

IO1 – In-service Training Program

PART 2 – Trainers Manual



SIS-SME

Building strategic innovation skills within SMEs

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Learning Unit 1

Building the digital and pedagogic skills of VET professionals

and

How to use innovative ways of teaching online

Tutors as developers and producers of media-rich digital learning content

Introduction to the Learning Unit

Pedagogy is the basis of our profession and many of us would have an idea in our mind of what an effective pedagogy would be for the phase of learning or subject area we are planning to specialise in.

Technology has also changed the way we view VET tutors and how they perceive themselves. No longer is the traditional paradigm of the all-knowing, all-powerful teacher at the front of the class distilling knowledge into the empty minds of the students relevant. No! It doesn't work anymore!

Technology was first viewed with great excitement by some educators as its potential was being explored. There was a lot of predictive comment made about the computer replacing the teacher, which led to some negative backlash regarding incorporating technology into classrooms.

Technology has furthered the shift towards more independent, student led inquiry modes of learning. While teachers now assume the role of co-collaborator or so-called eModerators. And we should take advantage of this! Because technology appears to be more than a mere tool in the classroom.

The pandemic 2019 demonstrated to us that humans still need humans. Otherwise, the learning process becomes boring and monotonous. Therefore, educators started to examine the potential of new technologies in teaching and learning. **And this Learning Unit aimed to help and real tools on how to use innovative ways of teaching online.**

Module. 1 Virtual escape rooms

Preparation time – up to 10 hours

Activity time – 1 hour

The online or virtual escape rooms usually run through a video conferencing platform where the team members solve different puzzles and find hidden clues to 'escape the room'. This technique creates a mysterious and dynamic story-line of the working process. It can either be done by an individual or as a group, competing against other person/people.

Virtual escape room is similar to one in-person version. The difference in these experiences is that players are hosted over Zoom or Skype calls and control a 'field agent' in real-time to complete the challenges instead of doing it themselves.

Escape rooms help to improve a **sense of awareness** about simple tasks. Additionally, they facilitate the process of development of intelligence, problem solving, creativity.

Therefore, this team building **exposes strengths and weaknesses** in the participants' behaviours, which gives them a valuable opportunity to reflect on their working dynamics and decision-making processes.

Escape rooms encourage players to communicate with each other and **improve time management skills**. Speaking of time, players are usually given an hour at most to solve the puzzles and escape the room successfully. Due to this time constraint, players are motivated to effectively utilise the time they have and do their best to finish the game before time runs out.

Natural **leadership skills** are manifested! This refers to group work, of course. To cover more areas of the room and solve puzzles quickly, a team needs a leader who will delegate tasks or split them up into pairs. The aim is to cover more ground and find clues faster.

What the players will encounter in escape room games is far from their usual tasks. If a person/team is used to things being done in a certain way, this is a good way to make them think out of the box, look from a different perspective, and use new problem-solving strategies.

Escape rooms are always a nice solution to boost working dynamic, especially when it comes to the development of a sense of entrepreneurship, negotiations, fast reactions, and communication.

There are various instruments on how to create a virtual escape room.

Google forms are one of favourite teachers' free tools to create escape rooms. Here are the examples of thematic escape rooms made in the Google forms:

1. https://docs.google.com/forms/d/e/1FAIpQLSednwQFulp6do_3xSkk4hl3o2_2IVmsHx8wPhanNvYCWSHqOg/formResponse
2. https://docs.google.com/forms/d/e/1FAIpQLSc67pRyjXagfKn0W4aEcZmX_ZlzP3muoyjl-bFOhlpPzgMwPw/viewform
3. https://docs.google.com/forms/d/e/1FAIpQLSdxEJnMwhBgOIUlvfeq2ghDMuAk9uzN1Voc_wkzAT5jIFz1oA/viewform
4. https://docs.google.com/forms/d/e/1FAIpQLSfZDJePcOyawWq_9ffRtZm900Os_b_6lemC3bKEGWbRhnwUrCA/viewform?fbzx=5856172515776560620

A YouTube tutorial can be found here:
<https://www.youtube.com/watch?v=p-4LvbAHA9c>

Escape room makers. There are other areas online that might be useful for further reading and ideas of creating an online escape room. Some of them are free-to-use, some of them are paid. All of them have their advantages and are worth working with.

Canva is an online software where you can create various different interactive designs and graphics. By basically adding hyperlink elements to an infographic, it could be a great way to add additional sources for students to look at and find the 'key' or 'lock' for part of a digital escape room.

An outdoor virtual escape room is also possible!

You don't need to be inside of a room to feel locked-in. For example, imagine that you're blocked in an evil city, because the gates were closed due to an epidemic or other kind of threat.

To recreate such a story, you can easily use a GPS-based platform. Set up tasks, riddles, and game rules around various locations in a chosen area. Take a public space, create a game there, and you can use the following tools:

Create a virtual 'room' or multiple areas with Google Sites (sites.google.com). Use Canva (canva.com) to illustrate the space. Add and view clues on a Jamboard (jamboard.google.com).

QR codes can also be added to these interactive designs to again direct students to other 'keys' and 'locks' within the escape room.

Module 2. Video creation

Time of the activity – up to 6 hours

Video creation is a very useful tool when it comes to education or training. Videos are very attractive for users and offer you the opportunity to train or teach people at any age through a very creative way.

There are many video creation tools available in either free or paid versions. Some examples of such tools that are also described below are the following:

- Wave.video
- H5p
- Powtoon
- VideoScribe
- OpenShot

Before we proceed with the tools description it is important to mention that prior to the creation of any video, you have to complete two steps. The first step is the preparation of the video script while the second step is the creation of voiceover. The video script can be a simple document with the content of the video and the identification of visual elements to be used in the video. The voiceover is an optional part of the video that can either be completed prior to the creation of the video or it can also be prepared while using the tools during the video creation process.

