



Co-funded by the  
Erasmus+ Programme  
of the European Union



# O3.3 Report

## Training and Assessment Methodology

Grant Agreement Number: 612579-EPP-1-2019-1-IE-EPPKA2-KA

Issued by:	University of Patras University of Ljubljana University of Tor Vergata
Date:	30/10/2021
Version:	1
Report number	O3.3
Task number:	T.3.3
Status:	Final
Dissemination level:	Public

**Disclaimer**

The information in this document is provided as is and no guarantee or warranty is given that the information is fit for any particular purpose. The user thereof uses the information at its sole risk and liability.

The document reflects only the author's views and the Community is not liable for any use that may be made of the information contained therein.

**Project Summary**

SocialB is a collaboration between 8 partners from the social enterprise, training and Higher Education sectors in 4 countries – Ireland, Greece, Italy and Slovenia. This project is funded by the Erasmus+ Knowledge alliance programme.

The SocialB Project team will design, develop and pilot an accessible suite of learning resources to support individual learning, organisational learning and network development in the field of social enterprise. Learning resources will be presented in the framework of blended learning materials in 24 Learning Units and will be designed to address identified skills gaps and training needs in key areas critical for the development, sustainability and expansion of the Social Enterprise sector.

The project runs from January 2020 until December 2022, and the resulting Learning Units will aim to stimulate significant changes in HEI curricula & VET training programmes by integrating a learner-centred approach oriented to real, problem-based learning and skills acquisition in the field of social entrepreneurship.

## EXECUTIVE SUMMARY

The purpose of the “O3.3 Training and assessment methodology” report is to present the training and assessment methodology of SocialB and to be used as a Practice Toolkit by the SocialB project partners, HEIs and VET providers and trainers. It includes theoretical frameworks, recommended training methods and techniques, and procedures applicable for initial training (HEI students and future SEs) and upskilling (existing social entrepreneurs), as well as assessment techniques and tools.

The report consists of four main parts. In the introductory part the structure of the report is presented as well as the pedagogical approaches that are applied in SocialB. More information can be found [here](#).

In the second part the structure of the SocialB training is presented. The SocialB curriculum includes 24 learning units grouped in 6 modules and is designed to be delivered in the form of **blended learning** courses, composed of the following types: online learning, face to face training, work-based learning and self-directed learning. More information can be found [here](#).

In the third part the training methodology that is proposed to be followed in SocialB is presented as well as the recommended training methods and techniques for each type of training. The proposed training methodology is based on both **theoretical** and **empirical** approaches that have been proven successful in adult education, in the field of social entrepreneurship and in each type of training. More information about these approaches can be found [here](#).

The training methodology that is proposed for the **face-to-face training** is based on the selected learning theories, pedagogies, and approaches. The proposed training methods and techniques to be used are selected with respect to the content and duration of the face-to-face training and the desired learning outcomes, so as to: a) Promote experiential, collaborative, action, and transformational learning, b) Address visual, auditory and kinesthetic perception channels as well as cater for different learning styles, when they are used in combination, c) Vary according to the learning activity type followed. The trainers are free to determine the frequency and the extent to which each teaching technique can be used, taking into account the unique characteristics of learners and their learning styles. More information for the training methodology followed in face-to-face training can be found [here](#).

The training methodology that is recommended for the **on-line learning** involves the characteristics and types of: a) synchronous e-learning, b) asynchronous e-learning, c) self-paced online training, d) learner-centre content, e) personalization and f) social interaction and online collaboration. Expositive, application and collaboration methods are recommended along with the appropriate techniques for each method. More information can be found [here](#).

The training methodology that is recommended for the **work-based learning** is based on a combination of structured on the job training and off the job training. Standardized training materials and processes ensure the consistency and accountability of the applied methodology. Learners are engaged in project work at social enterprises in groups. At the workplace they must solve actual problems / challenges, conduct projects and compose relative reports. Supervision and coaching techniques are proposed.

More information about the training methodology proposed for work-based learning can be found [here](#).

The training methodology that is recommended for **self-directed learning** is built upon the assumption that in self-directed learning learners take the responsibility for diagnosing their learning needs, find their own preferred ways of learning and reflect on their progress; learner autonomy cannot be taught, however, it can be facilitated by trainers and the training settings. To foster self-directed learning SocialB provides examples and further resources for reading making sure that learners are aware of the the learning objectives, learning strategies, resources, and evaluation criteria. More practices that facilitate self-directed learning can be found [here](#).

In the **fourth part** the assessment methodology, methods and tools are presented. The report elaborates four key topics: (1) introduction brings the structure of assessment, (2) afterwards five methodological approaches are discussed, (3) a detailed breakdown of student activities is provided for all 24 LUs, (4) a special emphasis is on the construction and employment of assessment tool.

When designing our assessment methodology, we tried to **harmonize and standardize activation of student and involvement of trainer**. Across all 24 learning units the assessment methodology is based on five methods of assessment:

- all LUs have **practical activities** (either individual or in groups, 1-4 practical activities per LU): practical activities are to be assessed by trainer; after accomplishing practical activities the student gets 50% of total grade within particular LU;
- every LU has **work-based learning** (WBL): WBLs are different and follow the topic, learning objectives and outcomes of particular LU; WBL is to be assessed by trainer of SE supervisor; after accomplishing WBL the student will get 50% of total grade within particular LU;
- **self-directed learning** is to be self-assessed by learner or might be a part of non-formal formative assessment;
- all LUS have 4-6 short, closed **questions in Moodle** environment, being part of self-assessment;
- LUs have also **questions for repeating and understanding**, all being part of self-assessment.

The SocialB assessment tool (designed in xls datasheet) is based on four premisses:

- assessment can be provided **by teacher/trainer** by using the assessment tool (structured grading rubric) to assess different criteria: knowledge and understanding, application, critical thinking, and also to be flexible (if LU provides this) by including also reading & research, presentation, and teamwork;
- a self-assessment can be conducted **by the student/trainee** by applying Moodle Quiz closed questions;
- SocialB student activities offer opportunities either for **individual or group assessment**;
- teacher/trainer can assess the **product** (individual or group activity) **or process** (preparation, level of involvement, presentation, etc.).

## Sommario esecutivo

Lo scopo del rapporto "O3.3 Metodologia di formazione e valutazione" è quello di presentare la metodologia di formazione e valutazione di SocialB affinché il rapporto stesso possa essere utilizzato come kit di strumenti pratici dai partner del progetto SocialB, dagli istituti di istruzione superiore, dai fornitori di formazioni e consulenza e dai formatori. Comprende quadri teorici, metodi e tecniche di formazione raccomandati e procedure applicabili per la formazione secondaria superiore (studenti di istituti di istruzione superiore e futuri Imprenditori sociali) e il miglioramento delle competenze (imprenditori sociali esistenti), nonché tecniche e strumenti di valutazione.

Il rapporto si compone di quattro parti principali. Nella parte introduttiva viene presentata la struttura del rapporto e gli approcci pedagogici applicati in SocialB. Ulteriori informazioni possono essere trovate [qui](#).

Nella seconda parte viene presentata la struttura della formazione del progetto SocialB. Il curriculum SocialB comprende 24 unità di apprendimento raggruppate in 6 moduli ed è progettato per essere erogato sotto forma mista: apprendimento online, formazione in presenza, apprendimento basato sul lavoro e apprendimento autodiretto. Ulteriori informazioni possono essere trovate [qui](#).

Nella terza parte viene presentata la metodologia formativa che si propone di seguire in SocialB nonché i metodi e le tecniche formative consigliate per ogni tipo di formazione. La metodologia di formazione proposta si basa su approcci sia teorici che empirici che si sono dimostrati efficaci nell'educazione degli adulti, nel campo dell'imprenditoria sociale e in ogni tipo di formazione. Maggiori informazioni su questi approcci possono essere trovate [qui](#).

I metodi e le tecniche di formazione proposti sono selezionati rispetto al contenuto e alla durata della formazione in presenza e ai risultati dell'apprendimento desiderati, in modo da: a) promuovere l'apprendimento esperienziale, collaborativo, d'azione e trasformativo, b) indirizzare i canali di percezione visiva, uditiva e cinestetica, nonché soddisfare diversi stili di apprendimento, quando utilizzati in combinazione, c) Variare in base al tipo di attività di apprendimento seguito. I formatori sono liberi di determinare la frequenza e la misura in cui ciascuna tecnica di insegnamento può essere utilizzata, tenendo conto delle caratteristiche uniche degli studenti e dei loro stili di apprendimento. Maggiori informazioni sulla metodologia di formazione seguita nella formazione in presenza possono essere trovate [qui](#).

La metodologia di formazione raccomandata per l'apprendimento on-line comprende le caratteristiche e le tipologie di: a) e-learning sincrono, b) e-learning asincrono, c) formazione online di autoapprendimento, d) contenuto in back office, e) personalizzazione f) interazione e collaborazione online. Si raccomanda l'utilizzo di metodi espositivi, applicativi e collaborativi di pari passo alle tecniche appropriate per ciascun metodo. Ulteriori informazioni possono essere trovate [qui](#).

La metodologia di formazione raccomandata per il "Work based learning" si basa su una combinazione

di formazione on the job strutturata e formazione off the job. I materiali e i processi di formazione standardizzati garantiscono la coerenza e la responsabilità della metodologia applicata. Gli studenti sono impegnati in progetti di lavoro presso imprese sociali in gruppi. Sul posto di lavoro devono risolvere problemi/sfide reali, condurre progetti e comporre i relativi report. Vengono proposte tecniche di supervisione e coaching. Maggiori informazioni sulla metodologia di formazione proposta per l'apprendimento WBL possono essere trovate [qui](#).

La metodologia di formazione raccomandata per l'apprendimento autodiretto si basa sul presupposto che nell'apprendimento autodiretto gli studenti si assumono la responsabilità di diagnosticare i propri bisogni di apprendimento, trovare le proprie modalità di apprendimento e riflettere sui propri progressi; l'autonomia dello studente non può essere insegnata, tuttavia, può essere facilitata dai formatori e dalle strutture di formazione. Per promuovere l'apprendimento auto-diretto SocialB fornisce esempi e risorse, assicurandosi che gli studenti siano consapevoli degli obiettivi di apprendimento, delle strategie di apprendimento, delle risorse e dei criteri di valutazione. Altre pratiche che facilitano l'apprendimento autodiretto possono essere trovate [qui](#).

Nella quarta parte vengono presentati la metodologia, i metodi e gli strumenti di valutazione. Il rapporto elabora quattro argomenti chiave: (1) l'introduzione porta la struttura della valutazione, (2) in seguito vengono discussi cinque approcci metodologici, (3) viene fornita una ripartizione dettagliata delle attività degli studenti per tutte le 24 UL, (4) un'enfasi speciale è sulla costruzione e impiego di strumenti di valutazione.

Durante la progettazione della nostra metodologia di valutazione, abbiamo cercato di armonizzare e standardizzare l'attivazione dello studente e il coinvolgimento del formatore. In tutte le 24 unità didattiche la metodologia di valutazione si basa su cinque metodi di valutazione:

- tutte le Unità didattiche hanno attività pratiche (individuali o in gruppo, 1-4 attività): le attività pratiche devono essere valutate dal formatore; dopo aver svolto le attività pratiche lo studente ottiene il 50% del voto totale all'interno di una determinata LU;
- ogni Unità didattica ha attività WBL: la attività WBL sono diverse a seconda dell'argomento, e degli obiettivi di apprendimento e dei risultati di particolari Unità didattiche; dopo aver completato le attività "work based" lo studente riceverà il 50% del voto totale all'interno di una determinata unità di apprendimento;
- l'apprendimento autodiretto deve essere autovalutato dal discente o potrebbe far parte di una valutazione formativa non formale;
- tutte le Unità didattiche hanno 4-6 brevi domande sulla piattaforma Moodle, che fanno parte dell'autovalutazione;
- le unità didattiche hanno anche domande da ripetere e comprendere, sempre parte dell'autovalutazione.

Lo strumento di valutazione SocialB (progettato nella scheda tecnica xls) si basa su quattro presupposti.



Co-funded by the  
Erasmus+ Programme  
of the European Union



- la valutazione può essere fornita dall'insegnante/formatore utilizzando lo strumento di valutazione (definita "rubrica di valutazione strutturata") per valutare diversi criteri: conoscenza e comprensione, applicazione, pensiero critico, presentazione e lavoro di squadra;
- un'autovalutazione può essere condotta dallo studente/tirocinante attraverso le domande sulla piattaforma Moodle;
- Le attività proposte dalla formazione di Social B offrono opportunità per la valutazione individuale o di gruppo;
- l'insegnante/formatore può valutare il prodotto (attività individuale o di gruppo) o il processo (preparazione, livello di coinvolgimento, presentazione, ecc.).

## Επιτελική Σύνοψη

Ο σκοπός της έκθεσης «Ο3.3 Μεθοδολογία εκπαίδευσης και αξιολόγησης» είναι να παρουσιάσει τη μεθοδολογία εκπαίδευσης και αξιολόγησης του SocialB και να χρησιμεύσει ως εργαλειοθήκη πρακτικής από τους εταίρους του έργου SocialB, τα Ιδρύματα Ανώτατης Εκπαίδευσης (ΑΕΙ) και τους παρόχους και τους εκπαιδευτές Επαγγελματικής Εκπαίδευσης και Κατάρτισης (ΕΕΚ) και τους εκπαιδευτές. Περιλαμβάνει θεωρητικά πλαίσια, προτεινόμενες μεθόδους και τεχνικές εκπαίδευσης και διαδικασίες που μπορούν να εφαρμοστούν για την βασική εκπαίδευση (σπουδαστές ΑΕΙ και μελλοντικοί κοινωνικοί επιχειρηματίες) και την ανάπτυξη δεξιοτήτων (υφιστάμενοι κοινωνικοί επιχειρηματίες), καθώς και τεχνικές και εργαλεία αξιολόγησης.

Η έκθεση αποτελείται από τέσσερα κύρια μέρη. Στο εισαγωγικό μέρος παρουσιάζεται η δομή της έκθεσης καθώς και οι παιδαγωγικές προσεγγίσεις που εφαρμόζονται στο SocialB. Περισσότερες πληροφορίες μπορείτε να βρείτε [εδώ](#).

Στο δεύτερο μέρος παρουσιάζεται η δομή της εκπαίδευσης που προτείνεται από το SocialB. Το πρόγραμμα μαθημάτων του SocialB περιλαμβάνει 24 εκπαιδευτικές ενότητες ομαδοποιημένες σε 6 θεματικές ενότητες και έχει σχεδιαστεί για να παρέχεται με τη μορφή μαθημάτων **μικτής/συνδυαστικής μάθησης (blended learning)**, τα οποία αποτελούνται από τους ακόλουθους τύπους: διαδικτυακή μάθηση, δια ζώσης εκπαίδευση, μάθηση στο χώρο εργασίας και αυτοκατευθυνόμενη μάθηση. Περισσότερες πληροφορίες μπορείτε να βρείτε [εδώ](#).

Στο τρίτο μέρος παρουσιάζεται η εκπαιδευτική μεθοδολογία που προτείνεται να ακολουθηθεί στο SocialB, καθώς και οι προτεινόμενες μέθοδοι και τεχνικές εκπαίδευσης για κάθε τύπο εκπαίδευσης. Η προτεινόμενη εκπαιδευτική μεθοδολογία βασίζεται τόσο σε **θεωρητικές** όσο και σε **εμπειρικές** προσεγγίσεις που έχουν αποδειχθεί επιτυχείς στην εκπαίδευση ενηλίκων, στον τομέα της κοινωνικής επιχειρηματικότητας και σε κάθε τύπο εκπαίδευσης. Περισσότερες πληροφορίες σχετικά με αυτές τις προσεγγίσεις μπορείτε να βρείτε [εδώ](#).

