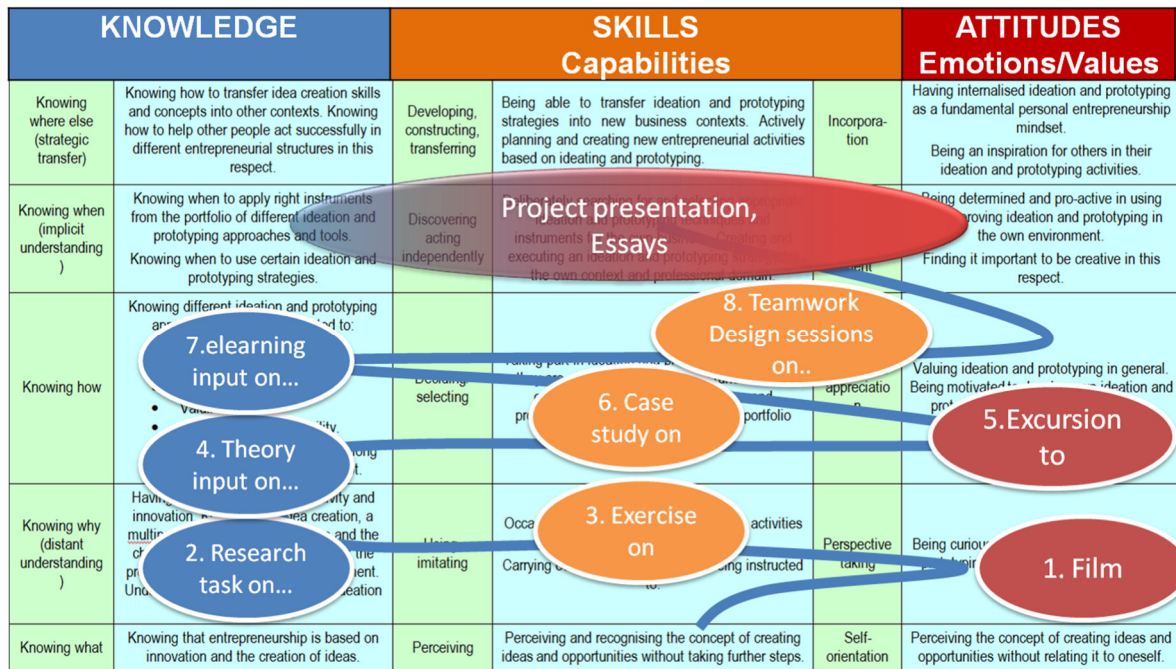## 1.2.3. Learning Pathways - Planning not formal learning

Fig. 4: Learning pathway with envisaged activities in the Learning field

The learning pathway is a trajectory through a learning landscape, a consciously planned path through the reference system (which is the competence framework of this learning field).

While planning and delivering COL we have to consider:

- Assigning the right tasks to the right stages; depending on
- content levels (level of complexity)
- levels of difficulty
- levels of knowledge, skills
- attitudes
- intention of the designer

The action and learning fields help the learning designer to identify different competence levels, to describe learning outcomes related to the levels and the three dimensions (columns) knowledge, skills and attitudes. They are then able to deliver a kind of landscape to develop a consistent and high-quality learning pathway – also in informal learning settings.

Based on these landscapes, designers can also plan learning trajectories when the learner is not in a classroom (e.g. in cultural projects, internships, volunteering or on mobility) and/or connected with mobile learning apps.

Necessary actions while delivering Competence Oriented Learning:

- Identify pre-knowledge, skills and motivations of the learners
- Define appropriate learning situations and learning modalities (e.g. blended learning arrangements, practical learning projects etc.)

- Apply appropriate didactic design and methods in the learning field
- Substantiate the learning pathway and practical learning arrangements
- Assign meaningful tasks that match to the situational challenges
- Organise the learning accordingly

Appropriate assignments on different levels may be:

Knowledge basic level:	Basic Input, simple research questions, ...
Skills basic level:	Simple exercises, imitation of something , ...
Attitudes basic level:	watching film, discussion, provocative opening questions, ...

Knowledge medium level:	advanced knowledge Input, comprehensive tasks, more complicated research questions, reflections and discussion, valuing different approaches according to certain scales ...
Skills medium level:	More complex exercises, taking a role, unguided activities in a protected space (role plays, case studies), ...
Attitudes medium level:	self-reflection on the main theme, advanced and motivating tasks, ...

Knowledge high level:	transfer knowledge in complex scenarios, evaluating complex different options and explanation of complex systems and principles...
Skills high level:	Complex exercises in an unknown or disturbed context, project tasks...
Attitudes high level:	no specific tasks, just observation of commitment ...

1.2.4. Validation Design in informal and non-formal learning

Validation is a complementary process to planning and delivery of competence-oriented learning. Validation refers to the identification of already available competences, their documentation, a competent assessment and (if needed) a certification as formal proof of the learning activity.

The **identification** could be easily integrated into the learning processes, for instance as entry questionnaires or competence spiders based on self-assessments.

Documentation, as outlined above, can be facilitated with e-Portfolios (e.g. Mahara as an Open Source tool). Here, the learning proofs or artefacts can easily be collected and connected to the learners competence profiles.