Below you will find information and also useful links for each of the tools mentioned above.

wave.video



Step 1

- Choose the type and size of the video;
- Choose a videoclip, image or background for the first slide.

Step 2

- Editing your video;
- Intuitive and easy to use interface;
- Free version allows the creation of only 15 second videos.

Step 3

- Rendering and downloading your video;
- Rendering times depends on video quality and length.

For better understanding of all the steps mentioned above, you can always search for free online tutorials:

- [Wave Video Review & Tutorial | Online Video Editor - YouTube](#)
- [How to Use Wave.video | Walkthrough Tutorial - YouTube](#)
- [Wave.video Walkthrough Tutorial - YouTube](#)

However, there are also other video creation tools and each one has its own benefits. Find more information below.

Powtoon



POWTOON

- Intuitive and easy to use interface;
- Great for creating videos with cartoon characters;
- Building your own characters;
- 7-day trial period
- Tutorials inside the platform.

Tutorial: [Tutorials | Powtoon](#)

VideoScribe



- Intuitive and easy to use interface;
- Great for creating whiteboard animations;
- Browser (Cloud) or Desktop (Download) software.
- 7-day trial period
- Tutorials inside the Academy (better to search the YouTube: VideoScribe Tutorials by Sarah Dewar).

Tutorial: [VideoScribe Tutorial 1: Getting Started – YouTube](#)

OpenShot



- Needs to be downloaded – not cloud-based;
- Open-source software – Totally free;
- No stock image, video, music or sound library – they need to be uploaded;
- Interface not that easy to use – some;
- Tutorials are textual and very short

Tutorial: [OpenShot Video Editor – Tutorial for Beginners in 10 MINUTES! – YouTube](#)

H5P – Interactive video



This tool is ideal for the creation of Interactive videos. Such videos are perfect when you already have a video clip that you want to enrich with interactive elements. Thus when using this tool you upload the video and then add the interactions.

Some of the advantages when using this tool are:

- You can facilitate differentiated learning by adding in-depth information such as pictures, tables, text and links that the learner can interact with during video playback.
- Include puzzles for the learners to solve at any given time in the video by adding Multichoice questions, Fill in the blanks, Drag and drop questions and Summaries.

- Your content can be accessed via direct link, embedded, or inserted into any learning management system that supports LTI integration.

Tutorial: [Interactive Video Tutorial | H5P](#)

Module 4. WebQuests

Time of the activity - 3 hours

A WebQuest is a research-based activity in which some or all of the information that trainees interact with, comes from resources on the internet. They can be used and adapted to any topic in a very easy way. Usually, WebQuests include information about a topic but also a variety of resources that the trainee is guided to use in order to find more information about the topic. This creates a more interactive environment for the trainee and also includes the self-study factor. As the use of Internet increased rapidly, there was growing pressure on trainers/educators to adjust to this change and help their trainees use this valuable resource as an effective tool.

Some of the **reasons for using WebQuests** can be found below:

- No specialist technical knowledge is needed either to produce or use them.
- Trainees don't simply repeat information but are guided towards completing some steps in order to achieve a given task.
- They encourage critical thinking skills, including: comparing, classifying, inducing, deducing, analysing errors, constructing support, abstraction, analysing perspectives, etc.
- Usually, they are group activities and as a result tend to lead trainees to communication and sharing of knowledge.
- There can be both motivating and authentic tasks encouraging learners to view the activities they are doing as something 'real' or 'useful'. This inevitably leads to more effort, greater concentration and a real interest in task achievement.

The development of a WebQuest is very easy and is completed through the use of Microsoft Word or any other similar software. There are usually **five essential parts** of a WebQuest and these are:

- Introduction stage
- Task section
- Process stage
- (Self)Evaluation
- Conclusion

Introduction stage

- The Introduction stage is normally used to introduce the overall topic of the WebQuest.

- It involves background information on the topic and often introduces key terms and concepts which trainees will need to understand in order to complete the tasks involved.

Task section

- The Task section of the WebQuest explains clearly and precisely what the trainees will have to do as they proceed with the WebQuest.
- The tasks should obviously be highly motivating and intrinsically interesting for the trainees and should be firmly anchored in a real-life situation.
- This often involves the trainees in a certain amount of role-play within a given scenario.
- The tasks is the single most important part of a WebQuest.
- It provides a goal and focus for trainees energy and it makes concrete the curricular intentions of the designer. A well designed task is doable and engaging, and elicits thinking in trainees that go beyond rote comprehension.

Process stage

- The Process stage of a WebQuest guides the trainees through a set of activities and research tasks, using a set of predefined resources.
- These resources – in the case of a WebQuest – are predominately web-based and are usually presented in clickable form within the task document.

(Self)Evaluation stage

- The Evaluation stage can involve trainees in self-evaluation, comparing and contrasting what they have produced with other trainees and giving feedback on what they feel they have learnt, achieved, etc.
- It will also involve trainer evaluation. Thus, WebQuests give guidance to the trainer for this particular part of the process.

Conclusion stage

- The conclusion of a WebQuest is where both the trainees and the trainer can discuss about what went wrong, what went right, what they liked and disliked, and offer any suggestions/comments for changing the WebQuest in order to improve it or make it more appealing.

In **Annex I** you can find a template of a WebQuest.

Thus, the steps to create a WebQuest are the following:

- Define the topic area and the outcome (Introduction and Task phases);
- Find web resources which are suitable and relevant content-wise (Resources);

- Group the resources according to stages of the Task;
- Structure the Process – tasks, resources,
- Design the Evaluation stages and concepts.

For the development of a WebQuest one must have the following **skills**:

Research skills: It is essential to be able to search the Internet and quickly and accurately find resources.