Η εκπαιδευτική μεθοδολογία που προτείνεται για τη **δια ζώσης εκπαίδευση** βασίζεται στις επιλεγμένες θεωρίες μάθησης, παιδαγωγικές μεθόδους και προσεγγίσεις. Οι προτεινόμενες εκπαιδευτικές μέθοδοι και τεχνικές που θα χρησιμοποιηθούν επιλέγονται σε σχέση με το περιεχόμενο και τη διάρκεια της δια ζώσης εκπαίδευσης και τα επιθυμητά μαθησιακά αποτελέσματα, έτσι ώστε: α) να προάγουν τη βιωματική, συνεργατική, ενεργό και μετασχηματίζουσα μάθηση, β) να απευθύνονται σε οπτικά, ακουστικά και κιναισθητικά κανάλια αντίληψης, καθώς και να καλύπτουν διαφορετικά μαθησιακά στυλ, όταν χρησιμοποιούνται σε συνδυασμό, γ) να διαφοροποιούνται ανάλογα με τον τύπο της μαθησιακής δραστηριότητας που ακολουθείται. Οι εκπαιδευτές είναι ελεύθεροι να καθορίσουν τη συχνότητα και την έκταση στην οποία μπορεί να χρησιμοποιηθεί κάθε διδακτική τεχνική, λαμβάνοντας υπόψη τα μοναδικά χαρακτηριστικά των εκπαιδευόμενων και τα μαθησιακά τους στυλ. Περισσότερες πληροφορίες για την εκπαιδευτική μεθοδολογία που ακολουθείται στην δια ζώσης εκπαίδευση μπορείτε να βρείτε [εδώ](#).



Η εκπαιδευτική μεθοδολογία που προτείνεται για τη **διαδικτυακή μάθηση** περιλαμβάνει τα χαρακτηριστικά και τους τύπους: α) σύγχρονη ηλεκτρονική μάθηση, β) ασύγχρονη ηλεκτρονική μάθηση, γ) διαδικτυακή εκπαίδευση με αυτοπροσδιοριζόμενο ρυθμό, δ) περιεχόμενο με επίκεντρο το εκπαιδευόμενο, ε) εξατομίκευση και στ) κοινωνική αλληλεπίδραση και διαδικτυακή συνεργασία. Προτείνονται μέθοδοι έκθεσης, εφαρμογής και συνεργασίας καθώς και οι κατάλληλες τεχνικές για κάθε μέθοδο. Περισσότερες πληροφορίες μπορείτε να βρείτε [εδώ](#).

Η εκπαιδευτική μεθοδολογία που προτείνεται για την **μάθηση στο χώρο εργασίας** βασίζεται σε έναν συνδυασμό δομημένης εκπαίδευσης στην εργασία και εκπαίδευσης εκτός εργασίας. Τυποποιημένα εκπαιδευτικά υλικά και διαδικασίες εκμάθησης διασφαλίζουν τη συνέπεια και τη λογοδοσία της μεθοδολογίας που εφαρμόζεται. Οι εκπαιδευόμενοι εμπλέκονται σε ομάδες σε μικρής έκτασης έργα (project) τα οποία υλοποιούνται στις κοινωνικές επιχειρήσεις. Στο χώρο εργασίας πρέπει να επιλύουν πραγματικά προβλήματα/προκλήσεις, να διεξάγουν έργα (projects) και να συντάσσουν σχετικές εκθέσεις. Προτείνονται τεχνικές εποπτείας και καθοδήγησης. Περισσότερες πληροφορίες σχετικά με την εκπαιδευτική μεθοδολογία που προτείνεται για τη μάθηση στο χώρο εργασίας μπορείτε να βρείτε [εδώ](#).

Η εκπαιδευτική μεθοδολογία που προτείνεται για την **αυτό-κατευθυνόμενη μάθηση** βασίζεται στην υπόθεση ότι στην αυτό-κατευθυνόμενη μάθηση οι εκπαιδευόμενοι αναλαμβάνουν την ευθύνη για την αναγνώριση των μαθησιακών τους αναγκών, βρίσκουν τους δικούς τους προτιμώμενους τρόπους μάθησης και αναστοχάζονται σχετικά με την πρόοδό τους. Για την προώθηση της αυτό-κατευθυνόμενης μάθησης το SocialB παρέχει παραδείγματα και επιπρόσθετες πηγές για ανάγνωση, διασφαλίζοντας ότι οι εκπαιδευόμενοι γνωρίζουν τους μαθησιακούς στόχους, τις στρατηγικές μάθησης, τους πόρους και τα κριτήρια αξιολόγησης. Περισσότερες πρακτικές που διευκολύνουν την αυτό-κατευθυνόμενη μάθηση μπορείτε να βρείτε [εδώ](#).

Στο τέταρτο μέρος παρουσιάζονται η μεθοδολογία αξιολόγησης, οι μέθοδοι και τα εργαλεία. Αναλύονται τέσσερα βασικά θέματα: (1) η εισαγωγή παρουσιάζει τη δομή της αξιολόγησης, (2) στη συνέχεια συζητούνται πέντε μεθοδολογικές προσεγγίσεις, (3) παρέχεται λεπτομερής ανάλυση των δραστηριοτήτων των εκπαιδευομένων και για τις 24 εκπαιδευτικές ενότητες, (4) ιδιαίτερη έμφαση δίνεται στην κατασκευή και την εφαρμογή του εργαλείου αξιολόγησης.

Κατά το σχεδιασμό της μεθοδολογίας αξιολόγησης προσπαθήσαμε να εναρμονίσουμε και να τυποποιήσουμε την ενεργοποίηση του εκπαιδευόμενου και τη συμμετοχή του εκπαιδευτή. Και στις 24 εκπαιδευτικές ενότητες η μεθοδολογία αξιολόγησης βασίζεται σε πέντε μεθόδους αξιολόγησης:

- όλες οι εκπαιδευτικές ενότητες έχουν **πρακτικές δραστηριότητες** (είτε ατομικές είτε ομαδικές, 1-4 πρακτικές δραστηριότητες ανά εκπαιδευτική ενότητα): οι πρακτικές δραστηριότητες αξιολογούνται από τον εκπαιδευτή. Μετά την ολοκλήρωση των πρακτικών δραστηριοτήτων ο εκπαιδευόμενος λαμβάνει το 50% του συνολικού βαθμού της συγκεκριμένης εκπαιδευτικής ενότητας.

- κάθε εκπαιδευτική ενότητα περιλαμβάνει **μάθηση στο χώρο εργασίας**: Σε κάθε εκπαιδευτική ενότητα ή μάθηση στο χώρο εργασίας είναι διαφορετική και ακολουθεί το θέμα, τους μαθησιακούς στόχους και τα αποτελέσματα της εκάστοτε εκπαιδευτικής ενότητας. Η μάθηση στο χώρο εργασίας πρέπει να αξιολογείται από τον εκπαιδευτή/ υπεύθυνο της κοινωνικής επιχείρησης. Μετά την ολοκλήρωση της μάθησης στο χώρο εργασίας ο εκπαιδευόμενος θα λάβει το 50% του συνολικού βαθμού στο πλαίσιο της συγκεκριμένης εκπαιδευτικής ενότητας.
- η **αυτό-κατευθυνόμενη** μάθηση αυτό-αξιολογείται από τον εκπαιδευόμενο ή μπορεί να αποτελεί μέρος της ανεπίσημης εκπαιδευτικής αξιολόγησης.
- όλες οι εκπαιδευτικές ενότητες περιέχουν 4-6 σύντομες **ερωτήσεις κλειστού τύπου στο περιβάλλον του Moodle**, που αποτελούν μέρος της αυτό-αξιολόγησης.
- οι εκπαιδευτικές ενότητες έχουν επίσης **ερωτήσεις για επανάληψη και κατανόηση**, οι οποίες αποτελούν μέρος της αυτό-αξιολόγησης.

Το εργαλείο αξιολόγησης του SocialB (σχεδιασμένο σε φύλλο δεδομένων xls) βασίζεται σε τέσσερις παραδοχές:

- Η αξιολόγηση μπορεί να παρέχεται **από τον εκπαιδευτή** με τη χρήση του εργαλείου αξιολόγησης (δομημένη ρουμπρίκα βαθμολόγησης) για την αξιολόγηση διαφορετικών κριτηρίων: γνώση και κατανόηση, πρακτική εφαρμογή, κριτική σκέψη, και επίσης να υπάρχει ευελιξία (εάν το προβλέπει η εκπαιδευτική ενότητα) συμπεριλαμβάνοντας επίσης μελέτη και έρευνα, παρουσίαση και ομαδική εργασία.
- Η αυτό-αξιολόγηση μπορεί να πραγματοποιηθεί **από τον εκπαιδευόμενο** εφαρμόζοντας κλειστές ερωτήσεις του Moodle Quiz.
- Οι δραστηριότητες των εκπαιδευόμενων του SocialB προσφέρουν ευκαιρίες για **ατομική ή ομαδική αξιολόγηση**.
- ο εκπαιδευτής μπορεί να αξιολογήσει το **προϊόν** (ατομική ή ομαδική δραστηριότητα) ή τη **διαδικασία** (προετοιμασία, επίπεδο συμμετοχής, παρουσίαση κλπ.).

## Povzetek

Namen tega poročila je predstaviti metodologijo usposabljanja in ocenjevanja SocialB ter možnost uporabe nabora praktičnih orodij pri delu projektnih partnerjev SocialB, ponudnikov srednješolskega in visokošolskega izobraževanja ter predavateljev. Poročilo vključuje teoretične okvire, priporočene metode in tehnike usposabljanja ter postopke, ki se uporabljajo za osnovno izobraževanje (za študente in potencialne socialne podjetnike) in izboljšanje veščin (za obstoječe socialne podjetnike), kakor tudi tehnike in orodja za ocenjevanje.

Poročilo je sestavljeno iz štirih glavnih delov. V uvodnem delu je predstavljena struktura poročila in pedagoški pristopi, ki so uporabljeni v programu SocialB. Več informacij je na voljo [tukaj](#).

V drugem delu je predstavljena struktura usposabljanja SocialB. Učni načrt SocialB vključuje 24 učnih enot razporejenih v 6 modulov in je zasnovan tako, da se ga lahko izvaja v obliki tečajev **kombiniranega učenja**. Sestavljen je iz naslednjih pristopov: e-učenje, usposabljanje v živo, praktično usposabljanje in samostojno učenje. Več informacij je na voljo [tukaj](#).

V tretjem delu je predstavljena metodologija usposabljanja SocialB, predstavljene so tudi metode in tehnike za vsak pristop usposabljanja. Predlagana metodologija temelji na **teoretičnih** in **empiričnih** pristopih, ki so se izkazali za uspešne v poučevanju odraslih na področju socialnega podjetništva za vsak pristop usposabljanja. Več informacij o teh pristopih najdete [tukaj](#).

Metodologija usposabljanja, ki je predlagana za usposabljanje **v živo**, temelji na izbranih učnih teorijah, pedagogikah in pristopih. Predlagane metode in tehnike usposabljanja so izbrane z upoštevanjem vsebine in trajanja usposabljanja v živo in želenih rezultatov: a) spodbujajo izkustveno, sodelovalno, akcijsko in transformacijsko učenje, b) upoštevajo vizualne, slušne in kinestetične zaznavne kanale ter upoštevajo različne učne stile, kadar se uporabljajo v kombinaciji z drugimi, c) se razlikujejo glede na vrsto učne dejavnosti. Vodje usposabljanja lahko sami določijo pogostost in obseg uporabe posamezne učne tehnike ob upoštevanju značilnosti učencev in njihovih učnih stilov. Več informacij o metodologiji usposabljanja za usposabljanje v živo najdete [tukaj](#).

Metodologija izobraževanja, ki je priporočena za **e-učenje** vključuje značilnosti in vrste: a) sinhronega e-učenja, b) asinhronega e-učenja, c) samostojnega e-učenja, d) vsebine za slušatelje, e) osebnih prilagoditev in f) družabno interakcijo in spletno sodelovanje. Priporočene so metode razlage, uporabe in sodelovanja ter ustrezne tehnike za vsako metodo. Več informacij najdete [tukaj](#).

Metodologija usposabljanja, ki je priporočena za **praktično usposabljanje**, temelji na kombinaciji strukturiranega praktičnega usposabljanja in usposabljanja zunaj delovnega mesta. Standardizirano gradivo in postopki usposabljanja zagotavljajo doslednost in odgovornost uporabljene metodologije.

Slušatelji v skupinah sodelujejo pri projektnem delu v socialnih podjetjih. Na delovnem mestu morajo reševati dejanske probleme/izzive, izvajati projekte in sestavljati ustrezna poročila. Predlagane so tehnike nadzora in coachinga. Več informacij o predlagani metodologiji praktičnega usposabljanja najdete [tukaj](#).

Priporočena metodologija usposabljanja za samostojno učenje temelji na predvidevanju, da pri samostojnem učenju slušatelj prevzamejo odgovornost za ugotavljanje svojih učnih potreb, poiščejo svoje najljubše načine učenja in razmišljajo o svojem napredku; samostojnosti učenca ni mogoče naučiti, lahko pa jo olajšajo izvajalci usposabljanja in okoliščine usposabljanja. Za spodbujanje samostojnega učenja program SocialB ponuja primere in dodatne vire za branje, pri čemer poskrbi, da so učenci seznanjeni z učnimi cilji, učnimi strategijami, viri in merili za ocenjevanje. Več praks, ki olajšujejo samostojno učenje, najdete [tukaj](#).

V četrtem delu so predstavljeni metodologija ocenjevanja, metode in orodja. Poročilo obravnava pet ključnih tem: (1) uvod opiše strukturo ocenjevanja; (2) nato je obravnavanih pet metodoloških pristopov; (3) za vseh 24 učnih enot je podana podrobna razčlenitev dejavnosti slušateljev; (4) poseben poudarek je namenjen razvoju in uporabi orodja za ocenjevanje; (5) navedeni so tudi nekateri koristni razmisleki o ocenjevanju, ki smo jih pridobili med pilotnim izvajanjem učnih enot.

Pri oblikovanju metodologije ocenjevanja smo skušali uskladiti in standardizirati aktivacijo slušatelja in vključenost predavatelja. Metodologija ocenjevanja v vseh 24 učnih enotah temelji na petih metodah ocenjevanja:

- vse učne enote imajo **praktične dejavnosti** (individualne ali skupinske, 1-4 praktične dejavnosti na učno enoto): praktične dejavnosti oceni izvajalec usposabljanja; po opravljenih praktičnih dejavnostih slušatelj prejme 50 % skupne ocene v posamezni učni enoti;
- vsaka učna enota vključuje **praktično usposabljanje**: vrste praktičnega usposabljanja so različne in sledijo temi, učnim ciljem in rezultatom določene učne enote; praktično usposabljanje oceni vodja usposabljanja v socialnem podjetju; po opravljenem praktičnem usposabljanju slušatelj prejme 50 % skupne ocene v posamezni učni enoti;
- **samostojno učenje** mora slušatelj oceniti sam ali pa je lahko del neformalnega formativnega ocenjevanja;
- vse učne enote imajo 4-6 kratkih **vprašanj zaprtega tipa v okolju Moodle** in so del samoocenjevanja;
- v učnih enotah so tudi **vprašanja za ponavljanje in razumevanje**, ki so del samoocenjevanja.

Orodje za ocenjevanje SocialB (zasnovano v podatkovni preglednici xls) temelji na štirih predpostavkah:

- ocenjevanje lahko izvede **učitelj/predavatelj** z uporabo ocenjevalnega orodja (strukturirana ocenjevalna lestvica) za ocenjevanje različnih meril: znanje in razumevanje, uporaba, kritično mišljenje, lahko pa je tudi prilagodljivo (če učna enota to omogoča), saj vključuje tudi branje in raziskovanje, predstavitev in skupinsko delo;
- samoocenjevanje lahko izvede **slušatelj/udeleženec usposabljanja** z uporabo zaprtih vprašanj v obliki kviza v okolju Moodle;
- dejavnosti slušateljev SocialB ponujajo možnosti za **individualno ali skupinsko ocenjevanje**;
- učitelj/predavatelj lahko oceni **izdelek** (individualno ali skupinsko dejavnost) ali **postopek** (priprava, stopnja vključenosti, predstavitev itd.).