Hence the individual (who should be in the centre of the validation) has the opportunity to organise his/her learning proofs accordingly, and the web-based portfolio also facilitates a 'management' of these proofs of competences.

The **Certification** and this is what the whole BADGES project is about, is NOT a formalised one but an informal one, which nevertheless has a high quality claim. In the end, visitors receive a badge which is connected to a pre-defined competence level.

The most challenging point which has to be considered while validating informal learning is the right way of assessing competences.

Hence **Assessments** have to be competence oriented as well. This refers to

1. the competence column (knowledge, skills and attitudes): there is no need to identify and measure complex attitudes with simplified tick-box questions.
1. on the other hand, to the competence level (again, the higher the competences level is, the greater the need for a more complex assessment)
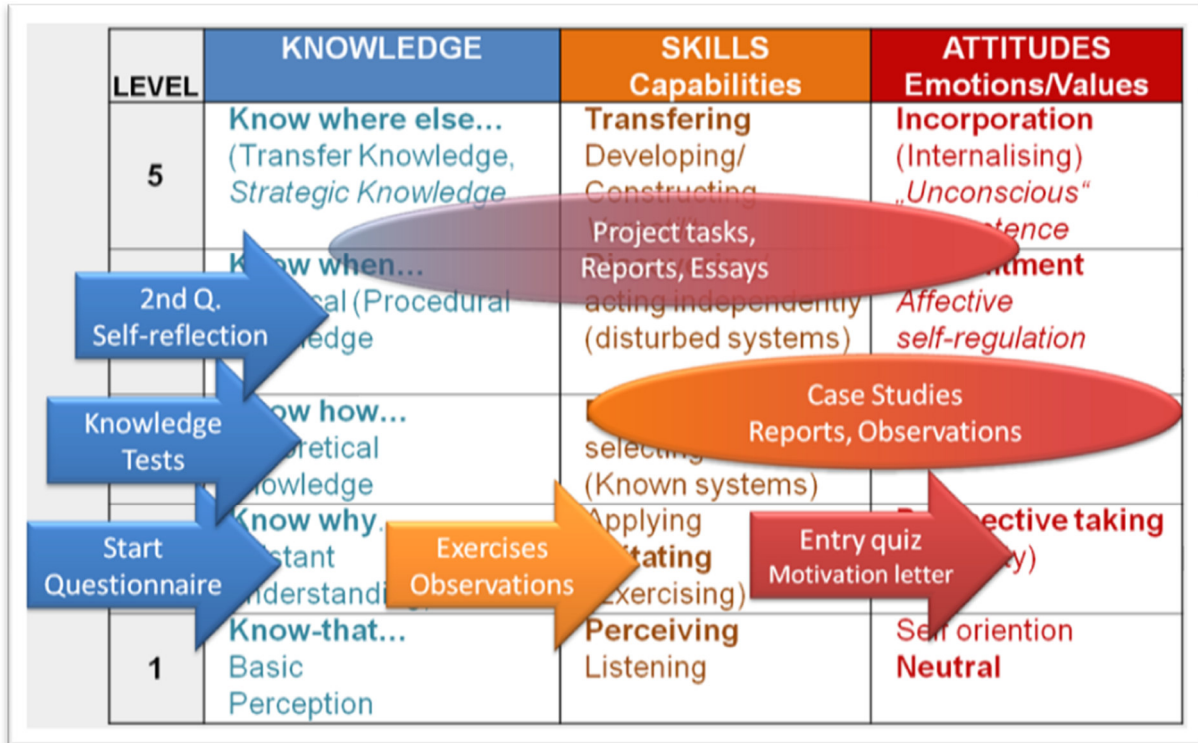2. to the purpose (formative to empower, summative to measure performances)

Fig. 5:   Schematic ordering of assessments with a reference system for competence oriented learning (explanation below)

Possible and appropriate assessments on different levels:

Level 2: Entry quiz (tick boxes), Simples Exercises (rehearsals), starting reflective questionnaire

Level 3: knowledge tests (open/closed questions), more complex exercises, case studies and reports

Level 4: complex self-reflection tests, essays, project reports

Level 5: Comprehensive project reports in unknown, disturbed (unpredictable) systems

When looking for proofs of learning we should also consider that a smart assignment is often a very powerful assessment tool. Especially in higher competence regions it is not helpful to only go for a knowledge related assessment, since the performance quality can only be observed by looking at all three dimensions.

At least from level 4 the complexity of a challenge is in most cases so high that it needs more than just a simple, descriptive report to understand capabilities, motivation and commitment but also procedural knowledge. We can expect a rather high level of reflection on a problem and self-reflection (metacognition) which will only be revealed either in more complex essays and/or in complex pieces of work.

2. The Face-to-Face Course

In the presence part of the CPD the professionals received inputs and collaborated in workshops on the three components of the PROMOTE approach, namely:

1. Prosthetics and Orthotics; here Partial Foot Prosthetics, which was planned, developed and delivered both online and in practical workshops
2. Business Management, here Module PM, which was planned, delivered online and
3. Design Thinking and Entrepreneurship which was which was planned, developed and delivered in Design Based Collaborative Learning Modality and partly in a joint face-to-face workshops with international students.