Analytical skills: It is also very important to be able to have a critical thinking over the resources you find when searching. Additionally, you have to ensure to examine any website you are considering using thoroughly before creating any activity around it.

Word processing skills: You will also need to be able to use a word processor to combine text, images and weblinks into a finalized document.

Module 5. Quizzes

Time of the activity – 3 hours

Quizzes are another innovative way to teach online and can be prepared very easily. The idea behind quizzes is to transfer knowledge in the form of questions. Usually, the most common tool that Quizzes are developed is through Google forms but there are also other tools such as Socrative. More information about each tool can be found below.

Google Forms

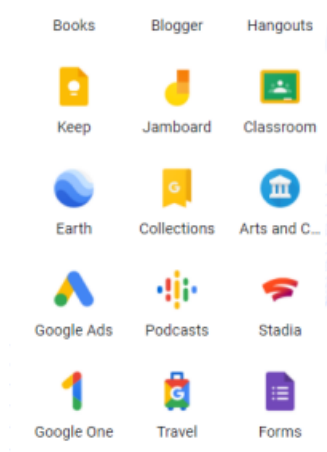


This free tool offers an easy interface to be used and the tests can be created in a personalised way. It also gives you the opportunity to give feedback and automatic grading. More details about the steps to create quizzes can be found below:

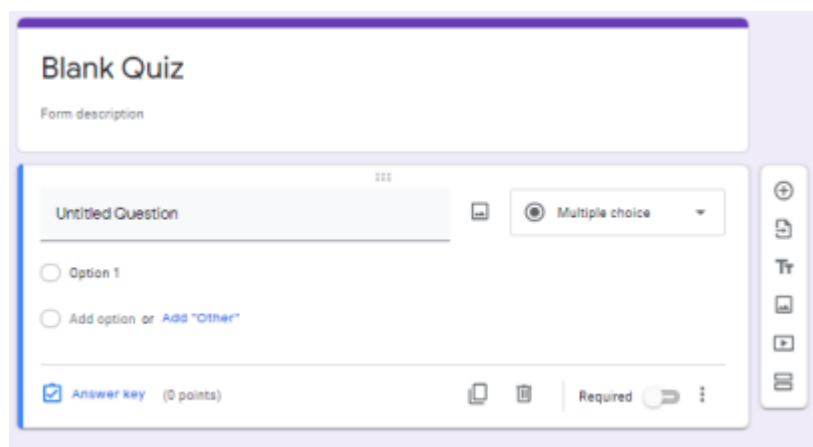
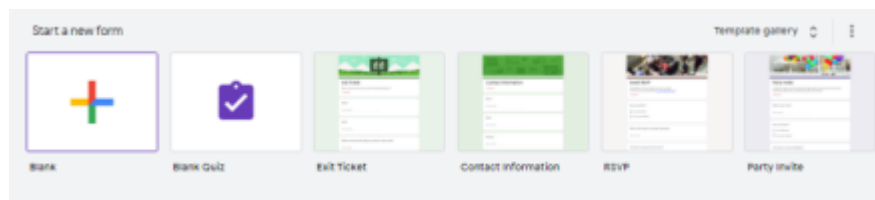
Step 1: Create a Google account or use an existing account



Step 2: Open Google Forms



Step 3: Choose a template



Step 4: Add the desired types and numbers of question tabs with the related text/answers. The most common type of questions for Quizzes is the multiple choice because it gives you the opportunity to check the correct answers.

Step 5: Click on the Settings tab

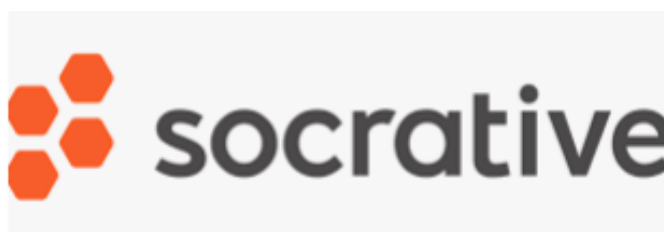
answer key' to assign points

s that are correct, enter the points for this
on

Step 9: Assign points and add feedback on all question types

For better understanding of all the steps mentioned above, you can always search for free online tutorials: [Google Forms – Create a Quiz – YouTube](#)

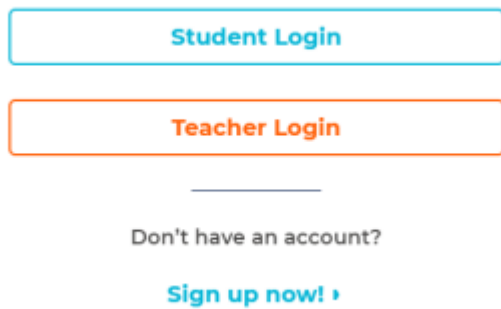
Socrative (www.socrative.com)



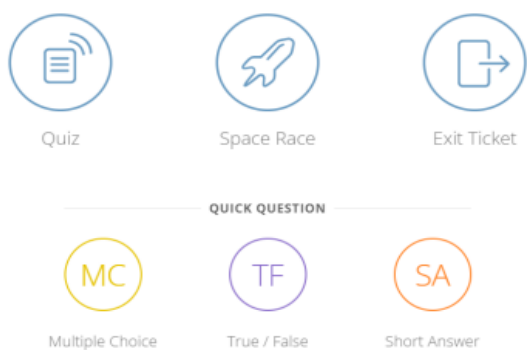
Through this free online tool for education, you can also make

lessons more interactive, with personalised tests and feedback. Check the steps below to see how to use Socrative

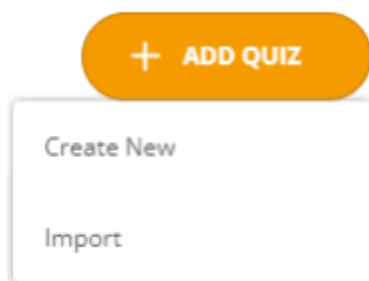
Step 1: Log in to Socrative with a teacher account