## CONTENTS

<b>1. INTRODUCTION .....</b>	<b>Napaka! Zaznamek ni definiran.</b>
<b>2. STRUCTURE OF THE SOCIAL B TRAINING.....</b>	<b>Napaka! Zaznamek ni definiran.</b>
<b>3. PART A: TRAINING METHODOLOGY .....</b>	<b>Napaka! Zaznamek ni definiran.</b>
<b>3.1 THEORETICAL FRAMEWORK OF THE RECOMMENDED TRAINING METHODOLOGY IN SOCIALB AND PROPOSED PEDAGOGIES .....</b>	<b>Napaka! Zaznamek ni definiran.</b>
<b>3.2 RECOMMENDED TRAINING METHODOLOGY FOR FACE TO FACE TRAINING.....</b>	<b>Napaka! Zaznamek ni definiran.</b>
<b>3.3 RECOMMENDED TRAINING METHODOLOGY FOR ON-LINE LEARNING.....</b>	<b>Napaka! Zaznamek ni definiran.</b>
<b>3.4 RECOMMENDED TRAINING METHODOLOGY FOR WBL .</b>	<b>Napaka! Zaznamek ni definiran.</b>
<b>3.5 RECOMMENDED TRAINING METHODOLOGY FOR SELF-DIRECTED LEARNING ...</b>	<b>Napaka! Zaznamek ni definiran.</b>
<b>4. PART B: ASSESSMENT METHODOLOGY.....</b>	<b>Napaka! Zaznamek ni definiran.</b>
<b>References</b>	<b>Napaka! Zaznamek ni definiran.</b>

## 1. INTRODUCTION

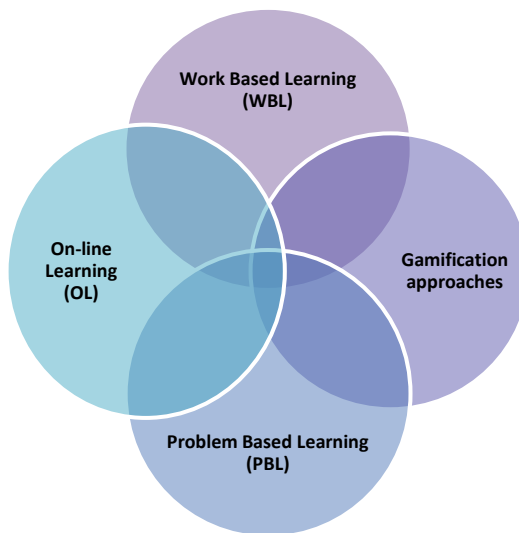
### Scope of this report

The purpose of this report is to present the training and assessment methodology of SocialB. The link between the form and content of training, its delivery and its evaluation, the so-called training methods - techniques and training assessment constitute basic educational principle.

This document consists of two parts. The first part concerns the “Training Methodology” and presents the learning theories, pedagogies and principles followed in SocialB along with guidelines and suggestions regarding training methods and techniques suitable for all phases of SocialB training program such as: a) face to face, b) on-line training, c) work-based learning (WBL) and d) self-directed learning.

The second part is focused on “Assessment Methodology” and provides four key topics: (1) introduction brings the structure of assessment, (2) afterwards five methodological approaches are discussed, (3) a detailed breakdown of student activities is provided for all 24 LUs; (4) a special emphasis is on the construction and employment of assessment tool.

SocialB training methodology is planned to be designed based on four pedagogical approaches:



1. Materials are optimized for use with the SocialB eLearning Repository, thus enabling online learning and blended learning delivery modes. This ensures accessibility to HE students, trainers, HEIs, VETs and SE practitioners. The content is made available as Open Educational Resources (OERs) with Creative Commons licenses.
2. Practice-based pedagogies (Neck & Greene, 2011) are utilised so that ‘teaching entrepreneurship’ is replaced by ‘doing entrepreneurship’, where practice prevails (Fayolle, 2007) SocialB uses:

process-oriented rather than content-oriented teaching; problem-based teaching instead of conceptual learning; practical delivery methods such as group projects, business plan development; practical experience in producing and selling products and services; learning from mistakes (Oyelola, 2013); and draws on principles from practice-based wisdom (Zhu et al., 2016). This approach to Problem-based-learning provides HE students with strong experiential learning, in work contexts directly relevant to their field of study.

3. Work Based Learning (WBL) approaches are utilized where appropriate, focussed on SE practitioners and students, where they can apply learning in real SE work environments.
4. Gamification techniques and approaches are explored to engage both students and SEs, to motivate and facilitate participation and engagement, to promote peer learning, and to encourage situational problem solving. Gamification is increasingly regarded as an effective teaching methodology to positively influence learners' engagement and commitment, leading to practical acquisition of targeted skills, knowledge and competencies

In explaining how various training methods can be combined into an effective pedagogical approach, SocialB employs into the proposed training methodology the theory of constructivism and social constructivism as well as theories and pedagogies applied in social entrepreneurship education. It also employs the principles and characteristics of experiential learning, action learning, transformative learning, the pedagogies applied in entrepreneurship and management education, the principles of transformative learning, as well as the principles of adult education, online learning, work based learning, gamification and independent / autonomous learning.

The SocialB assessment tool is based on three premisses:

- assessment can be provided **by teacher/trainer** by using the assessment tool (structured grading rubric) to assess different criteria: knowledge and understanding, application, critical thinking, and also to be flexible (if LU provides this) by including also reading&research, presentation, and teamwork; or a self-assessment can be conducted **by the student/trainee** by applying Moodle Quiz closed questions;
- SocialB student activities offer opportunities either for **individual or group assessment**;
- teacher/trainer can assess the **product** (individual or group activity) **or process** (preparation, level of involvement, presentation, etc.).

The report constitutes a Practice Toolkit that includes theoretical frameworks, recommended training techniques, practical training methodology, and procedures applicable for initial training (HEI students and future SEs) and upskilling (existing social entrepreneurs), as well as assessment techniques and tools.

#### Audience of this document

The audience of the Training and Assessment Methodology is: a) the SocialB project partners who will undertake the implementation of the project's training, b) the social enterprises that will participate in the WBL part of the provided training, c) HEIs and VET providers that could provide the full training scheme or implement parts of the training courses, d) trainers and in-company trainers who could use the theoretical background and practical suggestions on how to design, deliver and assess the SocialB courses.

The document serves as a source of the training and assessment methodology to be undertaken by the project participants in the piloting of SocialB training.

## 2. STRUCTURE OF THE SOCIAL B TRAINING

The target group of SocialB training are HEI students and existing and future social entrepreneurs. The modular form of the curriculum allows the flexible implementation of the courses on the basis of the participants' needs. The order of the modules delivered depends on their content. It is suggested for the modules to be delivered progressively.

Training needs of the target group can be met through a diversity of routes, depending on the participants' needs. For example, only one module or learning unit can be selected by the learners according to the competences, skills and knowledge they want to acquire.

The curriculum is designed to be delivered as a blended learning course of online learning, face to face training, work-based learning and self directed learning.

The recommended structure and duration of each module is presented in table 1

**Table 1: Structure & Duration of SocialB training**

Modules	Leaning Units	ECTS	EQF level	Hours	Duration of each type of training			
					Face to face / synchronous e-learning	E-Learning asynchronous	WBL	Self Directed Learning
<b>1</b> <b>Introduction to Social Entrepreneurship</b>	LU1. History and evolution of social enterprises in Europe	1	6	20h	4h	6h	8h	2h
	LU2. Reshape business value chain into social value chain	1	6	20h	4h	6h	8h	2h
	LU3. Introduction to Social Innovation	1	6	20h	4h	6h	8h	2h
	LU4. Good Governance of Social Enterprises	2	6	40h	8h	12h	16h	4h
<b>2</b> <b>Project Design and Management</b>	LU5. EU projects - EU opportunities for the development and funding of social enterprises	1	5	20h	4h	6h	8h	2h
	LU6. Procurements processes, funding applications and proposals writing	1	5	40h	8h	12h	16h	4h
	LU7. Project Management	1	5	20h	4h	6h	8h	2h
	LU8. Soft Skills	1	5	20h	4h	6h	8h	2h
<b>3</b> <b>Human Resources Management</b>	LU9. The role of human resources management	1	6	20h	4h	6h	8h	2h
	LU10. Recruitment and selection of employees and volunteers	1	6	20h	4h	6h	8h	2h
	LU11. Managing employees' performance	1	6	20h	4h	6h	8h	2h
	LU12. Leadership, and	2	6	40h	8h	12h	16h	4h



	communication for maximum impact								
<b>4 Social Impact Assessment</b>	LU13.Introduction to Social Impact Assessment	1	6	20h	4h	6h	8h	2h	
	LU14. Methodologies and tools to assess social impact	2	6	40h	8h	12h	16h	4h	
	LU15.Data analysis and visualization	1	6	20h	4h	6h	8h	2h	
	LU16.The importance of communicating social Impact to key stakeholders	1	6	20h	4h	6h	8h	2h	
<b>5 Financial and Economic Sustainability of social enterprises</b>	LU17.Strategic planning and the life cycle of Social Enterprises	1	5	20h	4h	6h	8h	2h	
	LU18.How to build a business plan	2	5	40h	8h	12h	16h	4h	
	LU19. Financial planning and cash flow constraints	1	5	20h	4h	6h	8h	2h	
	LU20. Credit access and opportunities for social enterprises: Social Finance and Social Impact Finance	1	5	20h	4h	6h	8h	2h	
<b>6 Growth Strategies, Marketing and Fundraising for social enterprises</b>	LU21. Growth strategies and long-term profitability of Social Enterprise	1	5	20h	4h	6h	8h	2h	
	LU22.Market evaluation and competitiveness assessment	1	5	20h	4h	6h	8h	2h	
	LU23. Fundraising and funding models for social enterprises	1	5	20h	4h	6h	8h	2h	
	LU24.Marketing, Sales, and Networking skills	2	5	40h	8h	12h	16h	4h	
Total Duration									

### 3. PART A: TRAINING METHODOLOGY

#### 3.1 THEORETICAL FRAMEWORK OF THE RECOMMENDED TRAINING METHODOLOGY IN SOCIALB AND PROPOSED PEDAGOGIES

The theoretical background of the recommended training methodology in the frame of SocialB project is leaning on the following pillars:

- The theories of constructivism and social constructivism
- Theories and pedagogies applied in social entrepreneurship education
- The principles of experiential and action learning
- The transformative learning
- Pedagogies applied in entrepreneurship and management education
- The principles of adult education
- Online learning theories and training principles
- The principles of work-based learning

- The principles of gamification
- The principles of independent/autonomous learning

As a result, the proposed training methodology is based on both theoretical and empirical approaches that have been proven successful in adult education and training in the field of social entrepreneurship.

### Theories of constructivism and social constructivism

The SocialB training approach adopts the constructivist learning theory. In the constructivist approach, the learners are in the centre of the learning process, and they are active creators and constructors of their own knowledge (TIME, 2016). Trainees have significant autonomy and control over the learning process. The main implications of constructivism theory that are employed in SocialB training methodology [TIME, 2016; Cedefop, 2010) are:

- ✓ The learners construct their own reality based on their beliefs, mental structure and previous experience
- ✓ Their pre-existing knowledge and conceptions are very important which are explored and addressed through training and new knowledge is built on it.
- ✓ The learners reflect on their assumptions, expectations and previous experiences and develop critical thinking by analysing and evaluating new knowledge in safe environments. By this way, they are able to understand the topic addressed in a new way.
- ✓ They are responsible for their own learning; it is up to them to participate actively in the training process and explore
- ✓ They develop metacognitive skills, and are able to analyse, monitor and evaluate the learning process. They need to know how to learn and develop their own learning strategies.
- ✓ They construct their own reality and interpret information in different ways. Constructivism allows for multiple interpretations and expressions of learning
- ✓ The training in real work environments is very important since trainees can deal with real tasks within communities of practice, supported by experts
- ✓ The educators/trainers act as facilitators, helping trainees to construct knowledge rather than to reproduce a series of facts. Problem-based learning, situated learning, experimental learning, action learning have a pivotal role. By providing resources and effective use of questions trainers can facilitate discovery on behalf of the learners.
- ✓ The encouragement of group work and collaboration in constructing knowledge and not competition supports collaborative learning. Thus, peer learning is supported. Trainers are encouraged to provide opportunities for more and less expert participants to learn from each other. Discussion and debates are promoted.

Elements from the socio-constructivism learning theory are also employed in SocialB training. The social constructivism suggests that knowledge is built when people engage socially in conversation and action on shared projects or problems (Bélanger, 2011). The key concepts or social constructivism followed by SocialB are:

- ✓ Cognitive conflict, contradiction, and resolution of dilemma
- ✓ Learning is an interactive process between subjective construction and external structure
- ✓ Situated learning
- ✓ Social mediation, dialogue, interaction
- ✓ Dialectics between the subject and the socio-cultural structure, between the acting person and the constituted order

- ✓ Community of practices
- ✓ Peripheral legitimate participation
- ✓ Interactive process between subject and context

### Theories and pedagogies applied in social entrepreneurship education

Little systematic analysis has been conducted regarding the specific challenges of educating future or existing social entrepreneurs and the applied learning theories and pedagogies. Social entrepreneurs, according to Howorth et al. (2012) are the kind of entrepreneurs that provide enterprising solutions for solving social issues. One of the main challenges that they face is the problem that arises when the positioning of trading as a route to sustainability undermines the social purpose of their social enterprises. Managing social and commercial goals can lead to confused identity, mission drift and sometimes might contribute to failure.

The complexities and uncertainties of social entrepreneurs' worlds often require them to juggle social and business aims. Using **social theories of learning**, deeper understanding of learning within social entrepreneurship education is provided. Social learning theories are interested in the kinds of social engagement that provides the best context for learning. The attention shifts from processing of information to the participation and integration that provides sustainability and real context of learning, participation in the social world and community involvement.

Reflective thinking and communities of practice are developed under the concept of social learning theory to equip social entrepreneurs for their unique circumstances. Challenges and success in the cultivation of a community of practice reveal the importance of learner identity and psychological safety. Social theories of learning help the understanding of the importance of learning as a socially situated activity and how peer-to-peer learning can be just or more important than the formal elements of taught learning. Some principles can aid social entrepreneurship education, such as:

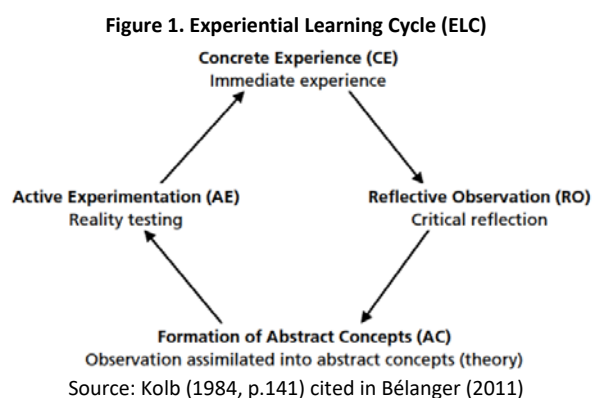
- ✓ Focus on the social entrepreneurs' identities as learners. This enables social entrepreneurs to step outside their contested identities and focus on achieving their learning goals. Educators should not presume that social entrepreneurs should be treated differently when it comes to their identities as learners.
- ✓ Cultivate a community of practice by incorporating design principles, in public and private spaces, creating a rhythm to activities, ensuring value, and cultivating excitement as well as familiarity.
- ✓ Activities and interventions should be designed to build psychological safety. Positive, intense experiences may be effective at building positive relations, familiarity and trust. Some social entrepreneurs may have an antipathy toward education, thus attention needs to be focused on developing psychological safety in the relationship with educators and the university or the training provider.
- ✓ A culture of reflective thinking should be built

Social learning theorists believe that individuals learn by observing, imitating and modelling other people. Communities provide a foundation for such learning by allowing people to observe the behaviour of others and interact with experts and colleagues in safe and efficient contexts. Social learning has given rise to the notion of experiential learning, which is defined as learning from reflections on one's own's actual experiences resulting from interactions with trainers and other learners, in addition to interactions with the real world (Kolb & Kolb, 2009).