The **content parts** (courses) were in parallel provided on the PROMOTE learning management system (accessible via the PROMOTE website and via: http://promote.human-study.info.

After this F2F training session all trainers were supposed to deliver pilot courses in the three different modalities:

- blended via LMS (Partial Foot Prosthetics), asynchronous and F2F workshops
- asynchronous e-Learning (Business management) and
- Design Based Collaborative Learning (synchronous online and F2F workshops on own product ideas and prototypes)

2.1. Programme and CPD-Course in Geel

2.1.1. PROMOTE Course Concept and Programme Introduction

In Geel, BE, the participants worked in transnational teams on the design and conceptualisation and implementation of the three PROMOTE course modules. This happened in a hybrid format with 9 trainers on the spot and 6 who participated remotely.

Content-wise the participants should promote the development of new services and products (as outputs of the PROMOTE training). We made use of different concepts relating to:

1. Developing online modules
2. Design Thinking Methodology
3. Blended learning and Competence based learning and Competence validation

Blended Learning in PROMOTE means that we have mixed methodologies (face to face units, learning projects and e-Learning) which will also contain validation of learning at the end.

We will use state of the art learning methods based on "Design Thinking" approaches and instruments. To our mind this approach, offers the best basis to creatively develop new ways to integrate Digital teaching and learning offers in the future learning spaces of adult learners.

The PROMOTE Train-Trainer course is designed in such a way that all trainers will practice the development of ideas and innovative learning and teaching concepts by using Design Thinking for digital learning offers in the F2F-course as well as the concept of COL and Validation.

Eventually each team will present its prototype in a PROMOTE and explain the process of spotting ideas and opportunities.

The course started with a self-assessment of the facilitation competence and ended with an extreal validation of the competence development.

2.1.2. The Course Programme

The course week: Arrival 06.11.2022 – Joint Dinner

PROMOTE CPD Week – 07.11.2022 – 10.11.2022

Monday, 07.11.2022	Tuesday, 08.11.2022	Wednesday, 09.11.2022	Thursday, 10.11.2022	Further Meetings (tbd)
Location: meeting room; workshops	*Location:* meeting room; workshops	*Location:* meeting room; workshops	*Location:* meeting room	**Location: online**
Travelling	9:00 Introduction/Warmup - Personal/Institutional Platform Training - Introduction to the platform for CPD participants	9:00 Train the trainer - course design - online learning methods - evaluation methods - challenges of e-learning	9:00 Introduction to design thinking	**Evaluation of CPD** - Lessons Learned/ Preview of piloting phase - "Are we ready for the piloting phase?"
	10:30 Coffee break	10:30 Coffee break	10:30 Coffee break	
10:30 Introduction/Warmup Introduction to P&O - taking measurement - plaster casting	10:45 Platform Training - specialized functionality of moodle platform - evaluation of prepared courses	10:45 Train the trainer	10:45 Introduction to design thinking	**Continuously:** - design thinking workshop - Spotting ideas and opportunities (BLINC)
12:30 Lunch break (TM mensa)	12:30 Lunch break (TM mensa)	12:30 Lunch break (TM mensa)	12:30 Lunch break (TM mensa)	
13:30 Introduction to P&O - modelling - thermoforming	13:30 Introduction to P&O - modelling - thermoforming	13:30 Train the trainer	13:30 Introduction to design thinking	
15:30 Coffee break	15:30 Coffee break	15:30 Coffee break	15:30 Coffee break	
15:45 Introduction to P&O - modelling - thermoforming	15:45 Introduction to P&O - immediate fitting exercise	15:45 Introduction to P&O - silicone exercise	15:45 Introduction to design thinking	

FRI, 11.11.2022 – Follow-up and departure

2.2.   PROMOTE CPD Week Course Evaluation

The PROMOTE CPD Week was organised in Geel, Belgium, from the 7th to the 11th of November 2022. The training, held both in presence and online, was structured in four sections organized in four days: Introduction to P&O; Platform Training; Train the trainer and Introduction to design thinking. Further meetings after the end of the week have been arranged to gather the lessons learned.

The training event was developed to provide participants with tools, techniques and methodologies useful in P&O and Higher, VET as well as Adult Education.

The following 9 people responded to the evaluation of the training course, representing 5 organizations:

No.	Organisation	Participants
1	Thomas More University	• Els Moris
2	Human Study	• Snezana Rajačić • Mehmed Latifagic • Bojan Gajić
3	Blinc eG	• Tim Scholze
4	PFH	• Markus Müller • Gudrun Röhling • Nadine Hugill
5	SSSA	• Emilio Trigili

The present report has been prepared by Enrica Pautasso from Smart Revolution, the partner in charge of the project evaluation.

Evaluation Methodology

The Training Evaluation was carried out using an **Online Questionnaire** filled in by all participants after the end of the course. The questionnaire was composed of multiple-choice questions and open comments, to evaluate the participants' level of satisfaction with the course and gather useful recommendations for future similar courses.