Step 2: Click on the Quizzes tab

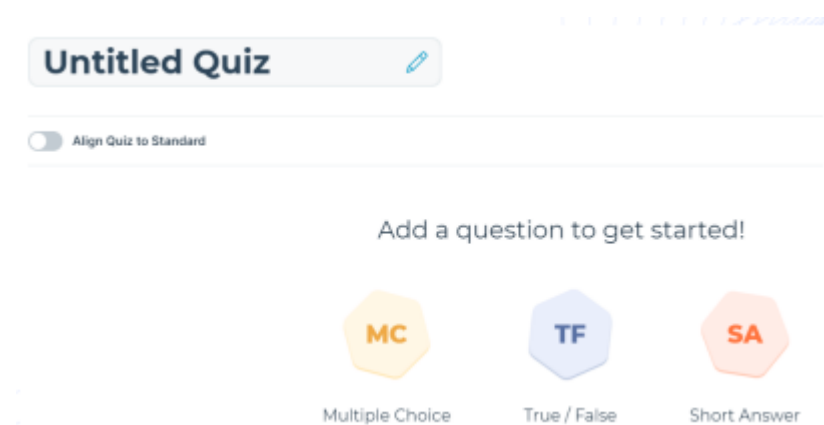


Step 3: Click the 'Add Quiz' in the top-right corner and select 'Create New'



Step 4: Give the quiz a name

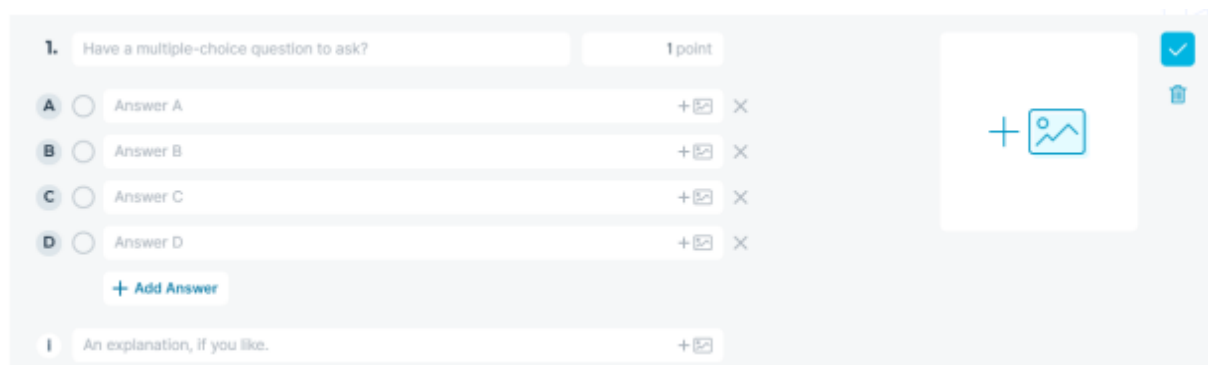
Step 5: Click the question type you would like to start with from the 'questions section'



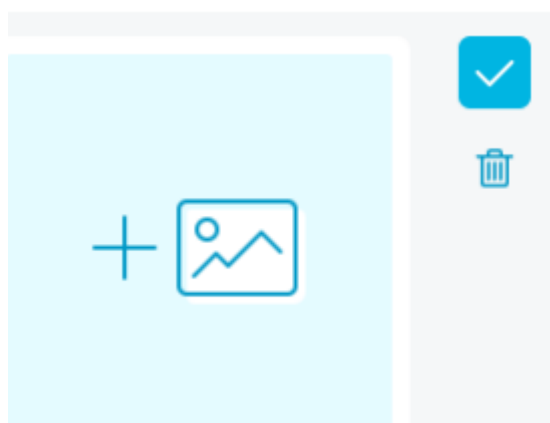
Step 6: Enter all the details for the question, including answers

Step 7: Select which answers are correct from the right side

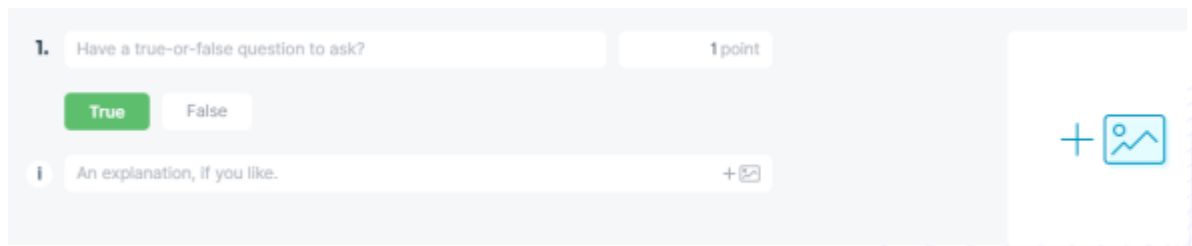
Step 8: Provide an explanation for the question



Step 9: Click the 'Save' button (validate the question)



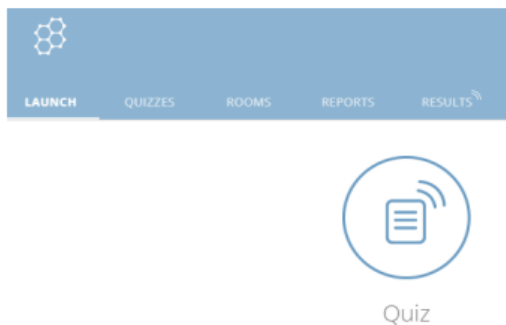
Step 10: Move on to the next question

A screenshot of a quiz question interface. It shows a question number '1.' followed by a text input field containing 'Have a true-or-false question to ask?'. To the right of the input field is a '1 point' label. Below the input field are two buttons: 'True' (highlighted in green) and 'False'. At the bottom, there is an 'i' icon followed by a text input field containing 'An explanation, if you like.' and a '+ [image icon]' button. On the right side, there is a dashed box containing a '+ [image icon]' button.