Social identity and self-efficacy approach have also been used in social entrepreneurship training (Smith & Woodworth, 2012). According to **social identity theory** people form social identities in a sense that they belong to a certain social category, which in turn influences a person's self-concept and behaviour. An identity approach in the frame of social entrepreneurship education encourages the identification of the social entrepreneurship community as a social category in which learners become active members. Learners are given the opportunity to begin identifying their selves as social entrepreneurs and develop consistent behaviour. Following this theory, educators can facilitate the identification process for learners defining the social category, giving "prototypes" examples of other social entrepreneurs and their characteristics, providing opportunities for active engagement of the learners as members of the social entrepreneurship community. Exposing learners to prototypes can help them understand how their own unique characteristics and abilities can be utilized within the social entrepreneurship community. Another important element of supporting learners to form their identity is the provision of opportunities for active engagement in activities that create social impact. **Self- efficacy** concerns the people's belief in their capabilities to mobilize the motivation, cognitive resources and action needed to exercise control over events in their lives. An individual with high self-efficacy related to social entrepreneurship is more likely to be engaged and perform well when he/she implements activities that create social value. Three processes have been viewed as relevant to social entrepreneurship education by which self-efficacy is influenced: a) mastery experiences, b) modelling (i.e. learning by observing others), and c) social persuasion (i.e. realistic encouragement).

### Experiential learning

The key concept of experiential learning is the reflective practice, based on experience and prior tacit and explicit knowledge, focused on problem definition and problem solving, making judgment on action to be taken and on action oriented and deliberate action (Bélanger, 2011). This is a powerful form of learning because it involves direct experience of the phenomenon being studied rather than simply reading or thinking about it (Chang et al., 2014). Kolb in the early 70s developed a model based on consecutive steps to better understand how individuals learn from their experience. He defined learning as "the process whereby knowledge is created through the transformation of experience", with knowledge resulting from "the combination of grasping and transforming experience" (Kolb, 1984) (Figure 1).



The key concepts of Kolb's Experiential Learning Theory are (a) the learner-centered training approach, (b) the key role of experience in learning life course, (c) the learning which is, initially, an inductive process, (d) the experience, which is turned into learning through reflection, (e) the spiral learning, (f) the experience-based learning system, and (g) the autonomy-adaptation.

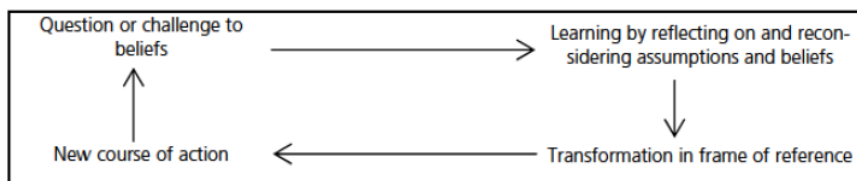
### Action learning

Action learning refers to the implementation of learning within groups and is conducted through the reflection on learners' experience (Hoes et al., 2008). It follows the same cyclic process with the experiential learning, as proposed by Kolb (1984), where learning follows the stages of experience, reflection, conceptualization, and new experience through experimentation. Action learning promotes the "learning by doing something different" rather than just "learning by doing" (Olsson et al., 2010) promoted by experiential learning. According to Revans (1982) action learning includes the creation of a problem-solving strategy, its realisation and the relation of the strategy with the learning process. In action learning trainees participate equally in their learning groups and are asked to solve problems where no right solution is given (Marsick & O' Neil, 1999). In this process groups of equals are encouraged to develop questions and utilise critical thinking to solve problems. In this way it encourages participants' interactions and the development of mutual support and provides a safe environment for participants to be inspired, form ideas, frame problems, take action and reframe (Leitch & Harrison, 1999).

### Transformative learning

"Transformative learning is learning that transforms problematic frames of reference ( ...) to make them more inclusive, discriminating, open, reflective, and emotionally able to change. Such frames of reference ( ...) are more likely to generate beliefs and opinions that will prove more time or justified to guide action." (Mezirow, 2003, p. 59).

**Figure 2. Mezirow's transformative learning process as an ongoing cyclical development**



Source: Bélanger (2011, p.44)

The key concepts of transformative learning (Bélanger, 2011), promoted in SocialB are:

- ✓ Social change: adaptive or transformative
- ✓ Interpretation of experience and knowledge
- ✓ Scheme of reference, meaning, perspective (lens through which one sees his or her reality, the world)
- ✓ Emancipation: freedom from previous beliefs and interpretation that distort reality
- ✓ Critical reflection of assumptions through which one revises usual ways of seeing oneself and one's relationship, habits of mind or points of view
- ✓ Decentration, distanciation, perspective taking

- ✓ Catalyst role of the educator

### Pedagogies applied in entrepreneurship and management education

Pedagogies applied in traditional entrepreneurship and management education are also employed in SocialB.

#### The collaborative Learning approach (CL)

The collaborative learning approach emphasizes team efforts rather than transmission of knowledge, it personalizes knowledge by socializing it (Bruffee, 1984), providing learners with a social context of learning with peers with whom they are engaged on conceptual issues. The focus shifts from the transmission of knowledge to the generation of it (Sheridan et al., 1989). The collaborative learning is connected with social constructivism (Applefield, Huber, and Moallem, 2000). Learning is being centred on learners-based activities rather than being trainer focused and gives emphasis on learners assisting each other to find answers to areas of common inquiry rather than seeking answers from trainers. Learning is based on problem solving using data gathering, analysis and discussion by learners' groups. Collaborative learning has been recognized as an effective teaching methodology, learners learn to take advantage of each of the team member's expertise and to experience first-hand the problems of coordinating a team effort. It leads to a higher degree of satisfaction with the learning process, to a greater motivation to learn, and to better performance (Flynn, 1992).

#### Problem-based learning (PBL)

Problem-based learning is a pedagogical approach that is gaining importance using real problems or situations as a context for learning. It is an approach encompassing interdisciplinary learning and pedagogy specifically created for the integration of content knowledge and skill development (Figure 3). Problem-based learning develops critical thinking and problem-solving skills, problem synthesis skills, imagination and creativity, information search and evaluation skills, ability to deal with ambiguity and uncertainty, oral and written communication skills, and collaboration skills (Ungaretti et al., 2015). It supports the need to engage learners and facilitates the accomplishment of learning outcomes and learner satisfaction (Dean & Jolly, 2012).

Figure 3. The problem-based learning process



Source: (Ungaretti, et al., 2015)

In a Problem-based learning (PBL) model, learners engage complex, challenging problems and collaboratively work toward their resolution. Teams identify what they already know what they need to know, and how and where to access new information that may lead to resolution of the problem (Lodz University of Technology, 2015). Problem-based learning (PBL) is a teaching and learning method in which learners learn about a subject through the experience of solving an open-ended problem. During the process learners learn to analyse, search, discuss, evaluate a topic or question, compare, choose, and finally search for and propose solutions.

#### **Methodology of Design Thinking (DT)**

Design thinking has moved from product and process design to becoming a key element in company strategy (Camillus, 2008) and for this reason learning based on the design thinking is so important in business. Design thinking is a creative process that enables trainers to meet learners' needs and to raise innovative individuals; it emerges as a contemporary pedagogic tool. It is a method to develop and promote creativity and innovation in problem solving through the use of prototyping (Piotrowska, 2015). It includes (Brown, 2008): empathy, integrative thinking, optimism, and collaboration to transform the way a company develops products, processes, and strategy.

#### **Flipped Classroom Approach**

The flipped classroom takes trainer led instruction and replaces it with learners taking ownership of their learning (O'Flaherty & Phillips, 2015). Learners prepare out of class by watching videos or completing homework on an assigned topic. The class time is used for interactive learning among learners. The educator/trainer in the flipped classroom approach facilitates learning and is able to guide learners and provide individual help if needed. The flipped classroom approach puts the responsibility on the learners, and requires not only owning their education but becoming masters of the material (O'Flaherty & Phillips, 2015). Characteristics of a good entrepreneur include being a problem-solver, a good listener, knowledgeable, and organised (Leonard, White, & Graves, 2009). The flipped classroom approach contributes to the effectiveness of trainee' learning (O'Flaherty & Phillips, 2015) provides well-balanced critical thinking and improved information retention (Sajid et al, 2016); concepts such as conflict resolution, teamwork, and communication skills are further explored.

#### **Simulation and gaming**

In the context of management education (Mahboubian, 2010), simulation tools are used to help people understand the dynamics behind "the choices that people make when running a business". Educational simulation games can increase the motivation to learn. Games increase the students' internal motivation learning performances (Terrell and Rendulic, 1996) as well as their interaction with each other. Some simulations provide a safe environment in which to make mistakes and allow learning to take place without pulling expensive equipment offline (Mahboubian, 2010).

#### **Adult education principles**

In the development of the training methodology of SocialB the following adult education principles are applied (SENDING, 2019):

**Table 2. Principles of Adult Education**

Principle	Application in SocialB
<b>Adult learners bring their life experiences and knowledge to the learning environment.</b>	<ul style="list-style-type: none"> <li>• Trainees' experience and expertise are considered as resources of training and learning</li> <li>• Training encourages them to actively participate in the creation and sharing of new experiences</li> <li>• Learning activities applied reinforce the use of their experience and knowledge.</li> </ul>
<b>Adults prefer self-directed and autonomous learning</b>	<ul style="list-style-type: none"> <li>• Learners have control over the learning process; they select, manage and evaluate their learning.</li> <li>• They set learning goals and make decisions.</li> <li>• They direct their own learning.</li> <li>• Action-planning tools and templates are provided to help them to develop and focus their self-directed efforts and facilitate learning.</li> </ul>
<b>Adults have preferences for the way in which they learn</b>	<ul style="list-style-type: none"> <li>• Customized learning approach according to learners' needs is provided so as to develop the appropriate learning strategies for them.</li> <li>• A wide variety of methods corresponding to all learners' preferences is used.</li> </ul>
<b>Adults learn best through collaboration and reciprocity.</b>	<ul style="list-style-type: none"> <li>• Low-risk learning environment is provided, capitalising the different levels of knowledge and skills.</li> <li>• Learners' self-esteem is strengthened through team-based learning based in mutual trust and respect and the elaboration of communities of practice.</li> </ul>
<b>Adults are motivated to learn by several factors</b>	<ul style="list-style-type: none"> <li>• Learning correspond to learners' needs, interests and real-life problems, is meaningful and relevant.</li> <li>• Relevance is the key factor to trainees motivation</li> <li>• Learners are invited to identify the link between learning and satisfaction of their personal needs.</li> <li>• A connection is pursued between the training content and their long-term objectives in work and life.</li> </ul>
<b>Adult learners are goal, relevancy and practical oriented</b>	<ul style="list-style-type: none"> <li>• Learners are asked to identify what they would like to learn.</li> <li>• Specific learning objectives are established and explained as well their relation to training activities.</li> <li>• They are engaged in identifying the challenges they face and the value of addressing them.</li> <li>• Learning content and activities show relevance to their job or other interests.</li> <li>• Learning is applicable to their work duties or other responsibilities and focus on practical skills, tools, methods.</li> <li>• Opportunities are given to them so as to apply their practical skills and solve problems.</li> </ul>
<b>Adult learners need to be respected and</b>	<ul style="list-style-type: none"> <li>• Respect, trust and acceptance are ensured</li> </ul>



<b>learn in an appropriate learning environment</b>	<ul style="list-style-type: none"> <li>• Learners feel safe in order to participate freely, take initiatives, experiment, and express themselves.</li> <li>• Mistakes are viewed and used as improvement aids and not as failures.</li> <li>• Creativity is balanced with cognitive achievements, stability, and clarity of purpose.</li> <li>• The importance of knowledge and experiences the participants bring to training is acknowledged.</li> <li>• Learners are treated as equals and are allowed to voice their opinions freely.</li> </ul>
<b>Adults prefer active learning</b>	<ul style="list-style-type: none"> <li>• Learners are actively engaged in training activities</li> </ul>
<b>Adults want guidance</b>	<ul style="list-style-type: none"> <li>• Learners are informed about the learning process</li> <li>• They are not being told what to do, they choose options based on their needs.</li> </ul>
<b>Adults have different learning styles</b>	<ul style="list-style-type: none"> <li>• Every individual has his/her own learning style depending on the preferred perception channel - visual, auditory, or kinesthetic.</li> <li>• Techniques and activities appropriate for all types of learners are used and combined in such a way that different perception channels are employed.</li> <li>• The preferred learning styles are acknowledged, in order for the learning experience to be modified accordingly.</li> </ul>

### Online learning theories and training principles

SocialB employs the most recent e-learning approaches as presented below (Picciano, 2017):

#### Community of Inquiry (CoI)

The Community of Inquiry (CoI) is a theoretical framework that is based on a social constructivist model for the design of online learning and blended environments. This framework supports critical thinking, social and teaching presence as well as cognitive presence facilitating educational procedure in online education (Anderson, 2017). The Community of Inquiry (CoI) is an interactive model that has become popular in online and combined courses. Some popular practices in this context are using discussion boards, blogs, wikis, and videoconferencing.

#### Connectivism

It is a theoretical framework for understanding learning in a digital age. It emphasises how internet technologies such as web browsers, search engines, wikis, online discussion forums, and social networks contributed to new avenues of learning. Connectivism manages information based on new technologies and distinguishing between important and insignificant information is vital to learning. Knowledge and information flow and changes due to huge data communication networks.

#### Online Collaborative Learning (OCL)

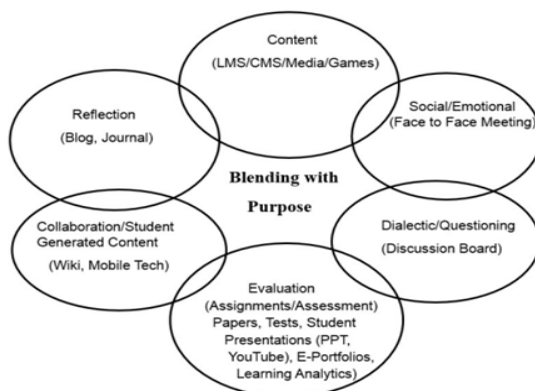
It refers to a didactic approach where learners are encouraged or required to work together to solve problems or accomplish learning tasks. This learning theory is in line with the philosophy of social constructivism, where active participation in collective processes focuses on the social aspects-practices of the joint development of concepts and meanings and not on the practices of individuals

in social environments. Collaborative learning, based on ICT, is considered one of the most promising methods, which offers increased opportunities to improve teaching and learning outcomes. Content comes in a variety of formats and course management (CMS / LMS) systems such as Blackboard, Canvas or Moodle and provides many visualization options including image, audio, video, and other multimedia. Games have also evolved and now play a bigger role in educational content (Picciano, 2017). Educational planning supports learners socially and emotionally as the learning process is a social activity.

### Blending with Pedagogical Purpose Model

This model integrates pedagogy and technology for appropriate educational design (Bosch, 2016). The model as shown in figure 4 is flexible and suggests different activities and approaches in different ways to make learning effective and to cover a wide range of learners. The model proposes a combination of distance activities or combined courses. The model consists of six components (Picciano, 2017).

**Figure 4. Blending with Pedagogical Purpose Model**



Source: Picciano, 2017

- Content is offered in a variety of formats and course management (CMS / LMS) systems such as Blackboard, Canvas or Moodle and provides many visualization options including image, audio, video, and other multimedia. Games have also evolved and play a bigger role in educational content
- The second component of the model is social presence. Educational planning supports learners socially and emotionally as the learning process is a social activity. Trainees at all levels of education need support from trainers and this is a practice that is achieved through face-to-face meeting.
- The third component of the model is based on the Socratic Method and allows educators to use discussion to build knowledge. The questions serve to develop critical thinking to evaluate knowledge and give their own perspective. This strategy is achieved in online education with forums or with an online discussion board.
- Reflection is a key pedagogical strategy. It is based on the learner's ability to think, learn to reflect, expand his knowledge, and share it. Various technology tools allow this technique such as: Blogging and Use of Multimedia and Open Educational Resources (OER).

- e) Collaborative learning has been widely used in recent years and is considered a technique that helps the ability to solve problems between the groups. Email, mobile technology, and other forms of electronic communication are some of the technologies that enable collaborative learning. Wikis also allow students to create content that can be shared with others.