Evaluation Results

After the end of the course, the participants were asked to fill an Online Questionnaire, where they had the possibility to rate:

1. their level of satisfaction concerning the structure, content and achievements of the course;

2. their level of satisfaction with the course.

The multiple-choice questions used a scale that gave the respondents a choice of six pre-coded responses to express how much they agreed or disagreed with a particular statement. The scale ranged from +++ (being the most positive answer) to --- (being the most negative answer).

In the following paragraphs, the results of the training evaluation will be displayed and analyzed.

1. Structure, content and achievements of the course

a.   Clarity of the course objectives
b.   Relevance of topics selected
c.   Appropriateness of trainers' knowledge
d.   Extent to which you feel prepared to put into practice what you have learned
e.   Balance between theory and practical elements
f.   Appropriateness of facilities used
g.   Adequacy of overall training duration
h.   Any other comments
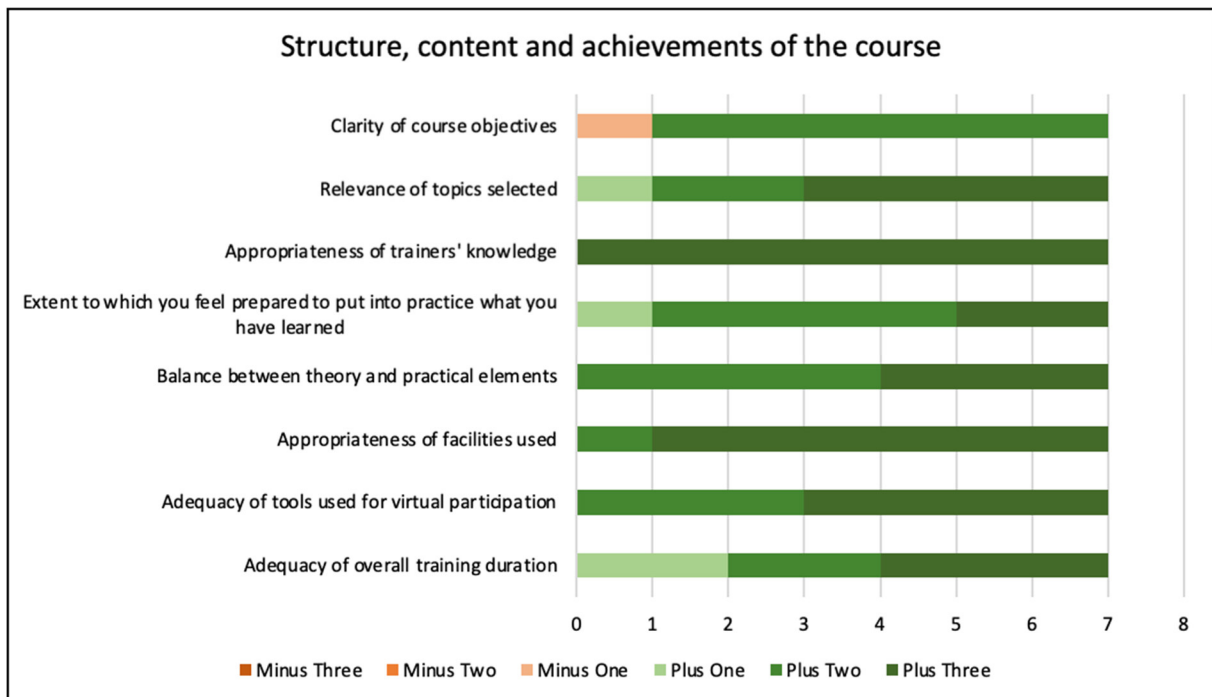
7 participants completed the questionnaire. The content of the CPD Week was valuated very positively. Indeed, seven out of eight categories do not have any negative (- or below) feedback, and the entire evaluation presents just one negative feedback given by a participant with reference to the topic "Clarity of course objectives".

Despite the singular negative feedback, the topic "Clarity of course objectives" reports a general appreciation rate since the other responses are all ++.

The topic "Appropriateness of trainers' knowledge" received the highest grade (+++) by all the participants, and the topic "Appropriateness of the facility used" received a ++, while the rest of the feedbacks are all +++.

The other topics received a majority of +++ or ++ feedbacks, which means that the overall evaluation is very positive.

There are no comments reported for this section.