Step 11: After the quiz is completed, click the 'Save and Exit' button

Save and Exit

Step 12: Launch the quiz from the quiz list



For better understanding of all the steps mentioned above, you can always search for free online tutorials: [Socrative Tutorial – Quiz Creation and Launch – YouTube](#)

Module 6. Digital whiteboard

Time of the activity – 2 hours

A digital whiteboard is a graphic organiser that **plans a narrative**. These boards are a powerful way to visually present information; the linear direction of the cells is perfect for storytelling, explaining a process, and showing the passage of time.

Digital whiteboards are a great instrument for icebreaker activities, team building and effective learning process. With a digital whiteboard, every learner can be involved and contribute to the working process. **Digital whiteboard is a powerful visual communication tool.**

Examples of the whiteboards are: [Mural](#), [Miro](#), [Padlet](#), [Whiteboard](#), [Jamboard](#), [Mentimeter](#). All the mentioned instruments are free to use.

Indeed, if one searches for a digital whiteboard, Google will give many different options.

Another graphic learning supporter is a **storyboard**. It is a technique for developing the structure and content of a presentation.

Once you have identified your audience, purpose, and context, you are ready to begin storyboarding.

A storyboard can help:

- Visualise a specific scenario
- Highlight the events a user goes through to accomplish a goal
- Establish context for teams when working on a specific problem

The easiest way to create a storyboard in PowerPoint. The tutorial can be found here: <https://www.youtube.com/watch?v=mL94HOvlf0I>

Module 7. Remote Storytelling Workshops & Training

Time of the activity – up to 3 hours (with coffee-breaks)

Storytelling is one of our most powerful forms of communication. We are all natural storytellers and stories grab our attention. By telling stories during the online classes, we can build trust and psychological safety.

Storytelling helps to shape the idea into a story, aims to inform, persuade, and inspire others. This method is compelling because all humans are hardwired to respond positively to stories.

There are eight masterful methods of storytelling

1. Design

2. Content
3. Interactivity
4. Multi-Media
5. Personalization
6. Shareable
7. Multi-Device
8. Conversation

Studies have shown that people tend to remember about 10 percent of what they heard 72 hours prior, but they remember 65 percent if visuals were added to the oral presentation.

Every VET tutor reaches an upper level of professionalism while preparing workshop or training with the help of storytelling. In fact, teachers are storytellers. In reality, teachers don't see themselves as storytellers. Or rather, they see the occasional storyteller and think it's a theatrical, exaggerated show more akin to acting. However, being a teacher definitely involves acting and theatrics.

Here you can find the list of digital storytelling sources:
<https://www.techlearning.com/tl-advisor-blog/30-sites-and-apps-for-digital-storytelling>

Additional sources:

- https://www.oup.com.au/media/documents/higher-education/he-samples-pages/he-teacher-ed-landing-page-sample-chapters/HOWELL_9780195578430_SC.pdf Oxford toolkit
- <https://www.forbes.com/sites/darrenmenabney/2020/06/18/how-to-use-storytelling-to-build-stronger-remote-teams-in-the-new-normal/?sh=795ca3ef3a19> Forbse

Module 9. Poster creation

Time of the activity - 1,5 hours

Poster creation can be very useful and attractive for trainees. The poster creation can be completed through tools such as Canva and PowerPoint. Below you can see the steps in detail.

Canva (<https://www.canva.com/>)



Canva is a software that is offered in both free and paid versions. The free version offers a high variety of templates so there is no need to proceed with a paid version unless you want to enrich the options you have. The content can be easily downloaded and shared.

Step 1: Open Canva and log in to <https://www.canva.com/>

Step 2: Search for 'Posters'

Step 3: Choose a template

Step 4: Personalise your poster design by choosing layout, colour scheme, background etc

For better understanding of all the steps mentioned above, you can always search for free online tutorials:

- [Canva Poster Tutorial - YouTube](#)
- [How To Use Canva For BEGINNERS! \[FULL Canva Tutorial 2021\] - YouTube](#)

Microsoft PowerPoint

Time of the activity – 1 hour



PowerPoint is a user-friendly tool that offers a wide variety of templates to choose from. Additionally, it offers you the opportunity to create, in an easy way, colourful and attractive designs

Step 1: Open PowerPoint

Step 2: Go to the Design Menu, click on the "Slide Size" button and choose "Custom Slide Size"

Step 3: Choose Portrait orientation and the appropriate slide size

Step 4: Add text and elements to the slide

Step 5: Organise everything in an attractive way

Step 6: Save the poster in pdf format

For better understanding of all the steps mentioned above, you can always search for free online tutorials: [How to make a poster using Microsoft PowerPoint – Poster design tutorial – YouTube](#)

Module 10. QRCode code creation

Time of the activity – 0.5 hour



The use of QR codes became one of the most common ways to access a variety of information. Using QR codes makes the whole teaching process much more fun and includes interactivity. QR codes can be easily

prepared for free through multiple websites and tools. One tool is also QRCode Monkey. This tool is easy to use, can hold a lot of information, is easy to read by mobile devices, can also be used for multiple purposes and offers fast information retrieval.