SocialB also incorporates the following pedagogical principles that have been identified as important factors for the successful e-learning provision (Anderson and McCormick, 2005):

- ✓ Inclusion: inclusive practices are seen in terms of different types and range of achievement, physical disabilities, different social and ethnic groups, and gender.
- ✓ Learner engagement: learners are engaged and motivated, activities employed have a worthwhile educational aim, not just to occupy the learners, but be enjoyable without producing adverse emotional reactions, improving the learning atmosphere.
- ✓ Effective learning: personalised learning is promoted as well as learner autonomy; metacognitive thinking and collaboration is encouraged, providing authentic learning exhibiting multiple perspectives on the topic of training.
- ✓ Formative and summative assessment is provided for the purposes of improving learners' performance.
- ✓ Coherence, consistency, and transparency: objectives, content, activities, and assessment match each other. They are clear to the user, and they know what to expect.
- ✓ Ease of use: learning resources are open and accessible, intuitive, and not requiring guidance on use, providing appropriate guidance to learners

### WBL principles

Work-based learning is a form of experiential learning and implies two characteristics, namely learning in a work context and learning through practice (Sweet, 2013). It can be further understood as the model of learning through work, for work and at work (European Training Foundation, 2013). It is often used in academic context as the educational strategy that combines traditional forms of education with work experiences, where theoretical and technical skills can be combined and applied. WBL is usually applied to develop basic work habits, occupational identity and specific occupational competences (Sweet, 2013). Through WBL the learners not only acquire specific skills and competences, but also enhance their ability to develop meta-competence and learning to learn skills (European Training Foundation, 2013).

Some of the characteristics of WBL can be summarized in the following list (Linehan, 2008):

- ✓ It is task related
- ✓ It is problem related, associated with tackling problems of production, design, and management
- ✓ It is both strategic and just in time
- ✓ It is autonomously managed and self-regulated
- ✓ It is self-motivated
- ✓ It is team based
- ✓ It leads to the enhancement of personal performance
- ✓ It is linked with the improvement of business performance

In vocational training WBL is defined as (Cedefop, 2015):

- ✓ Intended and structured non-formal learning
- ✓ being of direct relevance to the current or future tasks of the learner

- ✓ taking place in a work-based context, that means either in the workplace, in settings simulating the workplace or outside the workplace, but with specific learning tasks that must be directly applied in the workplace and reflected upon afterwards (train, apply, reflect).

At higher education level WBL departs from the disciplinary framework of universities thus it needs to be accompanied by appropriate methodologies and practices for organising individual programmes of learning, supporting and assessing of learners. Work-based programmes in HE often include course-based and peer-group activities and project – based activities and may contain research (Lester & Costley, 2010).

The following pedagogical and organizational options should be taken into account for successful work-based learning (European Training Foundation, 2013; Sweet, 2013):

- ✓ There are many practices that may facilitate learning at work, such as: encouraging learners to reflect on their experience; guidance provided by other workers and/or experts; mentoring; demonstration and practice; simulation; task rotation and task variety; project work; provision of problems to be solved.
- ✓ The extent, to which trainees perceive their assignments at work to be meaningful, as well as the sense of progress and accomplishment within a WBL context, influences the learning process.
- ✓ The role of employers, managers and supervisors is crucial since they must devote some time and effort to plan the learning process, assessment and review, supervision and training.
- ✓ Constructive feedback from supervisors, trainers, mentors, co-workers, and support is very important in the learning process.
- ✓ Supervisors or in-company trainers should be up-skilled, to be able to support and interact with trainees. They should have the required pedagogical and personal skills to support WBL.
- ✓ The complexity of activities of the company influences the learning process and potential.
- ✓ The allocation of tasks is also important in stimulating learning as well as how the work is organised. The opportunity to learn at work depends on work tasks and the production cycle.
- ✓ Encouraging and recognising progress stimulates the learning process. The working environment must also be organised in a way as to encourage learners to take responsibilities and resolve problems by themselves.
- ✓ In small and medium-sized enterprises it is difficult to promote and improve the quality of WBL. In these cases, the support or assistance of external expertise is valuable.

### Definitions and principles of Gamification

Gamification is defined as the implementation of game design in non-game contexts (Deterding et al., 2011). It uses aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems (Kapp, 2012). Gamification involves the application of game design elements in an existing training to bring desirable change in it and there are many different approaches in gamifying training which involves the integration of game elements into either the training content or in the training methodology (Armstrong & Landers, 2018). Examples of gamifying training content can be considered the incorporation of elements of game fiction (i.e. story), or narrative in the presentation of the content. Narrative or game fiction is a promising element for improving learning since it is more easily understood and more readily remembered. Elements of conflict or challenge can also be implemented through best practices in goal setting; setting a specific or difficult goal can provide an optimal level of challenge for the learner, a feature that is desirable and motivating in many games. Immersive game elements in digital environments (avatars, game pieces, visual and audio stimuli) can

also be used in learning contexts by inducing a sense of presence in the learning environment. Immersive context can facilitate learning in multiple ways, including the provision of multiple perspectives, situated learning and transfer of training (Dede, 2009). Regarding the gamification of training methodology this might be accomplished by adding elements of feedback into an online training module using points, badges or leaderboards and learners to be informed about their status and participation. Such elements might have positive effects on engagement, attendance and participation, and minimisation of the gap between high- and low scoring learners. Research suggests that gamification can be used to affect leaning outcomes in a positive way however caution is required (Armstrong & Landers, 2018). It is most effective when it is used in conjunction with instructional design principles simply adding game elements to training; without carefully reasoning probably will not lead to desirable change and might even harm outcomes.

### Independent / Autonomous learning

Independent / autonomous learning is the learning process in which the learner is able to direct, control and organise learning without the assistance of a trainer or / instructor. This requires strong self-motivation and self-orientation on behalf of the learner. The learner needs to possess adequate critical thinking skills to (SESBA, 2018):

- ✓ Identify other people's thoughts, arguments, and conclusions
- ✓ Assess alternative points of view
- ✓ Weigh up opposing arguments and evidence fairly
- ✓ Identify false or unfair assumptions
- ✓ Reflect on issues in a structured and coherent manner
- ✓ Draw conclusions about whether arguments are valid and justifiable, based on good evidence and sensible assumptions
- ✓ Present a point of view in a structure, clear, well-reasoned way that convinces others.

## 3.2 RECOMMENDED TRAINING METHODOLOGY FOR FACE-TO-FACE TRAINING

Based on the learning theories, pedagogies and approaches presented, the training methods and techniques recommended for the SocialB training courses are selected with respect to content and duration of the face-to-face training and the desired learning outcomes.

More specific, the training methods to be employed:

- ✓ Promote experiential, collaborative, action, transformational and self-directed learning.
- ✓ Address visual, auditory, and kinesthetic perception channels as well as cater for different learning styles, when they are used in combination (TIME, 2016).
- ✓ Vary according to the learning activity type (TIME, 2016): a) *Exploitation activities* reveal existing representations, experience, and knowledge, provide reflection and critical thinking, and lead to the realisation of training or reconstruction needs. b) *Presentation of information* provides new material for the construction of new schemes, knowledge, attitudes, and skills in harmony with the desired learning outcomes. c) *Application in practice* leads to the acquisition and consolidation of new skills, competences and experiences.

The trainers are free to determine the frequency and the extent to which each teaching technique can be used, taking into account the unique characteristics of learners and their learning styles. Training techniques can be added or omitted according to the needs.

The training techniques per learning activity recommended in SocialB are presented in the following table 3. Their use is not obligatory; it depends on the needs of the learners and the choices of the trainers:

**Table 3: Training techniques to be used in face-to-face training**

Exploration	Presentation of information	Application in practice
Representation exercises	Lecture	Brainstorming
Memory activation	Demonstration	Role-play
Questions	Use of multimedia	Simulation, Games
Reflection	Flipped learning	Exercises
Brainstorming	Support with handbooks or other material	Case study
Self-observation	Interview/lecture from expert	Experimenting
Group activities	Self-study	Working in teams
Group discussion	Learning platform	Teambuilding and groups activities
Self-assessment	Group discussion	Presentation by learner
Theory/paper critiquing		Peer learning
		Workshops
		Moral dilemma exercises
		Self-assessment
		Reflection
		Individual coaching session
		Action plan
		Concept writing

More information about some of these techniques can be found in the following links

[http://mediation-time.eu/images/TIME\\_O5\\_Trainer\\_Course\\_Module\\_2.pdf](http://mediation-time.eu/images/TIME_O5_Trainer_Course_Module_2.pdf) (pages 19-24)

[https://pria-academy.org/pdf/ptm/PTM\\_U-3\\_Course\\_Content.pdf](https://pria-academy.org/pdf/ptm/PTM_U-3_Course_Content.pdf)

[https://aidsetc.org/sites/default/files/resources\\_files/pacific-RefMan-2009-09.pdf](https://aidsetc.org/sites/default/files/resources_files/pacific-RefMan-2009-09.pdf) (pages 35-43)

**Role Playing simulations** are of particular importance in SocialB since they can facilitate the development of problem solving, demonstration skills, change of attitudes regarding interpersonal relations, behaviour modification, resistance to change etc.

Role-playing is a scenic representation of a personal interaction that involves the assumption of a behaviour in an imaginary situation. It consists in asking some learners to play, for a limited time, the role of "actors", that is, to represent some roles, interacting with each other, while other participants in the class act as "observers" of the contents and processes that the representation manifests. This

allows a subsequent analysis of the experiences, of the interpersonal dynamics, of the ways of exercising specific roles, and more generally of the communication processes carried out in the represented context.

The trainer introduces a problem with a few general hints, and participants interpret the part assigned to them using any material provided to them describing the roles and the context in which the problem is to be inserted. Once the interpretation of the parties is finished, a general discussion takes place with the participation, as well as those who have acted, also of the whole group. There is also an internal subdivision between role-playing which sees two types:

- ✓ Structured role-playing (there are precise rules regarding the roles, contents and conduct of discussions. The problem is strongly addressed by precise constraints and, moreover, it facilitates a critical evaluation of individual behaviours through the comparison between given role, played role and the results of the game).
- ✓ Unstructured or free role-playing (the focus of the analytic process shifts to the discovery of new models of action, spontaneity, feedback. Careful preparation of the materials in advance is omitted; the group chooses the topics directly that he perceives as important; moreover, the individual can impersonate any role, for example, himself, existing or imaginary characters; the situation represented can be imaginary or actually happened).

To make the technique richer there are numerous variations, of which the most important are mentioned:

- ✓ Inversion of roles: often used in unstructured role-playing when there is considerable divergence of views between two people. It consists in the simple inversion of the parts of the actors, this greatly facilitates the understanding of the points of view of others. The results of this procedure are generally: to strengthen the flexibility and spontaneity of behaviours and to increase the ability to look within and sensitivity to others;
- ✓ Soliloquy: occurs when the trainer can interrupt one of the actors and through an interview push him to express thoughts and impressions aloud so far not clearly expressed;
- ✓ Mirror technique: one of the participants plays, for example, the part of another member of the group rather hesitant to play his role: the person whose participation is to be encouraged thus sees himself reflected as in a mirror and portrays himself useful feedback for his behaviour;
- ✓ Multiple role-playing: the group is divided into sub-groups, each of which experiences the assigned roles separately. Then the behaviour of each group is analysed in a joint session and this is particularly useful for discussion;
- ✓ Rotation of roles: it is particularly effective when you want to subject all participants to a certain role, one after the other. Thus, at the end, a vast series of behaviours are collected as a response to an identical stimulus, with obvious advantages for training purposes. Think, for example, of the possibility of asking each member of the group to impersonate the boss dealing with a certain type of employee who must be motivated to provide a certain amount of information and ideas aimed at solving a complex problem in order to then compare the dynamics of the interview closed circuit).

Trainers can also use the innovative training techniques provided in the **O3.4 Innovative Training Techniques** report.

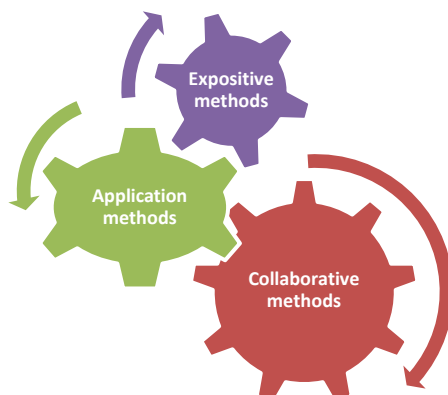
### 3.3 RECOMMENDED TRAINING METHODOLOGY FOR ON-LINE LEARNING

The training methodology recommended for the delivery of SocialB, follows the theoretical background presented previously, and corresponds to the needs of the target groups and the general scope of the project. It is presented below:

- **Synchronous e-learning:** takes place in real time and can replace face to face training, particularly when emergencies (i.e covid pandemic) make the physical presence of trainees in the class difficult. It promotes the synchronous communication between trainers and trainees and requires them to be present at a given time.
- **Asynchronous online training:** to promote learner autonomy. Asynchronous e-learning activities are time-independent, so learners are able to participate in the online training according to their time availability and scheduling. It can take place at any time.
- **Self-paced online training:** to make learning flexible, it makes the participation in training easy. It can also improve learning retention, as the learners often retain content better when they have time to absorb concepts between courses.
- **Learner-centred content:** to provide self-reflection, enable personalisation and respond to individuals' needs. Online Open Educational Resources provided are relevant and specific to learner's needs and responsibilities in their professional life.
- **Personalisation:** to promote effective learning. Offered self-study courses are customisable to reflect learner's interests and needs. Learners are able to build their own customised learning paths; they are allowed to choose what they want to learn.
- **Social interaction and online collaboration:** to facilitate the social interaction and collaboration by the learners through the e-learning content.

Under the frame of the above methodology the training methods presented in Figure 5 and described below are going to be followed (FAO learning academy, 2021) in SocialB.

Figure 5 : Online training methods





The **expositive methods** require learners to listen and read or observe. The trainer/ training platform delivers knowledge on a given topic, which can be complemented by tests and exercises to assess learners' understanding of the content. They are used for acquiring information, but they can also be combined with other methods to create different types of learning courses. The expositive component is normally used to provide orientation and basic concepts before going into more practical and complex stages. The expositive methods include:

- ✓ Presentations: organised information
- ✓ Case studies: real, significant cases
- ✓ Work examples: examples of the topic with comments and references to the theory
- ✓ Demonstrations: illustrations of how a task can be performed

These methods are delivered in SocialB through a number of techniques as presented in table 4

**Table 4. Techniques that serve expositive methods employed in SocialB**

Synchronous e-learning	Asynchronous e-learning
<ul style="list-style-type: none"> <li>– Presentation through video conference, virtual classroom: the trainer presents the content to group of learners, connected to the platform at the same time. Learners can interact, ask questions and receive feedback using video conference, audio conference or chat.</li> <li>– The trainer uses special software that includes a range of synchronous tools such as application sharing, and chat. Such tools include MS Teams, Zoom, Google Classroom, Google Forms, Edmodo, Seesaw, Padlet, Kahoot, etc and the E-Learning Platform Moodle. Learners can use these tools to interact with the trainer and other learners, ask and answer questions, vote, etc.</li> </ul>	<ul style="list-style-type: none"> <li>– Simple learning content, such as PDF documents and PowerPoint presentations, with no interactivity.</li> <li>– Interactive e-lessons using text, images.</li> </ul>

Pripombe dodal [K1]: Marie please add the tools

The **application methods** involve the learners in practical activities, which can range from simple exercises to more complex activities, such as simulations or research activities. These methods perform better if a tutor or instructor is employed to provide guidance and facilitate the reflection of learners. Application methods include:

- ✓ demonstration-practice method: is used to teach a procedure using directive learning. The procedure is first demonstrated and the learners are asked to practice and produce by interacting with a system or software
- ✓ job aids: provide just-in time knowledge, they offer immediate answers to specific questions, helping users to accomplish specific tasks. For example, learners may be provided for example with a checklist to help them draft a communication strategy

- ✓ scenario-based exercises, experiential simulations and learning games: are used to develop cognitive skills in a specific domain. Learners are asked to apply knowledge and principles to a concrete situation. Typically, they present a challenging situation where learners are required to make decisions by choosing from different options.
- ✓ role play: is used to develop interpersonal skills. Learners are asked to apply behaviour-related principles (e.g. communication principles) to a concrete situation. Feedback is provided to learners about their behaviour
- ✓ guided research and project work: The trainer can task learners with conducting research on a topic, can guide learners in collecting and organising information (guided research). The trainer provides suggestions to learners on how to find the required information and how to illustrate it. Project work means that the trainer asks learners to develop a product or a project by applying learned principles and concepts to their specific context.