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2. **Overall satisfaction with the course**, in particular:
a. Extent to which your expectations have been met
b. Extent to which you have learned new things
c. Direct applicability of course contents to your professional practice
d. Overall Satisfaction with the course
e. Any other comments
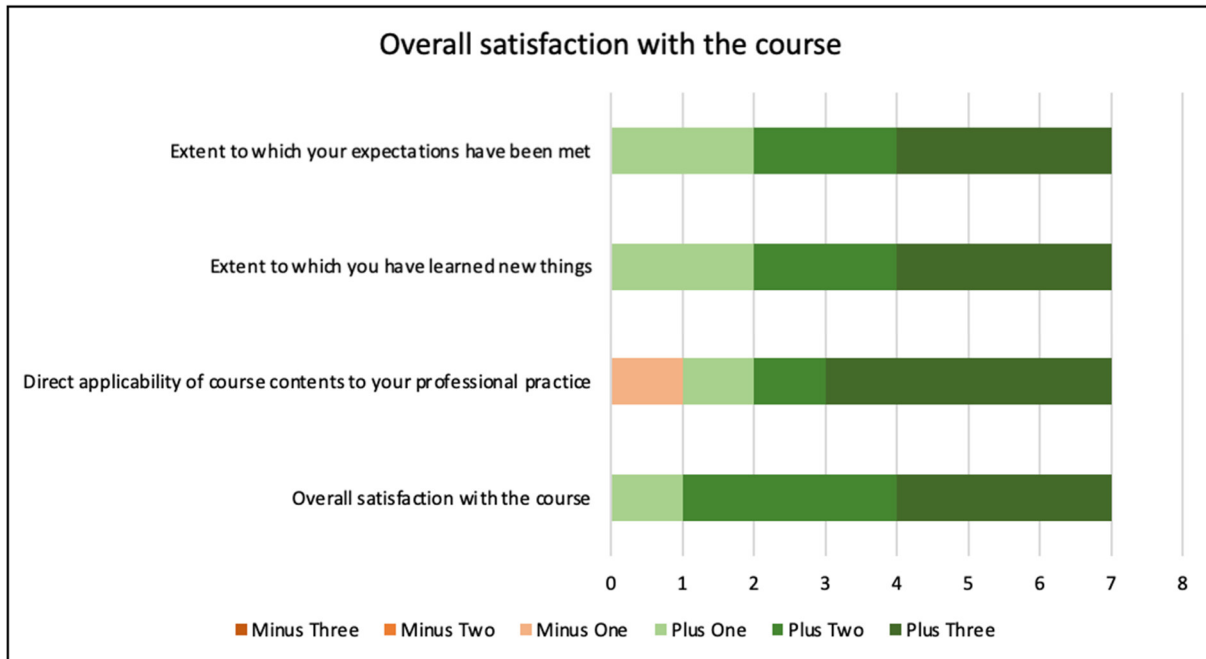
The overall evaluation for this second section is positive too. The results show a general appreciation of the course among participants, with only one negative feedback (-) from one participant with reference to the topic "Direct applicability of course contents to your professional practice".

Despite this negative feedback, the other votes for the topic "Direct applicability of course contents to your professional practice" are very positive, with one +, one ++ and four +++.

The topics "Extent to which your expectations have been met" and "Extent to which you have learned new things" presents only positive feedback, with two +, two ++ and three +++.

The topic "Overall satisfaction with the course" clearly shows a highly positive response, with most of the feedbacks being ++ or +++.

There are no comments reported for this section.

In the same Online Questionnaire, participants were asked to answer some open questions.

What do you consider the greatest achievements of the course personally?

The opportunity to meet the other people working on the project in person was very appreciated by the participants, who considered it the greatest achievement. Two out of seven participants considered what they learned about practice and techniques used for P&O as very positive. One participant was enthusiastic about the use of the design thinking approach, while another was satisfied with his improvement in the use of Moodle and generally in the field of Adult Education. Finally, two participants considered the opportunity to put the theory into practice as their greatest achievement, as they commented *"Putting the design thinking into practice, seeing the results of it first-hand"* and *"To deliver my presentation about didactic approach on online courses"*.

What do you consider the weakest points of the course?

The weakest point highlighted by participants were different from each other. Two participants pointed out the lack of clarity about the course objective, especially for the Design Thinking one. One participant expected more people to attend the course, while another complained that the course location (Geel) lacked in appropriate hotels and that the campus where the courses were held was outside the city center.

Two things that you learnt/that you take home?

The general feeling was the enrichment experienced by participants in terms of new and innovative solutions for online teaching and environmental care in the orthopedic sector, such as platforms like Moodle or methods like design thinking. One participant commented *"Adult education is not "school-education". The functionality of Moodle platform is immense (I will go deeper into this topic for my own work)"*, while another reported that *"there are more solutions than we are currently thinking of for the lack of environmental care in the orthopedic sector. Multidisciplinarity is key to finding the right ones, and the design thinking process is needed to develop the right ones."*

Recommendations for future courses of this type

The only three recommendations made by participants are to invite more participants not directly connected with partners, to provide a short content description for each workshop and to keep the hybrid form for courses to come.

Comments
As there were few participants, not many comments were left. However, a participant commented with *"I look forward to the piloting phase and the next meetings"*.

Conclusion

The overall evaluation of the CPD Week is very positive. The topics selected were valuated as very relevant, the knowledge and facilitation skills of trainers as very appropriate, as well as the facilities and virtual tools used. Furthermore, participants were enthusiastic and prepared to put into practice what they have learnt from the course. The overall duration of the course and the balance between theory and practice turned out to be adequate and consequently appreciated.

The opportunity to attend the course both in-person and online met the needs of all participants, ensuring a comprehensive and engaging experience for both groups thanks to the high-quality facilities and virtual tools used to deliver the course.

The only aspects mentioned as less positive by some participants were those related to the clarity of the course objectives and the direct applicability of course content to their professional practice. Although for many other participants the objectives were clear, and the skills obtained were useful, we aim at improving those aspects for the future courses to meet the needs of all participants.