Step 1: Go to <https://www.qrcode-monkey.com/>

Step 2: Copy the desired link from any website/file and paste it in the “Content” tab

Step 3: Click the “Create QR Code” button

Step 4: Click the “Download PNG” button

For better understanding of all the steps mentioned above, you can always search for free online tutorials: [QR Code Monkey Tutorial – YouTube](#)

Learning Unit 2

Digital classroom environment

This Learning Unit addresses key role of VET tutors as facilitators of remote online learning

Introduction to the Learning Unit

Modern education is going online worldwide. Much like with businesses. These two integral parts of our lives complement each other. For businesses to grow, one needs to evolve, and to grow mentally and intellectually. In turn, education relies on the support of businesses.

That is why we have developed this Training Programme, aimed to help educators to evaluate their working environments. This helps them to identify opportunities within different digital technologies and to understand the relationship between business opportunities and digital tools.

This training material will be focused on building the digital and pedagogic skills of VET professionals to enable them to provide quality services through accessible and interactive online environments. It also explains how to use innovative ways of teaching online through the easy-to-apply practical instruments and building the digital and pedagogic skills of VET professionals.

Teaching professionalism and ability to create an inclusive and trustful learning environment positively affects learning environments. A good VET worker is the one who never stops learning and growing as a professional and person.

What are the main skills of a VET worker? Those are: **Compassion, Decision-making skills, Interpersonal skills, Management skills, Artfulness and Problem-solving skills.**

'Pack' of online ice-breakers and energizers

Being a VET worker and facilitating a group of people is always the responsibility of focusing everyone's attention on the session's topic and setting the tone for the professional development. This can be facilitated within digital environments.

The ability to create a trustful and friendly working environment via 'breaking' the screens is a talent to reach for every VET tutor. Of course, we do not mean to break for real, but to break the feeling that the learners are far away from each other and can easily be distracted by any side effect, has to be eliminated from the start. Digital-icebreakers and energizers are great instruments for that. The more diverse activities introduced – the more professional the educator is – the more involved the public is.

The following activities draw on research to explore how icebreakers and energisers focus participants' attention, raise the energy of the classroom, and establish an active working community.

Finally, an evaluation section is essential in every educational activity because it offers the trainee the opportunity to reflect on all the information and knowledge received and also summarise the key points of the activities.

Total: 715 min – appr. 12 hours

Module 1. Ice-breakers

An icebreaker is a facilitation exercise intended to help members of a group begin the process by forming themselves into a team. Icebreakers are commonly presented as a game to 'warm up' the group by helping the members to get to know each other.

Spotlight game

Time of the activity – 10 min

Facilitator asks all the participants **to switch off** the cameras and be ready to act according to the commands. After that, a leader one by one asks to switch on the cameras those learners who can 'Yes' to the following statements:

- Who had coffee today
- Who had tea today
- Who loves dogs
- Who love cats
- Who prefer working at home rather than at the office
- Etc.

The statements of the game **can vary** and be adjusted to the circumstances and thematic of the learning course. It will create an atmosphere of fun and trust in the digital classroom.

Tips for the educator: It's not recommended to spend too much time on this activity, as participants usually get bored fast.

Introducing Each Other

Time of the activity – 30 min

The facilitator divides participants into groups of 3-5 (depending on the number of learners in the course) and sends them to the breakout rooms.

Groups have 10-15 min to ask each other questions and to discuss the answers (those can be: What do you have in common? Which cities are you from? Where are you at the moment? What is your business idea? etc).

When all the participants convene together in the same virtual room, each group will introduce the people they interviewed and **share insights of the conversation**. This will

give participants a better understanding of each other and to the tutor – a warm and more connected atmosphere.

Tips for the educator: It's recommended to make **more diverse** groups and split participants into groups manually according to their business thematics, spheres of interests, countries etc.

Same and Different

Time of the activity – 30 min

The tutor splits the group into mini-groups of 3 or more (depending on the general number of learners) and allocates them to the breakout rooms.

After that, the tutor asks each group to write down as a list on an online whiteboard (can be Padlet, Miro or virtual sticky note) of all the interesting things that they all have in common (ask them to avoid obvious things, such as all being men or women) and something unique to each participant. They will have 10 minutes for this task.

At the end, the tutor asks for volunteers to read the lists for the rest of the class on the online whiteboard and reflect about it.

Tips for the educator: Leader of this activity can encourage participants to use different creative types of self-expression (for example, pics, videos, drawings, etc).

Take a Picture of Something

Time of the activity – 30 min

The facilitator asks participants to take a picture of something. Typically, a leader chooses a specific theme (for example, asks people to take a picture of their shoes, a picture of something that is on their workstation or the view outside their window).

Participants have up to 7 min to accomplish the tasks. Meanwhile, the facilitator creates and shares a link to the white board/Padlet/other digital visual board. When it's ready, participants are asked to share the picture on a virtual board.

After that, all the group members start a small discussion. For example, they can explain why they chose that particular item on their desk, or what they like the most about the view they can see from the window, etc.

Tips for the educator: Remember to bear in mind time management for this session and stick to the structure of the lesson. It can be an option to give this task beforehand and ask participants to take the picture and upload it before the training session starts, as otherwise it might take too much time out of the training session if they were to do it in real time.

'Storytelling' Icebreaker

Time of the activity – 30 min

In advance of the training session, prepare some documents or boards (you can use MS Word or create boards with an image manipulation program) with a set of 4 pictures on each.

On the training day, separate the participants into groups of 4 people in breakout rooms and assign each group one of the files with the photos.

Give the groups 10 minutes to look at the photos and to create their narrative that creates a story that connects the four images.

When the 10 minutes are up, ask each group to share their story onto a virtual board and to spend up to three minutes to tell the story of their images. Allow other groups to then suggest how they might have developed the story and if they would have used the images differently.

'Big Lottery Win' Warm-Up Activity

Time of the activity – 30 min

The facilitator explains to the participants to imagine that they have just won the lottery. They have won 25 million Euros, GBP, dollars, or any big amount in the local currency of the country they are in.