**Table 5. Techniques that serve application methods employed in SocialB**

Synchronous e-learning	Asynchronous e-learning
<b>Demonstration practice techniques</b>	
– In virtual classroom the trainer shows the application using sharing tools and allows learners to take control of the application to practice it.	– Interactive e-lessons using a combination of animations and operational simulations that allow learners to interact with the system and receive feedback on their actions
<b>Job aids</b>	
– Live chat assistant	– Checklists, technical glossaries, manuals available as documents or as online tools – Online help or more sophisticated interactive online systems.
<b>Scenario- based exercises, experiential simulations and learning games</b>	
– Activities with challenges to solve, either individually or in group, using whiteboards, polls, breakout rooms for group work. The trainer can provide feedback during and at the end of the work.	– Interactive e-learning lessons where feedback is provided to learners through comments on the appropriateness of their choices, after which they proceed to the next situation – Experiential simulations based on branched scenarios. The feedback to each learner's choice is provided through a follow-up situation that produces some more choices. – Tutored activities with challenges to solve, either individually or in groups using forums and wikis. The tutor can provide feedback during and at the end of the work.
<b>Role play</b>	

<ul style="list-style-type: none"> <li>– Role play is conducted as a group activity by learners using chats, audio or video conferences. A specific role is assigned to each learner. Learners interact with each other to achieve individual objectives and/or a common goal.</li> </ul>	<ul style="list-style-type: none"> <li>– Experiential simulations based on branched scenarios. The feedback to each learner’s choice is provided through a follow-up situation that produces some more choices. Experiential simulations can also make use of virtual reality</li> <li>– Role play conducted as a group activity by learners using discussion forums; a specific role is assigned to each learner. Learners interact with each other to achieve individual objectives and/or a common goal.</li> </ul>
<b>Guided research and project work</b>	
<ul style="list-style-type: none"> <li>– Audio or video conferences are used for communicating between learner and trainers, and for presenting results.</li> </ul>	<ul style="list-style-type: none"> <li>– Discussion forums, e-mails for communicating between learners and trainers.</li> <li>– Wikis, blogs, and shared documents for presenting results.</li> </ul>

**Collaborative methods** are based on dialogue and discussion among trainers/facilitators and learners. They add a social dimension to the learning experience, applying the principles of social constructivism and collaborative learning. They allow learners to benefit from having discussion partners and receiving personal feedback. These methods include:

- ✓ online guided discussions: are designed to facilitate learning and improve knowledge and skills. The facilitator asks learners questions to stimulate and guide reflection and critical thinking. Such discussions usually complement other methods such as a presentation, research or a case-based exercise. They also facilitate communication and knowledge sharing among learners.
- ✓ collaborative work: Learners work together to perform different types of activity, such as evaluation, analysis or development of an assignment or a project. This method requires learners to collaborate, listen to each other, argue and negotiate; they develop interpersonal skills and problem – solving skills
- ✓ peer tutoring: Learners monitor and support each other. They have the opportunity to learn from each other’s work and to practise tutoring methods.

**Table 6. Techniques that serve collaborative methods employed in SocialB**

Synchronous e-learning	Asynchronous e-learning
<b>Online guided discussions</b>	
<ul style="list-style-type: none"> <li>– Chats or audio or video conferences</li> </ul>	<ul style="list-style-type: none"> <li>– Discussion forums, e-mails.</li> </ul>
<b>Collaborative work</b>	
<ul style="list-style-type: none"> <li>– Chats. Audio or video conferences using whiteboards, screen sharing and breakout rooms for group work.</li> <li>– Visual collaboration workspace platforms.</li> </ul>	<ul style="list-style-type: none"> <li>– Discussion forums, e-mails, wikis, blogs and shared documents.</li> <li>– Visual collaboration workspace platforms</li> </ul>
<b>Peer tutoring</b>	
<ul style="list-style-type: none"> <li>– Chats, audio or video conferences.</li> </ul>	<ul style="list-style-type: none"> <li>– Discussion forums, e-mails, wikis, blogs.</li> </ul>

Furthermore, the following conditions followed by the training providers foster a conducive interactive e-learning (SESBA, 2018) within SocialB.

**Table 7: Condition that facilitates e-learning**

<p>Training provider</p> <ul style="list-style-type: none"> <li>– Provide clear and adequate guidance</li> <li>– Use action research regularly to evaluate the success/failure of the course and meet learners concerns</li> <li>– Use of variety of communication techniques to provide greater empathy and personal approach</li> <li>– Plan for increased time for learners’ interactions</li> <li>– Forward responses to frequently asked questions to all learners to avoid duplication</li> <li>– Provide learners with continuous, frequent support and feedback</li> <li>– Monitoring of each learner progress</li> <li>– Clearly delineate course requirements</li> <li>– Create opportunities to coach and facilitate learners’ construction of knowledge and skills</li> </ul>
<p>Technology Support</p> <ul style="list-style-type: none"> <li>– Ensure a low level of technological difficulties in accessing online material and communication</li> <li>– Provide adequate, friendly, easy, and continuous technical support</li> </ul>
<p>Learning environment</p> <ul style="list-style-type: none"> <li>– Use structured activities to provide effective framework for online training</li> <li>– Create social interaction through the community of practice</li> <li>– Use audio for reading online (dependent on the users pc settings)</li> <li>– Present course content in a manner that hierarchically structures the sequence of information</li> <li>– Organise website and online community to enable learners to interact with the content, other learners</li> <li>– Create welcoming, safe, nurturing online environment</li> <li>– Present problem-solving situations in realistic contexts</li> <li>– Create opportunities for learners to communicate with each other to share understanding of course content</li> <li>– Promote peer learning, provide opportunities to collaboratively construct knowledge based on multiple perspectives, discussion and reflection</li> <li>– Provide opportunities for learners to articulate and revise their thinking to ensure accuracy of knowledge construction</li> <li>– Ensure that equitable environment exists for all, for differences in learning styles, reduction of barriers to participation and communication</li> <li>– Allow time for reflection</li> <li>– Provide opportunities for trainees to control online learning and structure it for themselves</li> <li>– Provide discussion forums encouraging open dialogue</li> </ul>

### Gamification

Gamification is increasingly regarded as an effective teaching methodology to positively influence learners' engagement and commitment, leading to practical acquisition of targeted skills, knowledge and competencies. In SocialB there are interactive quizzes at the end of each Learning Unit. Correct answers are given the green light to continue with the next question. Incorrect answers are highlighted and the correct answer given. A summary at the end outlines how many correct/incorrect answers are given. Badges are used as a reward for users who complete a course. This increases motivation on the part of the participants.

## 3.4 RECOMMENDED TRAINING METHODOLOGY FOR WBL

For the purposes of SocialB WBL, a combination of **structured** (Orser, 2001) **on the job training** and **off the job training** (Cedefop, 2015) is going to be employed. On the job training is the process of helping people to learn in planned ways at the workplace (Pfau, 2005). Structured training implies the use of standardised training materials, processes, trained trainers, and performance checklists (Orser, 2001), ensuring consistency and accountability. There is no one right way to implement a structured on the job training but some characteristics should be reflected such as management support, trainers support process, checklists, on the job training materials, training of trainers and reporting (Orser, 2001).

Learners are engaged in project work at the social enterprises in groups. At the workplace they have to solve actual problems / challenges, conduct projects and compose reports of these real projects. After the completion of each project in real work settings they come back in plenary in the physical or online class and they reflect on their experience. Collaboratively they review the key challenges faced by teams during WBL and each team improves action reported drawing upon cross-project learning. The training activities in the frame of SocialB WBL are planned to be both general and specific such as (Phau, 2005):

- ✓ Planned activities, problem-based projects, resulting in guiding what the learners have to do and learn. Projects address all Learning Units, are varied in nature and address real workplace issues with which learners are involved.
- ✓ Carefully structured approaches, such as using specific software if necessary

There are many techniques (Phau, 2005) that have been proposed to be used in training at workplaces such as:

- ✓ **Basic techniques:** relatively simple techniques, such as giving feedback about performance, consultation, modelling, supervision, observation, demonstration.
- ✓ **Meta-techniques:** making use of the basic techniques and further involving one-to-one relationships between the trainer and the learner such as mentoring, coaching, counselling, peer training, job instruction training.
- ✓ **Organised activities** such as job rotation, quality circles, case-studies.
- ✓ **Media-based techniques,** such as computer-assisted learning, e-learning, reading.
- ✓ **Other techniques,** such as briefings, delegation, find-out-yourself, meetings, unplanned opportunities.

The following techniques are the most proposed, but not exclusive, for the purposes of WBL in the frame of SocialB training courses:

### Supervision

The main objective of supervision (TIME, 2016) is to assist trainees in developing professional skills and competences. An essential element of supervision is to teach task and problem analysis. Through this process, trainees gain the necessary motivation, autonomy, and self-awareness to successfully move to the next level of professional development. Supervision provided by SocialB has the following characteristics: a) establishes clear performance objectives and promotes quality standards, b) focuses on problem-solving and monitoring performance objectives, c) enables trainees to continuously improve their own performance, d) provides feedback and recommendations, e) motivates and empowers, f) encourages participatory decision making. Supervision will be held both individually and in groups of trainees.

### Coaching

Coaching focuses on the individual's needs and accomplishments providing encouraging feedback and suggestions to improve performance. It is a collaborative solution-focused, results-orientated, and systematic process in which the trainer facilitates the enhancement of work performance, self-directed learning and personal growth of the trainee (TIME, 2016). Coaching is used in SocialB to assist trainees to develop skills and competences. WBL trainers will work directly with the trainees in individual sessions on a regular basis. In line with the desired learning outcomes and according to the trainees' individual needs the WBL trainers will agree with the trainees on a set of tangible and well-defined goals according to the acquisition of skills.

The WBL trainers will determine the frequency and the extent of the used training techniques, taking into account the unique characteristics of each learner or learner group, the learning styles of the learners involved and the social enterprises' needs. Training techniques can be added or omitted according to the needs. WBL trainers could also use more techniques, such as basic techniques, meta-techniques, organised activities, media-based techniques or other techniques.

The phases of the implementation of WBL in the frame of SocialB are:

- a) Information and agreement between all the partners involved (social enterprises, training provider and trainee) regarding the content of WBL, and preparation of the training. At this stage:
  - ✓ The training provider prepares a detailed training guide which encloses the description of WBL delivery which includes the projects and tasks to be implemented; any administration information (i.e. schedule) and makes any necessary adjustments in collaboration with the host social enterprises. Each social enterprise involved hosts learners in groups according to its capacity
  - ✓ Each social enterprise involved suggest any adaptations to the WBL plan, inform its staff and members about the training, assign a supervisor which will be responsible for the day-to-day implementation of WBL, and prepare the relevant climate as well as establish the priorities that will enable the smooth and effective implementation of WBL.
  - ✓ Each social enterprise provides an in-SE trainer based on their professional and personal skills as well as their desire to train. If there is no available in-SE trainer on behalf of the social enterprise the training provider provides a trainer who will support the implementation of WBL in the host social enterprises
- b) Implementation and evaluation of training. At this stage:
  - ✓ The host social enterprises through the supervisors involve the trainees according to the WBL task description and break the procedure down into steps.

- ✓ The WBL trainer, based on the WBL training guide, the projects to be assigned and training material, will implement the training, explaining to the trainees what they are required to do and why, let them perform the required tasks autonomously, observe carefully without interfering if not necessary, provide constructive feedback and guide them to adjust their performance. They will also adapt or provide additional training material if needed and facilitate the reflection of the trainees.
- ✓ Training providers will provide support to the WBL trainers and individual coaching
- ✓ Trainees have to comply with the training and assessment rules and respect the tasks assigned, as well as to cooperate with the WBL trainers.
- ✓ The supervisors and WBL trainers have to perform their tasks and report progress, as well as to communicate with the training organizations.
- ✓ After the completion of the training in social enterprise the trainees meet again in plenary in the class or online together with their WBL trainers

### 3.5 RECOMMENDED TRAINING METHODOLOGY FOR SELF-DIRECTED LEARNING

In self directed learning learners take the responsibility for diagnosing their learning needs, find their own preferred ways of learning and reflect on their progress. There is an agreement that learner autonomy cannot be taught, however, it can be facilitated by trainers (Lai et al, 2013) and the training settings. In SocialB the following measures foster self-directed learning ([www.ericdigests.org](http://www.ericdigests.org)):

- ✓ Providing examples and further reading to learners
- ✓ Make sure that learners are aware of the learning objectives, learning strategies, resources, and evaluation criteria
- ✓ Support decision making, personal development, and self-evaluation of work.
- ✓ Act as advocates to facilitate learners' access to resources.
- ✓ Match the provided resources to the needs of learners.
- ✓ Recognise learner personality types and learning styles.
- ✓ Use techniques such as field experience and problem solving that take advantage of adults' experience
- ✓ Develop high-quality learning guides
- ✓ Encourage the development of critical thinking skills
- ✓ Provide opportunities to learners to reflect on what they are learning
- ✓ Create an atmosphere of openness and trust to promote better performance
- ✓ Recognise and reward learners when they have met their learning objectives
- ✓ Promote learning networks, study circles, and learning exchanges.

## 4. PART B: ASSESSMENT METHODOLOGY

In the fourth part the assessment methodology, methods and tools are presented. When designing our assessment methodology we tried to harmonize and standardize activation of student and involvement of trainer.

### 4.1.1 The structure of student's assessment

For the assessment, it is vital that the **students know and understand how they will be assessed**. The teacher/trainee knows what the end product should look like, and it is his/her responsibility to **effectively convey that expectation to the students** (Burke 2011).

For assessment, three initial decisions should be undertaken.

- The trainer should decide **what is being assessed**: the final product (e.g. an essay, a report), the process, or both.
- It is necessary to decide **who assigns the grade**: the trainer, the students, or both.
- A decision on an **individual or group grade** is to be made:
  - a. the trainer might assess each member of a group with the same grade, which may promote unhappiness if some members devote more time and effort to the group and get the same grade; it is suggested that the project or presentation should not count for more than a small percentage of the student's final grade (Burke 2011);
  - b. the trainer might assess each group member with an individual grade, which may or may not foster competition within the group and may undermine the group solidarity.

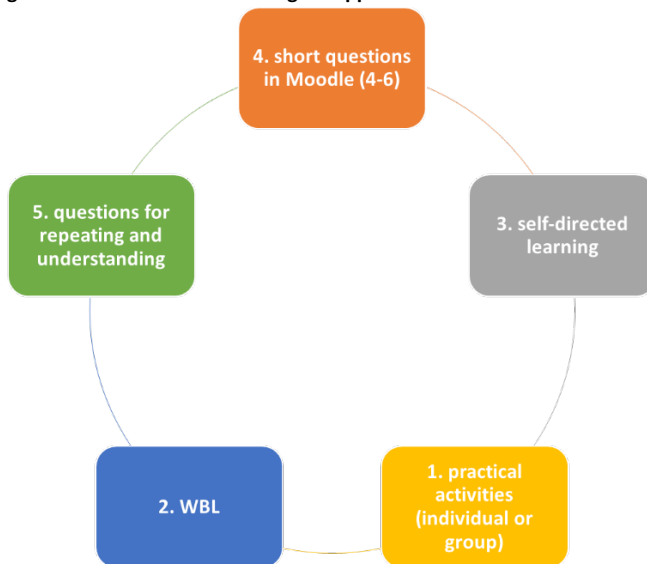
#### Identified methods of students' assessment

According to the SocialB learning objectives, learning outcomes, skills and competences students are planned to be assessed in following 5 methodological approaches (Fig. 6):

- practical activities (assessed by trainer);
- work-based learning (assessed by trainer or SE supervisor);
- self-directed learning (self-assessment);
- short questions in Moodle with provided answers (self-assessment);
- questions for repeating and understanding (self-assessment).



