
WP3: Development of the WE Curriculum on Environmental Awareness and Sustainable Development in AE

A1_ Structure of Curriculum and Guidelines

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Introduction

This structure of curriculum with guidelines is the project result of Work Package 3, Activity 1 (WP3.A1) aimed at providing a structure of curriculum for a WE learning unit and guidelines for the development of a WE learning unit based on the findings of the descriptive mapping report produced in Work Package 2.

The following chapter presents the curriculum structure for a WE learning unit. The structure is a list of element necessary to complete the development a unit and serves as a common template for the development of all units. Furthermore, it serves as a list of mandatory deliverables for the following development of interactive units for the WE online Knowledge Hub in Work Package 4.

The first sections of the aforementioned mapping report contain useful and inspiring knowledge to the developer of a WE learning unit about good practice in adult education on environmental awareness and demands in green skills. Section 6 contains a summary of the collected data from a series of focus group interviews about suggestions for the design of future adult education program in green skills and environmental awareness as well as their motivations and barriers for green upskilling.

To ensure full recognition of the focus group input and in the attempt to let the input guide the development of learning units, the input has been analysed and adapted into concrete guidelines to the adult educator. The guidelines should be acknowledged throughout the development phase as a direct message from the focus groups to the adult educator.

The guidelines are neither a set of rules, nor a complete list of relevant activities. They are the recommendations from the focus groups adapted for use through a didactical analysis. Hopefully, the guidelines will serve as a firm outline of the didactical approach requested by the focus groups and inspire the adult educator to create innovative activities for the inclusive curriculum.

The reader is advised to read the didactical analysis to get a deeper understanding of the guidelines and how they relate to the recommendations from the focus groups.

Terminology used in the following text:

Learning unit = Learning unit

Learner = Any kind of participant in a learning unit (student, trainee etc.)

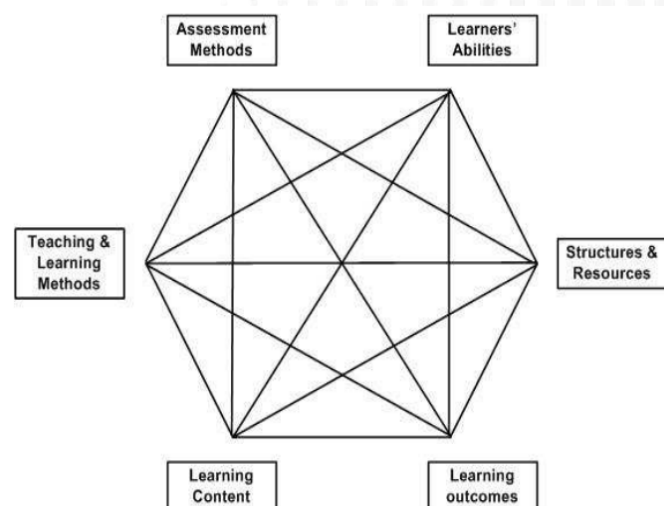
Focus group = FG

Adult educator = AE

Didactical analysis of focus group input

A model for the analysis

In 1998 professor H. Hiim and lecturer E. Hippe developed the didactical relation model as a tool for planning, executing, and assessment of teaching and learning. The didactical relation model can be used to categorise and to interpret the input from the focus groups into operational guidelines for the adult educator (AE) in developing learning activities. In the view of the didactical relation model, teaching and learning can be described by six categories (the boxes in the model) and the relations between them (the lines in the model).



https://www.researchgate.net/publication/253818355_Didactics_of_ICT_in_Secondary_Education_Conceptual_Issues_and_Practical_Perspectives

For further descriptions of the didactical categories, please consult the article by S. Hadjerrouit by following the link below the model.

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Each of the categories must always be seen in relation to the remaining five categories. Reflecting upon the categories and their interdependence provides the AE with a powerful tool for tailoring course units and learning activities to the needs and prerequisite abilities of the learner.

In principle, every relation in the model is equally important for preparing a successful learning experience. As an example, the assessment methods must measure the learning outcomes and at the same time be both accessible and understandable to the learner. Likewise, the learning content should be selected in accordance with the learners' motivation and ability, the learning outcomes, and the teaching methods. The delivery of the learning content will always be governed by given structures and resources such as time, place, and the ability of the educator.