Overall, the course met the participants' expectations and enabled them to learn new things, as pointed out by some of the aforementioned comments. The comment "*I will go deeper into this topic for my own work*" captures the core of the course objective: to give participants the tools and skills necessary for their work, but also instill the curiosity to delve deeper into the topics for further insights.

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3. Competence Validation – The Facilitators' Assessment Pack

3.1. LEVEL5 validation Introduction and How to

This assessment relates to the "*Facilitation Competences*".

The professionals acquired and developed these competences during your PROMOTE learning programme.

Professionals were asked to reflect on your competence levels before the course (at the time of entering the learning programme and at the end of it.

Participants used the following pattern with the reference system and the descriptors.

It was the basis for a self-assessment and rating.

- They first ticked boxes on the levels of knowledge, skills and attitudes, for the beginning and at the end of the PROMOTE learning programme (only one rating possible per dimension)

- Examples should be given that illustrate and justify the ratings.

- These ratings and the reasoning were discussed with the team mates.

- After this step the examples and justifications were finalised).

- There was a consistency check from the coordinators and the LEVEL5 certificates were produced as PDF

3.2. Competence Description:

Competence Description

The AE professional can facilitate a design based collaborative learning environment using various methods and tools, concepts and approaches. He/she can adapt and develop concepts and designs for collaborative learning for different target groups and is flexible in re-planning and adapting to the needs of the situation. The facilitator can motivate others and inspire participants to develop their own competences in this context.

Design based collaborative learning is both constructive (oriented along a development process which aims at a concrete product or prototype) and teamwork driven.

In PROMOTE design based collaborative learning is applied to facilitate joint learning and development processes related Digitalisation approaches in different AE contexts.

Facilitators can be either educational professionals from AE, from NGOs and from businesses (e.g. mentors).

The competence framework below comprises the most relevant learning objectives/outcomes in regard to planning and delivery of DBCL.

Knowledge: The trainer/facilitator knows…

- what collaborative learning is about, and which components and theories belong to the concept,
- what it takes to plan and implement collaborative learning concepts, for instance to consider multiple perspectives and concrete individual experiences,
- the role of a facilitator in this process,
- at which points he/she should intervene within the collaborative learning process in a supportive/facilitative manner
- relevant teamwork and creativity concepts

Skills: The trainer/facilitator is able to…
- create collaborative relationships,
- create and sustain a participatory environment,
- formulate and apply a strategy of enquiry to enable individuals to explore issues and develop insights,
- evoke the creativity of a group,
- plan appropriate group processes,
- guide groups to appropriate and useful outcomes and
- facilitate design based collaborative learning based on a repertoire/collection of methods, concepts and tools

Attitudes: The trainer/facilitator …
- understands the shortcomings of traditional educational formats
- appreciates the collaboration of learners
- is motivated to promote learning conditions that are constructive and output oriented
- is curious to continuously learn new approaches of participatory learning
- is open for unexpected learning outcomes
- also appreciated unambiguous results
- is ready to re-define the own teaching/training/counsellor role

3.3. Reference System: Facilitating Blended Learning in PROMOTE

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer digitalisation and online learning approaches in new and different contexts and situations	Developing, constructing, transferring	Adapting and developing digitally supported P&O learning units into new contexts	Incorporation	Being convinced of digitally supported learning – within its ways of planning and delivering. Inspiring others to apply concepts of digitally supported learning
4	Knowing when (implicit understanding)	Contextualising: Knowing when and how to apply specific approaches, tools and instruments in specific contexts. Identifying: Know when and what content of P&O would be best delivered in face to face, blended or online format	Discovering, acting independently	Facilitating and delivering a complete P&O learning module with appropriate tools in an innovative learning context	Commitment	Being determined to change the own learning and teaching style to acquire new knowledge on digital tools and digitalization
3	Knowing how	Knowing how to convert, plan and deliver conventional P&O learning concepts in blended and digital formats on platforms like Moodle and their limitations	Deciding/ selecting	Planning and applying a set of digital tools and instruments in delivering an existing P&O learning module	Motivation/ appreciation	Being motivated to plan and deliver learning which is related to digitalisation, openness to learn also from the learners
2	Knowing why (distant understanding)	Understanding the concept of digital literacy and the consequences for teaching and learning	Using, Imitating	Exercising singular Digital tools, instruments and learning management system, including Moodle and Miro	Perspective taking	Being interested and open to new ways of teaching/facilitation and openness to explore digital tools and instruments, to accept that learners might be more competent
1	Knowing what	Knowing what digitalisation is and the need for it in teaching	Perceiving	Perceiving digitalisation as a central key competence and value-add to current teaching/learning paradigm	Self-orientation	Feeling that digitalisation is innovative and a benefit to enhance teaching and learning experience in P&O