**Figure 6: Identified 5 methodological approaches of students' assessment.**



- a. Every LU consists of a **practical activity** which might include:
- **individual** (i. e. individual presentation, individually recorded video, individual reading assignment, etc.) **or**
  - **group assessment** (i. e. group presentation, group video, etc.).
- b. Every LU developed an **idea of a work-based learning** which is to be assessed by trainer or SE supervisor.
- c. Partners had an opportunity to identify **any other assessment** type which they find appropriate for a particular LU. Several LUs demand that students **develop**: a business plan, a strategic plan, etc. Some of these tasks strongly support self-directed learning and are part of student self-assessment. If the trainer would like to **assess** students' work a **template** has to be provided (for example: for structural report, for writing project proposal, for setting up "an ideal" board, factors for monitoring the performance of employee/volunteer, etc.). The template should be uploaded in Moodle.
- d. Questions for **self-testing** were up-loaded on the e-learning platform and serve for the purpose of the asynchronous e-learning, self-directed learning and self-assessment. Mostly the form of **Moodle quiz/multiple choice/true-false** was applied within every LU (4-6 questions for each LU).
- e. Each LU has 3-5 **questions** for repeating and understanding the topic. Teacher should not provide answers and will not assess them as well, they are important for student's self-assessment. Questions were uploaded in Moodle within particular LU.

## 4.1.2 Methods of students' assessment

### 4.1.2.1 Individual or group work assessment employed for practical activities

**Individual or group work assessment.** Students will work individually and in groups. From the trainer perspective it is much easier to assess individual work. Group (or teamwork, collaborative) work needs to be designed, supervised, and assessed in a way that promotes meaningful teamwork and deep collaboration. Group work can be applicable in learning/training situations when the students should »think harder and dig deeper«. Although students can complete these activities individually, collaboration lets them practice skills and ways of thinking which can be a benefit to all. Group work can focus on case study, problem-solving, gamification, etc. and present findings to their peers. Assessment of a group is a difficult task, and the instructor should have a clear idea of how he/she wants to assess the group work.

If the instructor is interested in assessing the group process and final product, two separate rubrics need to be created:

- a. for the **process**, assessment might include attendance and participation in meetings, time management skills, active listening, evidence of cooperative behaviour, and professionalism and engagement with the task;
- b. for the **product**, assessment might include content, structure, organization, accuracy, thoroughness, and other technicalities.

**Student's group assessment** allows the instructor to assess the group process and apply the most effective methods to future group projects. The students should be able to:

- a. list their contributions, their group member's contributions, and the process as a whole;
- b. identify the aspects that worked and the aspects that did not work.

For practical activities, the SocialB assessment tool (see Tab. 10) enables trainer/teacher to assess different criteria: knowledge and understanding, application, critical thinking, and also to be flexible (if LU provides this) by including also reading&research, presentation, and teamwork. **50% of total grade is assigned to activities within the Practical Activities.**

### 4.1.2.2 Work-based learning (WBL)

Work-based learning (WBL) is used to describe VET or HEI programmes of study where the learning is undertaken primarily **at and through work** and **is for the purposes of work**. Gibbs and Garnett (2007: 411) define WBL as *"a learning process which focuses university level critical thinking upon work (paid or unpaid), in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities, to achieve specific outcomes of significance to the learner, their work and the university."* WBL has the potential to be a major way in which VETs/HEIs can respond to the challenge of demonstrating relevance to the knowledge economy.

In WBL three major parties are involved in the co-creation of **three-way negotiated learning agreement** which includes:

- (1) the learner/student,
- (2) the external organization or community of practice where an important part of WBL in practice is taking place, and
- (3) VET/HEI organization which accredited the learning program.

In this common model of WBL, the learner/trainee/student has the opportunity to co-construct a higher education programme which is a personal learning journey addressing real-life work issues. The challenge is to produce a customised programme demonstrating coherence and progression from individual student learning to a WBL programme designed not only to meet the academic requirements of the university, but also to be of value to the employer or stakeholders or broader society. The learning agreement identifies the learning that will be undertaken in the form of work-based projects, and/or, taught subjects where applicable.

WBL programmes are negotiated and, most significantly, derived from the needs of the workplace, society as a whole and the learner, and with Bologna HEI reform more endeavours and flexibility has come also from the traditional disciplinary curriculum of the university. Flexibility may require HEIs to work in partnership with employers, NGOs or collaboratively with other providers of high-level learning in order to meet the learning and development needs of organizations as well as individual learners. Durrant et al (2009:2) say *“WBL programmes are designed to promote professional and personal development and intended to benefit both learners and the workplace. A major aspect of work-based programmes is the relationship between individual learning and organizational change”*.

In WBL it is often the work-based project that is the main mechanism for developing new learning and providing tangible outcomes of direct potential benefit to the employer, learner and VET/HEI. WBL was usually concerned with knowledge that was highly contextual, practically focused and often unsystematic (Scott, 1994 – quoted in Garnett, 2016). But a contemporary view on WBL is more associated with transdisciplinary – that is concerned with creating new integrative knowledge to address the complex problems of the world.

It is the aim of SocialB to co-construct such a WBL learning environment where topics relevant for social entrepreneurs (24 LUs) will be addressed theoretically (face-to-face learning, synchronous and asynchronous learning) and further developed in the cooperation with SE, NGOs in the field of social economy, advisors to SEs, etc. The essential is the active role of student/learner/trainee who is participating in WBL and is accomplishing different assigned WBL activities. Assessment practices in SocialB encourage **authentic assessment** which is based on a set of activities (practical, observation, critical thinking, etc.) connected to the real life practice of SE, topic of particular LU and well aligned with the SocialB descriptors, learning outcomes, skills and competences. **50% of total grade is assigned to activities within the WBL.** Assessment of WBL is to be provided by trainer or by mentor in the SE and is done by structured grading rubric (see Tab. 10).

#### 4.1.2.3 Self-directed learning

Self-directed learning is learning in which the conceptualization, design, conduct and assessment of a learning project are directed by the learner (Brookfield 2009). This does not mean that self-directed

learning is highly individualized learning always conducted in isolation or working without human contact. Learners can work in self-directed ways while engaged in group-learning settings. It is important to monitor the way learners move in and out of learning networks and consult a range of peers. In self-directed learning all decisions about how and what to learn, and how or whether to consult external resources, rest with the learner. On-line and asynchronous learning grants a degree of control to learners over the location and timing of learning and might create new possibilities for self-directed learning.

Self-directed learners use qualified, credible peers as valuable evaluative touchstones. When judging their progress, learners would typically consult the person or persons in their particular network or learning community whom they felt were best judged to give a credible verdict on how well learners were doing and what might be their next steps in a learning project.

In SocialB, this might include: SocialB partners, trainers, WBL mentors, etc.

Teachers/trainers function as coaches, counsellors, mentors and advisers, therefore they can contribute to self-directed learning in several ways:

1. giving advice on learning resources: in SocialB project this is the preferable literature, videos, website links, list of potential social enterprises to be analysed and human resources;
2. designing the learning plan: in SocialB this includes a schedule, detailed instructions for individual or group work related to self-directed learning;
3. formative assessment (monitoring student work and motivation): in SocialB this is an update on every learning unit

Self-directed learning is mostly associated with the **formative assessment**: a trainer monitors student learning to provide ongoing feedback that can be used by trainers to improve their teaching and by students to improve their learning. More specifically, formative assessment:

- helps students identify their strengths and weaknesses and target areas that need work,
- helps trainers recognize where students are struggling and address problems immediately.

Formative assessments are generally low stakes, which means that they have low or no point value.

#### 4.1.2.4 Short questions in Moodle

Short questions in Moodle are suitable for student's self-assessment and are related to understanding the particular topic.

#### 4.1.2.5 Questions for repeating and understanding

SocialB project partners prepared 4-6 closed questions for each LU, the most relevant topics are addressed. Student is asked to choose (multiple choice questions, true/false, etc.) the right answer

and will receive feedback on right answer immediately. Short answer questions require a concise and focused response that may be factual, interpretive or a combination of the two.

Questions for repeating and understanding might be short or more complex, they might be used also in a non-examination situation or as part of self-assessment tasks. They are generally open-ended questions that require students to construct a response.

In SocialB, several LUs provide questions for repeating and understanding and students will use this as a part of self-assessment:

- questions are written to reveal a student's ability to describe, explain, reason, create, analyse, synthesise, and evaluate;
- questions give opportunities for students to demonstrate higher level skills and knowledge;
- questions allow students to elaborate on responses and herewith to prepare themselves for other ways of assessment;
- questions are structured in a range of different ways that require a range of responses from a few words to a paragraph

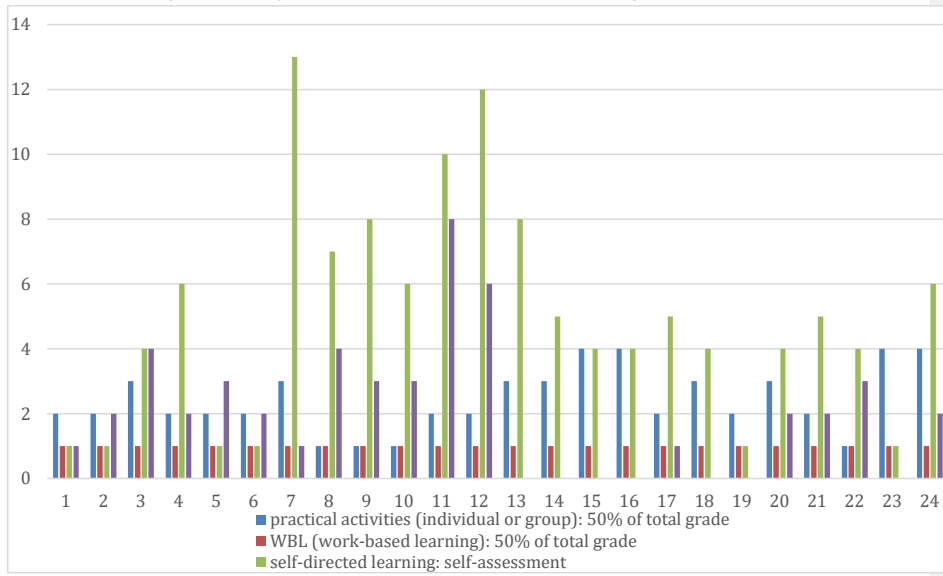
## 4.2 Student activities and assessment methods across SocialB 24 learning units

According to the learning objectives, learning outcomes, skills and competences all **student activities** within SocialB learning units were identified.

We tried to harmonize our assessment across all 24 learning units by including five methods of assessment (Fig. 7):

- all LUs have **practical activities** (either individual or in groups – LUs have assigned them differently, 1-4 practical activities, this depends on the topic): practical activities are to be assessed by trainer; after accomplishing practical activities the student will get 50% of total grade within particular LU;
- every LU has **WBL**: WBLs are different and follow the topic, learning objectives and outcomes of particular LU; for piloting purposes WBL is to be assessed by trainer (for regular delivery of the course also SE supervisor is able to assess the student); after accomplishing WBL the student will get 50% of total grade within particular LU;
- **self-directed learning** is to be self-assessed by learner or might be a part of non-formal formative assessment;
- all LUS have 4-6 short, closed **questions in Moodle** environment, being part of self-assessment;
- LUs have also **questions for repeating and understanding**, all being part of self-assessment.

**Figure 7: Comparison of students' activities according to the 24 LUs.**



Totally, 252 activities have been assigned per course as a whole (10.5 activities per each LU; see Fig. 7):

- on average 2.4 practical activities were prepared for each LU (total 58);
- every LU has a detailed structured WBL (total 24);
- per each LU, there are 5 activities on average related to self-directed learning (total 121);
- on average 2 questions for repeating and understanding were prepared for each LU (total 49),
- every LU has a set of questions prepared in Moodle environment (on average 4.75 questions, total 114).

**Table 8: Overview of 24 LUs, amount of student activities and method (type) of assessment.**







LU	LEARNING UNITS/ TYPE OF ASSESSMENT	ECTS	total amount of activities for students	practical activities (individual or group): 50% of total grade	WBL (work- based learning): 50% of total grade	self-directed learning: self- assessment	questions for repeating and understanding: self- assessment	short questions in Moodle (number): self- assessment	Piloting
1	"History and evolution of SE in Europe and Governance of SE"	1	5	2	1	1	1	yes, 4	UL
2	"Reshape business value chain into social value chain"	1	6	2	1	1	2	yes, 4	not piloted
3	"Introduction to Social Innovation"	1	12	3	1	4	4	yes, 6	Slovenia
4	"Good Governance and Public/Private partnerships in the field of Social Enterprise"	2	11	2	1	6	2	yes, 5	Greece
5	"EU projects - EU opportunities for the development and funding of social enterprises"	1	7	2	1	1	3	yes, 5	not piloted
6	"Handling and winning procurements processes and delivering contracted services - Submission of funding applications and proposals writing"	2	6	2	1	1	2	yes, 4	not piloted
7	"Project Management"	1	18	3	1	13	1	yes, 4	Italy
8	"Soft Skills"	1	13	1	1	7	4	yes, 4	Greece
9	"The role of human resource management"	1	13	1	1	8	3	yes, 5	Greece
10	"Recruitment and selection of employees and volunteers"	1	11	1	1	6	3	yes, 5	Greece
11	"Managing employee performance"	1	21	2	1	10	8	yes, 5	Greece
12	"Leadership, and leadership communication for maximum impact"	2	21	2	1	12	6	yes, 5	Greece
13	"Introduction to Social Impact Assessment"	1	12	3	1	8	0	yes, 4	Italy
14	"Social impact assessment tools and techniques"	2	9	3	1	5	0	yes, 6	Italy
15	"Data analysis and visualization"	1	9	4	1	4	0	yes, 4	Italy
16	"The importance of communicating social impact to key stakeholders"	1	9	4	1	4	0	yes, 4	Italy
17	"Strategic planning and the life cycle of Social Enterprises"	1	9	2	1	5	1	yes, 4	Ireland
18	"How to build a business plan"	2	8	3	1	4	0	yes, 4	Ireland
19	"Financial planning and cash flow constraints"	1	4	2	1	1	0	yes, 4	Ireland
20	"Access to credit and opportunities for social enterprises: the role of Social Finance and Social Impact Finance"	1	10	3	1	4	2	yes, 6	Ireland and Italy
21	"Growth strategies and long-term profitability of Social Enterprise projects"	1	10	2	1	5	2	yes, 6	Slovenia
22	"Market evaluation and assessing competitiveness"	1	9	1	1	4	3	yes, 6	Slovenia and Ireland
23	"Fundraising and funding models for SEs"	1	6	4	1	1	0	yes, 4	Slovenia and Ireland
24	"Marketing, Sales and Networking skills"	2	13	4	1	6	2	yes, 6	Slovenia

### 4.3 Assessment tool

Different tools of assessment might be applied. The SocialB assessment tool (Tab. 9) enables trainers/trainers to assess different criteria: knowledge and understanding, application, critical thinking, and also to be flexible (if LU provides this) by including also reading & research, presentation, and teamwork.

**Table 9: Different criteria applicable for assessment.**

**Structured grading rubric** is a scoring tool applicable for individual and group assessment of activities. Structured grading rubric lists the criteria by which a paper or presentation, a product will be assessed. Rubrics can be helpful for both students and trainers/instructors; they outline expectations and allow instructors to assign grades on a more objective basis. Rubrics provide detailed breakdowns of points that are awarded for each criteria and how those points are awarded. Additionally, rubrics are useful beyond grading; they also help students conceptualize the assignment. The rubric lists, not only the criteria by which the work is judged, but also the student's mastery of the material. The use of rubrics allows the instructor to convey expectations to the students, help students focus their efforts, improve student achievement, reduce grading time for the instructor and improve the effectiveness of feedback (Tab. 10).

	<b>Knowledge &amp; understanding</b>
	<b>Application</b>
	<b>Critical Thinking</b>
	<b>Reading &amp; research</b>
	<b>Presentation &amp; style</b>
	<b>Teamwork</b>



Structured grading rubric lists the criteria by which a paper or a presentation, a product is assessed. **For each criterion, student can receive up to 5 points. Final grade of the task is calculated by average.** The formula to calculate average is the sum of a set of numbers divided by the count which is the number of the values being added (Tab. 11).