The WE-project intends to create an inclusive curriculum that should invite and inspire learners with different levels of motivation for participation. Therefore, the learners' prerequisite abilities, including personal background, lifeworld, motivations, and skills, are a natural starting point that should remain a point of reference throughout the process of developing curriculum and learning material.

Analysis and guidelines from the focus group to WE-developers

Learners' Abilities

In context of the WE-project, the term NEET is used about a young person as opposed to adult learners. NEETs and adult learners have different needs due to their different backgrounds, lifeworlds, motivations, expectations, and life experiences. This difference must always be considered when developing the learning program.

Responses from the focus groups (FGs) about motivations are manifold. Some are motivated by the opportunity for personal growth and self-improvement or by the prospect of enhancing their job chances in a labour market with an increasing demand for green skills. Others are motivated by the prospect of doing good locally and/or globally or by a growing sense of urgency for environmental knowledge and climate action.

An inclusive curriculum should give priority to learners' motivation when rendering the learning needs and attempt to accommodate the variety of needs of the learners. The AE must make sure to have sufficient insight into the learner's motivation to create meaningful outcomes and an inviting learning program.

The guideline to the AE is to develop a program with differentiated learning activities carefully designed to match the different learning abilities. The identified learning needs should reflect the learners' motivations, and the learning outcomes must be devised as a direct response to learners' motivation.

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Lack of interest is an important barrier for acquiring green skills. According to the TGs this might be due to lack of relevance to everyday life or lack of tangible outcomes. Environmental awareness is valued very differently in the different cultural and social settings that constitute the learners' personal backgrounds. Learners with no interest in green skills and environmental awareness, or perhaps even a negative attitude towards the green agenda, are not motivated and do not feel a need for skills. They see no need to react upon issues with no direct impact on their lives. The challenge for the AE is to create motivation i.e., to facilitate the learner's own creation of inner motivation. The means of this facilitation depends on the individual learner. Often it will be necessary to use questions to address the learner's emotions and attitudes. Once the learner has given her/his perspective, she/he will be more willing to adapt new ones. It is necessary to formulate a clear purpose for the unit, but it is not enough. A purpose directly linked to the aspirations and inner motivations of the learners gives the AE the best basis for spurring motivation. Unmotivated learners should be invited to share their attitudes and maybe add a new perspective to the purpose. Even critical and negative ones. They are a message to the inclusive AE of where these learners stand and where they should be met. Motivation can never be forced on somebody, and the AE must of course respect the integrity of the individual learner.

The guideline to the AE is to formulate a purpose for the learning unit which is directly linked to the inner motivations of the learners - and accept that some might not see the purpose.

Learning Outcomes

The FGs' wish for more environmental awareness in education and workplaces contains a derived requirement for learning outcomes to be achievable for everyone regardless of prior training. The FGs request concise thematic units and the use of plain language to attract and invite participants with different abilities. This calls for a new democratic way of drawing up learning outcomes with a stronger focus on action rather than understanding or analysing. An outcome should be achievable through action and engagement rather than just through the appliance of general skills like reading, writing, and calculating. You can learn a lot from organizing and running a voluntary clean-up hour for members of the local community without prior teachings on good citizenship and social engineering. Instead, these subject matters could be introduced in a simultaneous or subsequent reflection over the practical experience.

Example of learning outcome:

Upon completion of this unit, the learner will be able to organize a voluntary clean-up day for members of a known community.

Such practical and tangible outcomes are easy to document and assess as visible results throughout the learning experience as well as at the end of the unit. When the learner performs a desired action as part of the learning activity, the AE can easily assist the learner in recognising this as a skill. A tangible outcome will give the learner a chance to demonstrate achieved skills through actions rather than through a traditional quiz or test.

The guideline to the AE is to focus on practical skills rather than knowledge when devising learning outcomes. The wording of the learning outcomes must be concise and unambiguous, include action verbs (such as *change, apply, handle, solve, organize, test, use, make* etc.), and describe skills in the sense of ability to act.

Learning Content

According to the FGs, all learning content should be easy to access, use plain language, and avoid complex terminology. Knowledge content should be presented in confined units to accommodate understanding.