After, each participant has 5 minutes to list all the things they would do with the money. There is no limit to the number of things they can put down, as long as they can write them within 5 minutes. After 5 minutes are up, everyone is asked to talk about their list and discuss.

You can then ask participants to sort the items on the lists into logical groups that people find naturally evolve according to:

- Material items
- Friends and family

- Travel and luxury

Some other categories may also emerge.

Tips for the educator: Allow 5 minutes for the group to discuss the list. This normally will occur very easily.

Virtual campfire

Time of the activity - 90 min

What can be cosier than a campfire? What can be more relaxing than listening to the sound of the crackling fire and watching the flames?

The event is a virtual campfire that includes historic ghost stories, icebreaker games, and little competitions worth making. It's all the fun of a real camp night, with no mosquito repellent required. Moreover, it's a team building activity which creates unforgettable experiences for the participants and unites them.

A virtual campfire is a 90 minute event and is completely digital. Facilitators help to create high spirits, engagement, and share memories as part of a team exercise. Prepare a list of activities and topics for the participants, ask them to imagine they are sitting in the circle around the real fire, suggest topics for discussions, share favourite music, some of the participants can even play guitar.

Tips for the educator: Ask participants to prepare candles and rituals to make their space at home more realistic to the real event. They all can put the candles in the camera view angle.

Real Tea & Coffee Ceremony

Time of the activity - 60 min

This team-building activity can be organised as a fun entertainment. A real tea ceremony, where participants imagine themselves as aristocrats.

The facilitator has to inform the participants in advance about the tea, coffee, or infusions ceremony, so everyone is well-prepared according to their personal tastes. Thus, learners are asked to prepare their favourite type of tea or coffee if they are able to – This can include snacks as well.

When the ceremony starts, participants one by one have to explain the flavours and aromas of their drinks to their colleagues, despite being in another physical space. The facilitator can also use other ice-breakers during this activity.

Tips for the educator: The participants can also be suggested to wear something extravagant or (like they do in the United Kingdom) master a special hat.

Can You Hear Me Now?

Time of the activity – 60 min

This team-building activity is played in a virtual conference room. The facilitator nominates one person to be the speaker and the rest are artists. The speaker uses a random image generator to source a suitable image, and the goal is to describe that image in such a way that the artists can draw it successfully.

The one guideline is the speaker must only use geometric shapes. For example, one could say 'draw a large circle and then three equidistant triangles' but not 'write the letter E'. By limiting instructions, the speaker needs to exercise extremely accurate communication skills, and the artists need to listen and interpret. This game is a proxy for effective online communication and is also quite fun.

Tips for the educator: It is recommended to choose a speaker who has good communication skills.

Sing and guess a song with emojis

Time of the activity – 45 min

Facilitator splits participants into 2-3 groups and assigns them into two different conference rooms. In each group, one person should be elected to explain the task – to create a chorus of a song with the help of emojis and save it on the digital whiteboard.

The teams have 30 min to choose a song they want to introduce, discuss, and write a chorus on the shared whiteboard.

When the time is over, all the teams come back to the common area and present their songs. Other teams have to guess the songs of the opponents. But! To guess them by singing. It's up to participants to decide how they want to sing (all together, or solo).

Remember that every group has only three tries to guess a song. The idea is not about guessing the song, but about developing the skill of explaining and delivering your idea to others (which will help a lot in the business-doing).

Tips for the educator: Ask participants to choose well-known songs, otherwise, others cannot guess the song.

Craft Challenge

Time of the activity – 30 min

The Craft Challenge is a 30-minute surprise activity teams can play. Every person has half an hour to build something from materials available at home. For example, someone can combine an old school eggbeater with a fork to make an ultimate spaghetti twirling machine. Someone can create a pasta art, a pillow fortress or doodle a poetic harmony. The goal isn't to build something museum-worthy; it is to spark creativity and give your team a fun way to interact together.

Tips for the educator: Ask participants to explain how these things can be used so that it will improve their strategic thinking.

Module 2. Energisers

Energisers are short activities used during the learning process and group situations to help participants be more alert and active. They can also be an important way of people getting to know and understand one another. There are many different energizers of varying length, complexity, exertion, and ingenuity.

Two Truths & a Lie

Time of the activity – 30 min

This is a game of spotting deception through a video or messaging platform.

A facilitator has to instruct every learner to write down two things about themselves that are true and one thing that is a lie. The lie should be believable (something like 'I can fly' is not acceptable).

In the team, each person reads the three statements they wrote down. The rest of the team has to pick out the statement they think is a lie.

Tips for the educator: Take care about having reliable communication software (for example, Messenger, Slack, Teams) or video conferencing software (Zoom, Google hangouts, Skype).

Sell it

Time of the activity – 15 min

Since everyone has gathered special items, it's extra fun to do a new exercise with them. It is preferable to use Zoom and to create break-out rooms with pairs.

Participants have one simple task: sell the object in front of the other person in just 30 seconds. For this, they need to demonstrate all the passion they have towards this subject. When pairs return to the common space, the other person should desperately want to buy it from their partner. Usually, participants return from the break-out rooms laughing and have a lot of energy.

This activity also helps learners to practice how to pitch a product or idea right away.

Tips for the educator: Be precise with the timing. Also, ask participants to reflect on their selling processes, whether they managed to distribute the goods or not.

Zen moment: draw a spiral

Time of the activity – 10 min

This activity is rather soothing. Furthermore, it allows people to have a rest from looking at their screen for a moment. The tutor asks participants to have pen and paper at hand.

The exercise is simple: start in the middle and draw a spiral. The goal is to draw a spiral for two minutes without removing your pen from the paper.

When the activity is over, those who are willing can share and show their drawings to the rest of the group.

Tips for the educator: Be ready that some of the participants like this exercise a lot and some do not.