3.3.1. Assessment Grid: Facilitating Blended Learning in PROMOTE

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you knew at the beginning and at the end and write them in the 2 boxes behind your ticked ones (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Level	Level Titles[1]	Level description Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you know at the end to illustrate the chosen level
5	Knowing where else (strategic transfer)	Knowing how to transfer digitalisation and online learning approaches in new and different contexts and situations	❑		❑	
4	Knowing when (implicit understanding)	Contextualising: Knowing when and how to apply specific approaches, tools and instruments in specific contexts. Identifying: Know when and what content of P&O would be best delivered in face to face, blended or online format	❑		❑	
3	Knowing how	Knowing how to convert, plan and deliver conventional P&O learning concepts in blended and digital formats on platforms like Moodle and their limitations	❑		❑	
2	Knowing why (distant understanding)	Understanding the concept of digital literacy and the consequences for teaching and learning	❑		❑	
1	Knowing what	Knowing what digitalisation is and the need for it in teaching	❑		❑	

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[1] Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
Level 4: Analysing (Differentiating – Organising – Attributing)
Level 3: Understanding (Explaining – Comparing)
Level 2: Interpreting (Exemplifying – Summarising – Classifying)
Level 1: Remembering (Recognising – Recalling)

3.3.2. Assessment Grid: Facilitating Blended Learning in PROMOTE

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you were and are able to do and write them in the 2 boxes behind your ticked ones, (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Grade	**Corresponding Level Titles**[2]	**Level description** **Explanation**	**Time 1 (tick)**	**Give concrete examples of what you were able to do at the beginning to illustrate the chosen level**	**Time 2 (tick)**	**Give concrete examples of what you are able to do at the end to illustrate the chosen level**
5	Developing, constructing, transferring	Adapting and developing digitally supported P&O learning units into new contexts	❑		❑	
4	Discovering acting independently	Facilitating and delivering a complete P&O learning module with appropriate tools in an innovative learning context	❑		❑	
3	Deciding/ selecting	Planning and applying a set of digital tools and instruments in delivering an existing P&O learning module	❑		❑	
2	Using, imitating	Exercising singular Digital tools, instruments and learning management system, including Moodle and Miro	❑		❑	
1	Perceiving	Perceiving digitalisation as a central key competence and value-add to current teaching/learning paradigm	❑		❑	

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[2]   Hints for describing the levels:
Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts
Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, …)
Level 3: Acting partly independently, choosing between options, selecting
Level 2: Imitating, Acting without own impulse, acting when being instructed
Level 1: Listening only, participating only, reception without action…

3.3.3. Assessment Grid: Facilitating Blended Learning in PROMOTE

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of how you felt and which attitude you had in regard to Spotting ideas and opportunities, (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Grade	**Corresponding Level Titles[3]**	**Level description Explanation**	**Time 1 (tick)**	Give concrete examples that illustrate the selected attitude level the beginning	**Time 2 (tick)**	Give concrete examples that illustrate the selected attitude level the end
5	Incorporation Internalisation	Being convinced of digitally supported learning – within its ways of planning and delivering. Inspiring others to apply concepts of digitally supported learning	❑		❑	
4	Affective self-regulation	Being determined to change the own learning and teaching style to acquire new knowledge on digital tools and digitalization	❑		❑	
3	Appreciation Empathy	Being motivated to plan and deliver learning which is related to digitalisation, openness to learn also from the learners	❑		❑	
2	Perspective taking	Being interested and open to new ways of teaching/facilitation and openness to explore digital tools and instruments, to accept that learners might be more competent	❑		❑	
1	Self centred neutral	Feeling that digitalisation is innovative and a benefit to enhance teaching and learning experience in P&O	❑		❑	

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3   Hints for filling the level:
      Level 5: (group): influencing others (motivating/convincing others by own model,…)
      Level 4: motivation to adapt/appreciation of … (in the sense of the topic, to reach a goal,…)
      Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,…)
      Level 2: curiosity (interest in topic, being attracted, …)
      Level 1: no emotional reference to topic (only interested in own situation,…)

3.3.4. Conclusion and Personal Data

My Competence Development on Facilitating Blended Learning in PROMOTE

Please describe your development on this competence in one sentence (max 250 characters)
####

Personal Data:

First Name: _____

Last Name: _____

Please add also a photo to the questionnaire

3.4.   Certificate of a Trainer

The CPD was accomplished during the large international conference in Göttingen in June 2023.

At this occasion, not only the international students won an award for their jointly developed prototypes but also the trainers received their certificates.

The certificates are evidences of the competence development of the trainers over their CPD period and reflect the development of knowledge, skills and attitudes related to the competence to:

Facilitating Blended Learning for P&O

The assessment and certification is based on the LEVEL5 taxonomy and approach which has been used to describe the aspired learning outcome on 5 levels on each competence column.

This way both the planning and the validation of the CPD could be executed in a competence oriented way, reflecting exactly what was envisaged prior to the course:

- to plan and deliver blended learning arrangements for:
  - P&O (blended)
  - Business Management (asynchrounous)
  - Design Thinking (DT) (synchrounous and F2F workshops (Design Based Collaborative Learning)
- to include P&O contents and to plan and deliver appropriate workshops both for P&O and DT.
- The CPD itself was delivered in blended mode – a trainer courses on DBCL is available on the PROMOTE LMS.

The certificate consists of 4 pages, the first 2 describe the individual results and visualise the competence development both in 3D (cube) and in 2D (graph of knowledge, skills and attitude development) with quality checked learning outcome descriptors.

Pages 3 and 4 deliver the descriptors of all 3 columns and 5 levels.