The learning content should be adapted to the learner. Not the other way around. The learning content should always give more to the learner than it takes. This may sound trivial, but in the attempt to select high quality materials, it is easy for the AE to overlook the accessibility of the contents for the learners. When selecting content, the AE should always check for accessibility, and if in doubt, break down the content into smaller chunks or create preparatory activities and scaffolding features, such as graphics, photos, videoclips etc. The quality of learning is more important than the quantity of learning for NEETs and low-skilled adults.

The guideline to the AE is to carefully adapt the learning content to the learners' abilities. The conveyance of content should involve methods selected to support accessibility for the learners.

The FGs ask for content comprising real-life examples, mentorship tips, and guidance from experts. The relevance of the content to the learners' daily life and local community is essential for keeping them engaged and interested. The AE must identify where the learners turn to seek advice and form opinions. The AE must ask who acts as role models or authorities in the learners' lifeworlds with the potential to inspire the learner to achieve the desired skills. The messages and impact of these authorities and role models should be included as learning content. Examples of role models could be influencers on social media, start-up entrepreneurs, idols (music, sports), politicians, NGOs etc. Obviously, it will not always be possible to get in touch with these role models, but their messages about environmental awareness on social media or in public life could trigger motivation and action.

The guideline to the AE is to create learning content (or have the learners do it themselves as a part of a learning activity) that includes messages from, communication with, or participation by individuals or organisations of importance to the learners.

The content should provide a connection between current global climate events and the impact of the training and maximise practical outcomes and local interaction. The AE must put local impacts of achieving the learning outcomes into a global perspective and demonstrate how the learning activity contributes to positive global effects. Once this connection is established, The AE can draw on most learners' acquaintance with their local community and passion to make a positive contribution by designing place-based activities and by viewing the entire community as the classroom.

The guideline to the AE is to make the local physical environment, culture, history, business life, or people of the local community a substantial part of the learning content.

Teaching and Learning Methods

The TG's ask for informal, non-formal and dynamic learning methods rather than traditional education methods. The acquiring of knowledge and skills-building should to a large extent happen as individual or peer-based exploration and experimentation rather than absorbing pre-planned material given by the AE. This implies active and responsible learners and AEs who are ready to share responsibility. Every learner has different abilities and needs when comes to initiative and self-management. Some need only a simple research question or a short practical instruction to get going. Others need more scaffolding or guidance. By appealing to the learners' intuition and emotional preferences, the AE can create a learning scenario allowing the learner to interact and build understanding through experiments and new discoveries driven by an inner motivation.

The AE must find the right balance of intervention in each case in order not to take away the responsibility from the learner. The traditional role of the teacher being responsible for the course material and the learner being responsible for absorbing it, must be replaced by new roles. The modern AE will spend more time preparing activities which allow the learners to do their own discoveries and present them and thereby contribute to the learning content. The AE should be ready to let the learner-provided content guide the following activities and to grab the opportunity to compare different contents and learn from the differences. Though they have different roles, the AE and the learners are equally responsible partners in creating the inclusive curriculum.

To accommodate this new role of the AE, the learning set up must involve tools, resources, and technical appliances to facilitate and support the specific learning activities.

For a learning activity such as planning and running a voluntary clean-up hour in the local community, a plan of action and a contact list could be useful tools, a podcast or YouTube video about a similar community event could be useful resources, and mobile phones with cameras and sound recorders could be useful technical appliances for communication and documentation.

The guideline to the AE is to design learning activities and setups which allow the learners to actively participate, explore and produce content. The setup must include tools, resources, and technical appliances to facilitate and support the learning process.

The TGs recommend that the learning units should be locally based to maximise practical outcomes and local interaction. To follow this recommendation, the AE could draw on the methods and content selection criteria described by the pedagogical theory of place-based education. The place-based approach seeks to utilise local cultural and physical resources as learning content and setting for the learning activities. It draws on the learners immediate understanding and emotional relation to her/his surroundings rather than abstract content about far-away issues. The outcomes should give the learner a better chance to utilise and develop local physical, cultural, and economic resources e.g., by qualifying for local job opportunities or initiating/ participating in local environmental awareness activities. Plenty of suggestions for activities and methods can be found through a search on the internet for place-based education and place-based learning.