Description of grading is as following:


Number of points	Description of grading
1	FAIL
2	BASIC KNOWLEDGE
3	GOOD KNOWLEDGE
4	ADVANCED KNOWLEDGE
5	EXCELLENT KNOWLEDGE






Assessment is focused on:

- 1) practical activities (assessed by trainer);
- 2) work-based learning (assessed by trainer or SE supervisor);
- 3) self-directed learning (self-assessment);
- 4) short questions in Moodle with provided answers (self-assessment);
- 5) questions for repeating and understanding (self-assessment).







In SocialB assessment, **50% of final grade is assigned to activities within the Practical Activities** (assessed by trainer) and **50% of final grade is assigned to WBL** (assessed by trainer or supervisor). Student must pass both activities.

**Table 10: Structured grading rubric.**

	LEVEL 1: FAIL	LEVEL 2: BASIC	LEVEL 3: GOOD	LEVEL 4: ADVANCED	LEVEL 5: EXCELLENT
Criteria	If the student is not reaching minimal standard, you give him/her <b>1 point.</b>	If the student is reaching minimal standard, you give him/her <b>2 points.</b>	If the student has descriptive understanding - knowing about several topics, you give him/her <b>3 points.</b>	If the student is relating facts together and understanding theory, you give him/her <b>4 points.</b>	If the student is going beyond what is taught and dealing creatively with situations, you give him/her <b>5 points.</b>
 <b>Knowledge &amp; understanding</b>		Understanding of basic principles, concepts, theories and terminology.	Level 2 + Knowledge of discourse within the context of LUs.	Level 2 and 3 + Ability to make justified decisions about validity of principles, concepts and combine approaches from different modules/LUs.	Level 2, 3 and 4 + Ability to combine with approaches from other disciplines in a variety of theoretical and practical contexts, dealing with situations creatively.

 <b>Application</b>		Appropriate use of relevant theories, concepts and/or techniques from the LU to solve/explain familiar scenarios.	Level 2 + Application of relevant theories, concepts and/or techniques outside of the context of the LU.	Level 2 and 3 + Ability to develop viable solutions.	Level 2, 3 and 4 + Ability to judge between multiple viable solutions.
 <b>Critical Thinking</b>		Identification of principles and concepts underlying theoretical frameworks or approaches, identifying their strengths and weaknesses.	Level 2 + Recognition of competing perspectives and ability to make justified choices about which approach to take.	Level 2 and 3 + Ability to identify the possibility of new concepts within existing knowledge frameworks and approaches.	Level 2, 3 and 4 + Ability to develop new approaches to problems based on theory, methodology or practise.
 <b>Reading &amp; Research (if applicable)</b>		Correct referencing and use of reliable sources of information. Understanding of own research/reading.	Level 2 + Use of appropriate theoretical models/concepts to judge the significance of data collected.	Level 2 and 3 + Ability to identify patterns and relationships in research and between LUs/different modules.	Level 2, 3 and 4 + Ability to design and undertake complex investigations involving conflicting data to address significant areas of theory and/or practise.
 <b>Presentation &amp; style (if applicable)</b>		Accurate and effective communication with structured and coherent arguments.	Level 2 + Ability to explain competing points of view and ambiguities.	Level 2 and 3 + Ability to communicate viable solutions.	Level 2, 3 and 4 + Ability to communicate complex and contradictory information coherently.
 <b>Teamwork (if applicable)</b>		Ability to work effectively within a team, and recognize when factors are interfering with team performance.	Level 2 + Ability to effectively manage group conflicts.	Level 2 and 3 + Ability to negotiate in a professional manner and be a proactive resolver of conflicts.	Level 2, 3 and 4 + Sufficient self-awareness to be able to adapt different team contexts.

**Table 11: Example of students' assessment for one LU.**

Criteria	Practical Activity 1	Practical Activity 2	Practical Activity 3	... insert more practical activities if needed	WBL
 Knowledge & understanding	4	4	4		4
 Application	4	5	4		5
 Critical Thinking	3	5	5		4
 Reading & Research (if applicable)	/	/	4		4
 Presentation & Style (if applicable)	/	/	/		3
 Teamwork (if applicable)	4 /		5		5
FINAL MARK OF THE TASK (average)	3,75	4,67	4,50		4,17
FINAL MARK OF ALL PRACTICAL ACTIVITIES (please, calculate average)	4,31				
FINAL MARK OF WBL (please, insert)					4,17
FINAL MARK OF LU (please, calculate average - 50 % practical activities, 50% WBL)					4,24

4 :  
KNOWLEDGE LEVEL **ADVANCED**

## REFERENCES

- Anderson, T. (2017). How communities of inquiry drive teaching and learning in the digital age. Contact North. Retrieved from: [https://teachonline.ca/sites/default/files/pdf/e-newsletters/how\\_communities\\_of\\_inquiry\\_drive\\_teaching\\_and\\_learning\\_in\\_the\\_digital.pdf](https://teachonline.ca/sites/default/files/pdf/e-newsletters/how_communities_of_inquiry_drive_teaching_and_learning_in_the_digital.pdf)
- Anderson, L. & McCormick, R. (2005). Ten Pedagogic Principles for E-learning. Observatory of New Technologies and Education. Retrieved from: [https://www.researchgate.net/publication/47343091\\_Ten\\_pedagogic\\_principles\\_for\\_E-learning](https://www.researchgate.net/publication/47343091_Ten_pedagogic_principles_for_E-learning)
- Applefield, Huber, and Moallem, 2000 Applefield, J., Huber, R., & Moallem, M. (2001). Constructivism in Theory and Practice: Toward a Better Understanding. *The High School Journal*, 84, 35-53.
- Armstrong, M & Landers, R. (2018). Gamification of employee training and development. *International Journal of Training and Development*, 22:2
- Ashenafi, M. M. (2017). Peer-assessment in higher education—twenty-first century practices, challenges and the way forward. *Assessment & Evaluation in Higher Education*, 42, 2), 226-251.
- Bélanger, P. (2011). *Theories in adult learning and education*. Opladen u.a. : Verlag Barbara
- Bosch, C. (2016). *Promoting Self-Directed Learning through the Implementation of Cooperative Learning in a Higher Education Blended Learning Environment*. Johannesburg, SA: Doctoral dissertation at North-West University
- Brookfield, S.D. (2009). Self-directed learning. In: Maclean, R., Wilson, D. (eds), *International Handbook of Education for the Changing World of Work*. Springer Science+Business Media B.V., 2615-2627.
- Brown, T. (2008). Design thinking. *Harvard Business Review*, 86,6, 85–92
- Bruffee, K. (1984). Collaborative Learning and the "Conversation of Mankind". *College English*, 46,7, 635-652.
- Burke, A. (2011). Group work: How to use groups effectively. *The Journal of effective teaching*, 11, 2, 87-95. Retrieved from: [https://uncw.edu/jet/articles/vol11\\_2/burke.pdf](https://uncw.edu/jet/articles/vol11_2/burke.pdf) (accessed 15. 3. 2022).
- Camillus, J. C. (2008). Strategy as a wicked problem. *Harvard Business Review*, 86,5, 99–106.
- Cedefop (2010). *Learning outcomes approaches in VET curricula. A comparative analysis of nine European countries*. Research Paper No6. Luxembourg: Publications Office of the European Union
- Grant No. 612579-EPP-1-2019-1-IE-EPPKA2-KA  
O.3.3 Training and Assessment Methodology

Cedefop (2015). Work-based learning in continuing vocational education and training: policies and practices in Europe. Research Paper N.49. Luxembourg: Publications Office of the European Union

Chang, B. (2019). Reflection in learning. *Online Learning*, 23,1, 95-110.

Chang J., Benamraoui A. & Rieple A., (2014). Learning-by-doing as an approach to teaching social entrepreneurship. Retrieved from: [https://www.researchgate.net/publication/264244432\\_Learning-by-doing\\_as\\_an\\_approach\\_to\\_teaching\\_social\\_entrepreneurship](https://www.researchgate.net/publication/264244432_Learning-by-doing_as_an_approach_to_teaching_social_entrepreneurship)

Dean, K. L., & Jolly, J. P. (2012). Student identity, disengagement, and learning. *Academy of Management Learning & Education*, 11, 228–243.

Dede, C. (2009), 'Immersive interfaces for engagement and learning', *Science*, 323, 66–9.

Deterding, S., Dixon, D., Khaled, R. and Nacke, L. (2011), 'From Game Design Elements to Gamefulness: Defining "Gamification"', in *Proceedings of the 15th International Academic Mind-Trek Conference: Envisioning Future Media Environments* (New York, NY: ACM),9–15.

Durrant, A., Rhodes, G., Young, D. (2009). *University Level Work Based Learning*, London: Middlesex University Press.

European Commission (2013). *Work – Based Learning in Europe. Practices and Policy Pointers*. Available at: [https://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4\\_057845](https://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_057845)

FAO learning academy (2021). *E-learning methodologies and good practices. A guide for designing and delivering e-learning solutions from the FAO elearning Academy. SECOND EDITION*. Food and Agriculture Organization of the United Nations.

Fayolle A. (2007). Evaluation of entrepreneurship education: behaviour performing or intention increasing, *International Journal of Entrepreneurship and Small Business*, 2,1, 89-98

Flynn, J. (1992). A cooperative learning and Gagne's events of instruction: A syncretic view, *Educational Technology*, 53-60

Garnett, J. (2016). Work Based Learning: a critical challenge to the subject discipline structures and practices of higher education. *Higher Education, Skills and Work-Based Learning*, 6, 3, 305-314.

Garnett, J., Workman, B., Beadsmore, A, Bezencenet, S. (2008). Developing the structural capital of higher education institutions, in *Work-based learning: Workforce development, connections, frameworks and processes*. York: Higher Education Academy.

Guide to Assessment, Standards, Marking and Feedback. 2020/2021. York: University of York, 248 pp. Retrieved from: [https://www.york.ac.uk/media/abouttheuniversity/supportservices/academicregistry/registryservices/sca/guidetoassessment/Guide%20to%20Assessment%202020\\_21%20UoY%20JAN%202021%20amended.pdf](https://www.york.ac.uk/media/abouttheuniversity/supportservices/academicregistry/registryservices/sca/guidetoassessment/Guide%20to%20Assessment%202020_21%20UoY%20JAN%202021%20amended.pdf) (accessed 24. 3. 2022).

Hoes, A-C., Regeer, B.J. & Bunders, J.F.G.m(2008). TransFormers in knowledge production: building science-practice collaborations. *Action learning research and practice*, 5,3,207-220

Howorth C., Smit, S. M., & Parkinson C. (2012). Social Learning and Social Entrepreneurship Education. *Academy of Management Learning and Education*, 11,3, 371–389

Kapp, K.M (2012) *The gamification of learning and instruction: game-based methods and strategies for training and education*. John Wiley & Sons.

Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewoods Clifffs: N.J.: Prentice Hall

Kolb, A. Y., & Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. *The SAGE handbook of management learning, education and development*, 42, 68.

Lai., C., Gardner, D. & Law, E. (2013). New to facilitating self –directed learning: the changing perceptions of teachers. *Innovation in Language Learning and Teaching* 7,3,281-294

Leitch, C.M. & Harrison, R.T. (1999). A process model for entrepreneurship education and development. *International Journal of Entrepreneurial Behaviour & Research*, 5,3,83-109.

Leonard, E., White, H., & Graves, T. (2009). *Managing with Integrity*. *Serials Librarian*, 56, 1-4, 25-31.

*Learning and Teaching Support Handbook*. University of Exeter. Online: <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/lts/> (accessed 24. 3. 2022).

Lester, S & Costley, C. (2010). Work-based learning at higher education level: value, practice and critique. *Studies in Higher Education* 35, 5, 561-575

Linehan, M (2008). *Work-Based Learning. Graduating Through the Workplace*. Cork:CIT Press

Lodz University of Technology (2015). Information about DT. Retrieved from: <https://www.ife.p.lodz.pl/en/information-about-dt>.

Mahboubian, M. (2010). Educational aspects of business simulation softwares. *Procedia - Social and Behavioral Sciences*, 2, 5403-5407

Marsick, V., & O’Neil, J. (1999). The many faces of action learning. *Management Learning*, 30,2, 159–176.

Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education*, 1, 58-63.

Neck, H. & Greene, P.(2011). Entrepreneurship education: Known Worlds and ne frontiers. *Journal of small business management*, 49,1, 55-70

O'Flaherty, J., & Phillips, C. (2015). The Use of Flipped Classrooms in Higher Education: A Scoping Review. *Journal of Internet and Higher Education*, 25, 85-95.

Olsson, A., Wadell, C. Odenrick, P & Bergendahl, M.N (2010). An action learning method for increased innovation capability in organizations. *Action Learning: Research and Practice* 7,2, 167-179

Orser, N. (2001). An On-the-job training system at Alias PCB technologies. Research paper. Available at: <https://core.ac.uk/download/pdf/5065929.pdf>

Oyelola O. (2013), Embedding entrepreneurship education in to curriculum: A case study of Yaba College of technology, Centre for Entrepreneurship Development

Pfau, R. (2005). An introduction to On-the-Job Training and Learning. Technical report. Available at: [https://www.researchgate.net/publication/278019299\\_An\\_Introduction\\_to\\_On-the-Job\\_Training\\_and\\_Learning](https://www.researchgate.net/publication/278019299_An_Introduction_to_On-the-Job_Training_and_Learning)

Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning*, 21,3, 166-190.

Piotrowska, D. (2015). Problem Based Learning vs. Design Thinking – clash of best teaching practices. *Proceedings of ICERI2015: 8th International Conference of Education, Research and Innovation*, Nov 16-20, Seville, Spain, 1534–1538

Revans, R. 1982. *The origins and growth of action learning*. Bromley, UK: Chartwell

Sajid, M, R., Leheji, A, F., Abothenain, F., Salam, Y., Aljayar, D., &Obeidat, A. (2016). Can Blended Learning and the Flipped Classroom Improve Student Learning and Satisfaction in Saudi Arabia. *International Journal of Medical Education*, 7, 281-285.

SENDING (2019). *SEnDing Training Methodology*. Members of the SEndIng Project, 2017

SESBA (2018). *Training Methodology and Trainer Guide for the Delivery of the SESBA Educational Material*. Retrieved from [http://sesba-project.eu/images/sesbaproject/files/SESBA\\_O4\\_Educational\\_Methodology\\_EN.pdf](http://sesba-project.eu/images/sesbaproject/files/SESBA_O4_Educational_Methodology_EN.pdf)

Sheridan, J., Byrne, A., & Quina, K. (1989). Collaborative Learning: Notes from the Field. *College Teaching*, 37,2, 49-53.

Smith, I & Woodworth, W. (2012) *Developing Social Entrepreneurs and Social Innovators: A Social Identity and Self-Efficacy Approach*. *Academy of Management Learning & Education*, 11,3, 390-407



Sweet, R. (2013). Work – Based learning: Why? How? In UNESCO-UNEVOC | Revisiting global trends in TVET. Available at: [https://unevoc.unesco.org/fileadmin/up/2013\\_epub\\_revisiting\\_global\\_trends\\_in\\_tvete\\_book.pdf](https://unevoc.unesco.org/fileadmin/up/2013_epub_revisiting_global_trends_in_tvete_book.pdf)

Terrell, S.& Rendulic, P. (1996). Using Computer-Managed Instructional Software to Increase Motivation and Achievement in Elementary School Children, *Journal of Research on Computing in Education*, 28,3, 403-414

TIME (2016). Training course for intercultural mediators for immigrants- Training methodology. Available at: [www.mediation-time.eu](http://www.mediation-time.eu)

Ungaretti, T., Thompson, K. R., Miller, A., & Peterson, T. O. (2015). Problem-based learning: Lessons from medical education and challenges for management education. *Academy of Management Learning & Education*, 14,2, 173-186.

Zhu, Y., Rooney, D., & Phillips, N. (2016). Practice-based wisdom theory for integrating institutional logics: A new model for social entrepreneurship learning and education. *Academy of Management Learning & Education*, 15,3, 607-625.

[www.ericdigests.org](http://www.ericdigests.org)