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Learner-Certificate
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Participant
Vianne Law

Informal learning project
PROMOTE

Project start	01/09/22
Project end	20/06/23
Institution	PFH Goettingen
Location	Goettingen, Germany

Learning activities
The CPD consisted of online modules, face to face sessions and pilot phase. The F2F training took place at Geel, Belgium, 07- 10.11.2022.
Participants were to be trained to deliver the piloting phase of PROMOTE modular courses. The following contents were tackled: 1. P&O (practical exercises and theory). 2: Platform training (specialized functionality of Moodle platform). 3: discussion of prepared courses. 4: Principles of andragogy and online learning methods. 5: Design thinking.

Evaluated competences
Facilitating Blended Learning for P&O

Assessment methods
self-rating and assessment in discussion with peers and experts

Assessors/Evaluators
Dr. Tim Scholze for the reveal association

Validation Summary
Facilitating Blended Learning for P&O: I have developed a solid knowledge as to what it needs to be a developed and facilitate blended learning courses. I applied what I learnt from the course when I delivered the Design Thinking Course for the P&O students from Feb-Jun 2023

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...s: Facilitating Blended Learning for P&O

...le at the beginning	Competence profile at the end
...erience and understanding as ...t learners in using digital ...udy and CPD	Knowledge: 4: I now know how to select content that can be effectively converted to online learning and what is best to teach in face-to-face session
	Skills: 4: I developed the structure of the upcoming Design Thinking course for the PROMOTE piloting phase and have the skill to use all the essential digital tools
...d Zoom before as a learn and ... never used these tools as a	
Attitudes: 2: I was keen and interested to learn more about various digital tools for education and to develop skills to use them	Attitudes: 3: I am motivated to continue to learn more about digital tools and latest education technology

Competence development on each dimension

Reference system : Knowledge

5 : Know where else
(knowledge for transfer)
• Individual description : Knowing how to transfer digitalisation and online learning approaches in new and different contexts and situations
4 : Know when

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...ing when and how to apply specific
... contexts.
...P&O would be best delivered in face to face,

...rt, plan and deliver conventional P&O
...ts on platforms like Moodle and their

...ing when and how to apply specific
... contexts.
...P&O would be best delivered in face to face,

...ation is and the need for it in teaching

Reference system : Skills

5 : Developing/ constructing/ transferring
• Individual description : Adapting and developing digitally supported P&O learning units into new contexts
4 : Discovering/ acting independently
• Individual description : Facilitating and delivering a complete P&O learning module with appropriate tools in an innovative learning context
3 : Deciding/ selecting
• Individual description : Planning and applying a set of digital tools and instruments in delivering an existing P&O learning module
2 : Using/ imitating
• Individual description : Exercising singular Digital tools, instruments and learning management system, including Moodle and Miro
1 : Perceiving
• Individual description : Perceiving digitalisation as a central key competence and value-add to current teaching/learning paradigm

Reference system : Attitudes

5 : Incorporation/ internalisation
• Individual description : Being convinced of digitally supported learning – within its ways of planning and delivering. Inspiring others to apply concepts of digitally supported learning
4 : Self-regulation/ determination
• Individual description : Being determined to change the own learning and teaching style to acquire new knowledge on digital tools and digitalization
3 : Motivation/ appreciation
• Individual description : Being motivated to plan and deliver learning which is related to digitalisation, openness to learn also from the learners
2 : Perspective taking/interest
• Individual description : Being interested and open to new ways of teaching/facilitation and openness to explore digital tools and instruments, to accept that learners might be more

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4. Annexes Tools:

4.1.   Action Field pattern

Please give a short description on the action field (the context) related to your cultural project:

What is the environment, the specific challenges and the overall objectives of the stakeholders

• **Name of your project**	
• Context	
• Target Group	
• Aims	
• Resources	
• Activities	

4.2.   Learning fields

4.2.1. Didactic Framework

Before designing the learning pathway it might be necessary to determine (after some thorough reflections) some basic "ingredients" of your learning offer.

You should do that in rather rough format -

• **Name of your project**	
• Competences needed/fostered	• Problem solving • Creative thinking • ….
• (Content) Themes tackled	• List of relevant contents • Context related themes • ….
• Competence dimensions	• Knowledge • Skills: Activities, Capabilities • Attitudes: Emotions, Values

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4.2.2. Reference System pattern

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer		Developing/ Constructing Transfer		Incorporation Internalisation	
4	Know when (Implicit understanding		Discovering/ acting independently		Commitment Volition	
3	Know how		Deciding/ selecting		Appreciation Motivation	
2	Know why (Distant understanding		Application, Imitation		Curiosity Perspective taking	
1	Know-what/know that		Perceiving		Self oriented, neutral	

4.2.3. Sequencing table

Learning pathways

Please describe the learning pathway of your learning project. Learning pathways are sequences of learning steps or learning units. To fill the table, you need to break down your learning project in chronicle steps/units.

Please also add your reference systems.

Step No.	Title	Content	Learning objective	Method Activity	Media	time	Competence column *Please indicate if the unit targets knowledge, skills or attitudes and if the difficulty is rather easy, medium or hard.*
2							