The guideline to the AE is to include non-classroom activities in the learning program allowing learners to interact in the local community along with achieving practical learning outcomes, that enhance the learners' abilities to utilise and develop local resources.

The applied methods should let the learner take control over her/his own learning path. Although the learning outcomes are manifest, the ways to achieve them should be plural. A real choice between different learning opportunities gives the learner control over her/his learning path and increases motivation. The program should contain a repertoire of learning activities designed to match different motivations of the learners. An inclusive curriculum

The guideline to the AE is to create an excess of training activities allowing learners to choose from different activities and use different types of intelligences and practice different types of subskills.

The TGs suggest that material content should be presented through interactive and gamified methods. Material content provided by the AE should be conveyed through interactive methods, that actively involve the learner, such as peer-learning, live polling and instant assessments throughout the training activity, case stories with stop-and-go inputs from the learner.

Gamified methods are highly interactive and allow the learner to learn specific skills or knowledge from playing an actual game. The task for the AE is to transform the learning content into a game that learners can play.

Digital interactive tools, like online quizzes or screencasts, gives the AE a brilliant opportunity to include visual encouragements and rewards like confetti or clapping hands when learner makes the desired choice or achieves goals.

The guideline to the AE is to provide learning activities with a high level of interaction and active involvement of the learner throughout the learning unit, such as learning games, online quizzes, and live polling.

The response from the FGs seems to short-circuit the traditional way of perceiving learning progression through Bloom's taxonomy. When it comes to environmental awareness, the FGs want to learn through participation and real action in their physical or virtual surroundings. Hands-on experiments and social interaction are more attractive than remembering knowledge and understanding complex processes. This attitude is underpinned by the demand for localization, real-life examples, and practical application.

The guideline to the AE is to use inductive methods rather than deductive methods. It is better to start out with practical examples and then extract the general theory than the other way around.

Assessment Methods

The TGs have only little to say about assessment of the learning outcomes, though it is pointed out, that recognition and incentives for participation would increase motivation to participate in a training program. This is especially true of learners looking to enhance their job chances through certified green skills.

The TGs are more concerned about tangible outcomes in the shape of a visible change in their physical or social surroundings or an acquired personal ability to do something new. This is why the learning outcomes must describe skills and use action verbs.

The reason why TGs don't mention assessment method might be a negative attitude to assessment fuelled by the memory of the feared 'final exam', where the learner must demonstrate specific knowledge accumulated over the training period. An inclusive curriculum should do the opposite and assess skills rather than just knowledge and integrate the assessment into the activity flow.

This can be done in various ways depending on the program design. A few assessment methods are mentioned below.

Attendance

Some units may be passed by performing a minimum level of attendance. Indicators of participation may be applied.

List of subskills

A learning outcome is broken down into specific actions or subskills. A list of required subskills is devised and conveyed to the learner. The list could be a series of Kahoot quizzes or simply a list of tick boxes. The learner may be required to achieve a certain percentage of the subskills or specific key subskills to pass the unit.

Portfolio

The learner documents the acquired skills in a study portfolio. Material for the portfolio could be photos, videoclips, sound recordings, physical product etc.

The guideline to the AE is to perform assessment activities allowing the learner to gather documentation/evidence throughout the learning unit. The assessment activities should be inviting and motivating e.g., interactive quizzes to assess knowledge or gamified scenarios to assess skills.

Structures and Resources

The FGs calls for a mix between online activities, like webinars, and in-person classes.

Online activities can accommodate learners needs and motivate for participation in several ways. Online participation allows a single parent to stay at home at take care of a sick child and still attend virtually both in a classroom or at a field expedition with classmates. Online participation from home can provide the security and safety needed by some learners to relax enough to focus on learning, and the calm surroundings needed for some learners to be able to concentrate.

The guideline to the AE is to include online activities in the curriculum.

The FGs point out that language barriers and a lack of familiarity with technology can impede access to online courses and educational resources. Some learners might not possess the ability to access online activities from home. They will probably feel safer in a classroom setting with easy access to support and guidance.

The guideline to the AE is to consider hybrid provision of the unit to accommodate the needs of both in-person and virtual participation in the training activities.

The TGs recommend that the learning units should be locally based to maximise practical outcomes and local interaction. To follow this recommendation, the AE could draw on the methods and content selection criteria described by the pedagogical theory of place-based education.

The place-based approach seeks to utilise local cultural and physical resources as learning content and setting for the learning activities. It draws on the learners immediate understanding and emotional relation to her/his surroundings rather than abstract content about far-away issues.

The outcomes should give the learner a better chance to utilise and develop local physical, cultural, and economic resources e.g. by qualifying for local job or initiating/participating in local environmental awareness activities. Plenty of suggestions for activities and methods can be found through a search on the internet for place-based education and place-based learning.

The guideline to the AE is to include non-classroom activities in the learning program allowing learners to interact in the local community along with achieving practical learning outcomes, that enhance the learners' abilities to utilise and develop local resources.

Skills Validation and Recognition of Module

ESCO (European Skills, Competences, Qualifications and Occupations)

ESCO (European Skills, Competences, Qualifications and Occupations) is **the European multilingual classification of skills, competences, qualifications, and occupations**.

ESCO works like a dictionary, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training area and systematically showing the relations between those occupations and skills. It is available in an online portal where its dataset of occupations and skills can be consulted and downloaded free of charge.

Its **common reference terminology** helps make the European labour market more effective and integrated and allows the worlds of work and education/training to communicate more effectively with each other.

ESCO is:

- available in 27 languages (24 EU languages, plus Icelandic, Norwegian and Arabic)
- composed of 2 pillars:
 - occupations
 - skills/competences
- linked to relevant international classifications and frameworks, e.g.:

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- International Standard Classification of Occupations
- International Standard Classification of Education: Fields of Education and Training
- European Qualifications Framework
- available **free** to all stakeholders in different formats.

ESCO is a resource that supports 2 of the EU's key strategies in this field:

- Europe 2020
- Skills agenda for Europe

Benefits

Using a shared terminology across sectors helps the following groups:

Jobseekers

Jobseekers can document and describe their knowledge, skills, and competences to match job openings more accurately.

Education/training institutions

Education and training institutions are able to:

- use a multilingual reference terminology to describe the learning outcomes of their qualifications, thus making qualifications more transparent,
- adapt their programmes based on feedback from the labour market,
- work more closely with employment services and career advisors.

Employers

Employers are able to more precisely state the skills and qualifications they expect from employees.

Online job search websites

Europe-wide recruitment databases (like EURES) can match people with jobs in all EU countries, even when CVs and job vacancies are in different languages.

Employment services & careers advisors

Employment services and career advisors can build partnerships (especially between public and private employment services) and share data.

Who runs ESCO?

ESCO is managed by the Commission, who is responsible for updating the classification. It is supported by external stakeholders.

Source: <https://ec.europa.eu/social/main.jsp?catId=1326&langId=en>

T6.2 – Life skills and competences

The WE project focuses on the development of green skills of low skilled adults both at a professional and personal level and refers to the five T6.2 ESCO skills:

T6.2 – Life skills and competences: applying environmental skills and competences:

1. evaluate environmental impact of personal behaviour
2. adopt ways to foster biodiversity and animal welfare
3. adopt ways to reduce negative impact of consumption
4. adopt ways to reduce pollution
5. engage others in environment friendly behaviours

We have chosen to concentrate on the T6.2 ESCO skills in the modules because they address the different modes and activities relevant for a greener working and living and are the only transversal skills that deal with sustainability in the current version of ESCO.

Referring to ESCO-skills makes it easier for employers, educators and other stakeholders across European countries to recognize the achieved skills because the ESCO resources are available and accessible in all languages spoken within the EU. Source: <https://esco.ec.europa.eu/en/classification/skills?uri=http://data.europa.eu/esco/skill/80cf002a-6586-4db7-9c9a-88325a9a5e1b>

How to develop the powerpoint presentation for the learner

The instruction below describes how to develop the Powerpoint presentation for a learner studying the unit individually or attended by and adult educator.

The instruction relates directly to the development template *Presentation for the learner_template*.

Presentation for the learner

Quantitative requirements

- Total number of slides: 35 – 45, including
 - ≥ 5 picture slides.
 - ≥ 2 YouTube video slides. YouTube videos with subtitles must be chosen to avoid translation.
 - ≥ 2 table/ diagram slides.
 - 3 mandatory slides at the end 'Inspiration'. 'More to explore' and 'Sources'.

Non-text slides should support understanding of the textual content and be distributed evenly throughout the presentation to enhance student motivation throughout the learning experience.

Structure of the presentation

1. Introduction setting the scene and addressing all learning outcome.
2. 2–4 themes or aspects covering specific learning outcomes.
3. End theme 'What can you do right now?', that sums up the content, addresses the learners feeling of responsibility, and calls for action.

Structure of a theme

All themes, including 'Introduction' and 'What can you do right now?', should follow the same structure and contain these elements:

1. Learning content of the theme
2. Learning activities supporting or testing the learners understanding and ability to use the learning content of the theme to solve problems. (The activities will be created in WP 4 and will not be described here.)

How to use the presentation template

- Slides 1–10 constitute the template. They are mandatory. They must appear in your unit presentation in the shown order and filled in according to the instructions below.
- Slides 12–24 are extra empty slides with a variety of layouts.
- Add or delete mandatory theme slides according to the chosen number of themes.
- The headlines in the mandatory slides should remain in position, and font/size/color must remain unchanged. Otherwise, you are free to change the layout.
- Add extra slides of your own choice between the mandatory slides.
- Slide 10 (end slide) must remain as it is.
- NB: Make it an immediate habit to list all the sources of the theoretical contents throughout the development process. You will need the in slide 9 (Sources).

Slide in presentation template (number)	Instruction	Slide in unit 5 PPT
Welcome (1)	<ol style="list-style-type: none"> 1. Open the powerpoint presentation <i>Presentation for the learner_template</i>. 2. Type unit title and name of your organisation. 	1
Introduction (2)	<ol style="list-style-type: none"> 1. Think of a theme/ an aspect/ a problem that overlies and involves all the learning outcomes. The theme should serve as a motivating introduction and open the theoretical field of the unit to the learner. 2. Formulate a headline for the introduction theme. 3. Type the headline in the template. 4. Add content to the slide. 5. Add slides to finish the introduction theme or create the following themes simultaneously. 	2-7
Themes (3-5)	<ol style="list-style-type: none"> 1. Search and select relevant learning material in accordance with both the learning outcomes and the needs of the learner as expressed in the analysis above. 2. The themes should contain content which specifically improves the learner's knowledge and skills regarding each learning outcome of this unit. 3. Decide the number of themes. The straightforward solution is a theme for each skill. But a theme could also cover more than one skill. 4. Add or delete theme slides in the template according to your need. 5. Formulate a headline for each theme. 6. Type the headlines in the template. 7. Add content to the slide. 8. Add slides to finish each theme one by one or simultaneously. 	T1: 8-15 T2: 16-18 T3: 19-30 T4: 31-33
What can you do right now? (6)	<ol style="list-style-type: none"> 1. Render your learning materials and look for calls for action to the learner. How does the learning outcomes impact the learner? What is in it for the learner? How can the learner use the achieved knowledge and skill right now? 2. This final theme should sum up the learning outcomes by demonstrating to how to use them in the learner's everyday life. This should motivate the learner for action and for preceding to the assessment quiz. 3. Create content according to the preprinted headline. 4. Type content under the headline in the template. 5. Add slides if needed. 	34
Inspiration (7)	<ol style="list-style-type: none"> 1. Search for profiles on social media (like Instagram or Facebook) with a strong message related to the aim of this unit would be able to inspire the learner. 	35

	2. Find at least 4 profiles. 3. Add links to the profile in the template together with the link to the WE Instagram account (preprinted).	
More to Explore about the Topics of this Unit (8)	1. Search the web for free and accessible additional material about the topics which is not directly included in the curriculum. 2. Make sure the selected material is available in all partner languages. So better to use official EU or United Nations materials, Erasmus results as good practice. 3. Enter 3-5 links with a short and inviting explanation of what the link contains.	36
Sources used to create this learning unit (9)	Enter all literature and links to online resources used to create both theoretical contents and activities for this unit.	37
End (10)	Mandatory end slide. No entries here.	38

How to develop guidelines for the adult educator

The instruction below describes how to develop guidelines for the adult educator wanting to use this learning unit for a group of students.

The instruction relates directly to the development template *Guidelines for the adult educator_template*.

Slide in guideline template (number)	Instruction
Title slide (1)	1. Open the Powerpoint presentation <i>Guideline for the adult educator_template</i> . Type unit number, title, and name of your organisation in the template.
Aim of this unit (2)	Formulation of general aim. 1. What is the overall aim that covers all the learning outcomes of this unit? Give your answer in on sentence. 2. Type the general aim in the template. Choice of targeted transversal ESCO skill(s) from the category T6.2. 1. Render the title of your learning unit and your ideas for learning content. 2. Browse the five ESCO skills of the T6.2 category 3. Decide which one or two of the 5 ESCO T6.2 skills most adequately describes the learning outcomes of the unit.

	<p>4. Type the chosen ESCO skill(s) in the template.</p> <p>5. If two skills are chosen, please replace 'skill' with 'skills' in the previous sentence.</p>
Purpose of this unit (3)	<p>1. Think over, what intended impact this unit should make on the learner.</p> <p>2. Type a short and precise purpose (max. 2 lines).</p> <p>3. Begin with the words <i>This learning unit intends to...</i></p>
Learning outcomes of this unit (4)	<p>Knowledge</p> <p>1. Identify 2-4 points of knowledge that the learner will achieve by completing the unit.</p> <p>2. Make sure that the knowledge points cover all key areas of the learning content.</p> <p>3. Type the knowledge points in the template.</p> <p>4. Begin with a non-active verb such as know, understand, gain insight etc.</p> <p>5. Add or delete knowledge point in the template according to the chosen number of knowledge points.</p> <p>Skills</p> <p>1. Identify 2-4 skills that the learner will achieve by completing the unit.</p> <p>2. The skills must build on the achieved knowledge.</p> <p>3. Make sure that the skills relate directly to the ESCO skill(s) chosen under 'Aim of this unit'.</p> <p>4. Type the knowledge points in the template.</p> <p>5. Begin with an action verb such as use, initiate, develop, choose etc.</p> <p>6. Add or delete knowledge point in the template according to the chosen number of knowledge points.</p> <p>ESCO skill(s)</p> <p>1. Copy ESCO skill(s) from slide 2 into this slide.</p> <p>2. If two skills are chosen, please replace 'skill' with 'skills' in the previous sentence.</p>
Activity Flow of this unit (5)	<p>Look at your finished powerpoint presentation for the student.</p> <p>Add or delete themes in the template according to number of themes in the presentation.</p> <p>List the themes according to the template.</p>
Learning content of this unit (6)	<p>1. Run through all the theoretical content of your unit and identify all key points of knowledge. In aggregate they will serve as a content overview for the adult educator.</p> <p>2. Formulate a keyword or a short sentence for each key point of knowledge.</p> <p>List your wordings in the template.</p>
Background knowledge related to this unit (7)	<p>List any online resources available to the adult educator to support the educator who is not very familiar with the topic of the unit.</p>

Powerpoint presentation for the learner (not part of these guidelines)	Please see separate instruction in the previous section in this document: <i>How to develop the Powerpoint presentation for the learner.</i>
Skills Assessment of the unit (8)	<p>The digital embedding of the quiz awaits WP4. However, the contents of the quiz could readily be prepared alongside the creation of the unit as good questions might arise during the development process.</p> <ol style="list-style-type: none"> 1. Open the Word-document <i>Skills assessment multiple-choice quiz_contents template.</i> 2. Enter 10 questions and 4 optional answers for each question, but only one correct answer for each question. The quiz must directly assess all learning outcomes of the unit in a balanced way, though some questions may assess more outcomes. The questions in aggregate must cover all key areas of the learning content of the unit. 3. Copy the completed quiz contents into the slide.
Skills Validation and Recognition of the unit	No entries on this slide.

Annex 1: Template for Adult Educator



WE Adult Educator
Template

Annex 2: Template for Learner



WE Learner Template

Annex 3: Template for skills assessment multiple-choice quiz contents

Contents for

Skills assessment multiple-choice quiz

Unit number:

Unit title:

Question	Optional answers (mark correct answer with x)	
1.		x
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

10.		