Secret book

Time of the activity – 30 min

The tutor splits learners into teams of four and using break-out rooms, gives them 15–20 minutes for discussion.

The assignment is to describe the book to others without mentioning the title or author. The others have to guess which book the individual is talking about. When all the books have been guessed, the group returns to the main room.

Tips for the educator: Ask participants to select a famous book (that they think everyone knows) in advance of the session.

If you wish to make the exercise a bit more difficult – you can use less-known books.

Shake it off!

Time of the activity – 10 min

After all that sitting down, our bodies want to move a bit!

Facilitator asks everyone to stand up (for whom it is possible) and unmute their microphones. The idea is to move as one and count aloud at the same time.

First, everyone does eight shakes with their right hands and then eight with left hands, eight shakes with right legs and eight with left.

After that, groups add a nice wiggle.

Repeat the steps four times, while every time giving more speed to the exercise. To add some energy – all finish with a yell.

Tips for the educator: Count the moves clearly so that all participants are able to hear.

Neighbours

Time of the activity – 10 min

This activity is a nice energiser for a group who already knows each other, and it will make the environment even more friendly and trustful.

Facilitator asks every participant to switch on their cameras and pay attention to the screen.

Then, one starts to give instructions to a group:

- 'Touch' with your finger your neighbour to the right
- 'Touch' your neighbour to the left
- Try to 'hug' the neighbour from the top
- 'Kiss' your neighbour from the left
- 'Hold a hand' of your neighbour to the right
- Make a follow me gesture
- Etc.

Tips for the educator: You can be a spy and take nice screenshots of funny moments within this activity. Those pictures can help during the final evaluation phase and dissemination of the activities.

Jungle of sounds

Time of the activity – 15 min

Facilitator asks everyone to switch their webcams off. The task is simple: a participant who receives a message has to imitate a sound.

One by one, facilitator texts to participants, asking to imitate sounds of lion, cat, goat, cow, robot, police car, an old dial-up modem, the sound of a printer, Christopher Walken, a Star Wars lightsaber, ocean waves, a sports announcer, etc.

Tips for the educator: This exercise is recommended to use for a group who already knows each other and doesn't have barriers to experiment with sounds.

Module 3: Evaluation

Time of activity – 5 hours

Evaluation is a concept that helps both the trainers and the trainees to reflect on what has worked well and what parts of the training need to be improved. Thus, the evaluation can be focused into different directions according to the outcome you want to achieve. For instance if you want to assess the performance of the trainer, then you will proceed with the Evaluation of the trainer. If your target is to assess the course/training, then the evaluation should be directed to the course/training. If your target is to help trainees assess their own performance and what they have achieved then you will create a self-evaluation activity. Finally, if your target is to have a general idea then you can proceed with an overall evaluation activity.

Evaluation of the trainer

This kind of evaluation can be completed through the use of a simple questionnaire with questions about the trainer. These questions can be about the performance, the presentation skills, the expertise, the transferability skills etc. With this evaluation, the trainer can receive feedback and thus be aware of the things that work well but also the parts that need to be improved. The questionnaire can be prepared using Google forms and then share the link with the participants of the course/training right after its completion.

Some examples of questions related to the trainer are:

- The trainer of the course was on time and well prepared for each session
- The trainer of the course had the necessary knowledge and skills for the session involved
- The trainer of the course presented the sessions in an easy and comprehensible way
- The trainer of the course had enthusiasm for teaching
- The trainer of the course stimulated my intellectual and entrepreneurial curiosity
- The trainer of the course included activities and case studies, which helped me to better understand the subject
- The trainer of the course was friendly

Evaluation of the course/training

The evaluation of the training can be completed through the use of a simple questionnaire that will be focused on questions regarding the course structure, content, methodology and process followed during the training. Such evaluation is usually completed when you want to assess the course/training and identify the aspects that need to be modified in order to be better applied and thus have a higher impact. The

questionnaire can be prepared using Google forms and then share the link with the participants of the course/training right after its completion.

Some examples of questions related to the course are:

- The course was well structured
- The course was interesting
- The course was too demanding
- The Trainee's Handbook (if any) is well structured, interesting and helpful
- The invited guests and the visits were interesting and well planned
- I have received new knowledge during this course
- I had opportunities for interactive learning
- I had opportunities to interact with other trainees
- Due to the course, I now consider new employment or entrepreneurial opportunities

Self-evaluation

Reflection is an integral part of every learning experience, otherwise gained skills are under the threat of being forgotten. Therefore, it is important to complete a short self-reflection exercise and ask participants to write 300–350 words on how they rated their performance in the task, what elements they enjoyed or didn't enjoy and what they would do differently if they were to repeat the activity again.

In order to ease this process, some questions might be asked. Some examples are the following:

- What elements of this activity did you enjoy best?
- What aspect did you find most challenging and why?
- What skills did you acquire through this activity? Is there something you were good at that you did not think you would be good at?
- If you were to do this activity again, would you do things differently next time? What and why?

This activity can be completed through the creation of a Messaging box inside an online learning platform or any personal platform in which you briefly introduce yourself and be ready to provide feedback when needed. Another easy way to complete this activity is through the creation of an online questionnaire, including open questions, using Google Forms. More information about how to use Google Forms and prepare a questionnaire can be found on the Module 5 of the Learning Unit 1.

Overall evaluation

This kind of evaluation is usually an option when your target is not specifically directed to neither the trainer nor the course but instead you want to have an overall idea of the whole training process. In this case, the questions you ask are more general and refer to both the trainer, and course.

Some examples of questions related to the overall assessment are:

- Essential information regarding the organisation of the whole course was made available to trainees on time
- The course was held at the place, at the time and by the trainers as planned
- Any changes in the organization of the course were announced on time and didn't disturb the educational activity
- Responsible persons were always available to answer questions, solve problems, and/or provide support in practical matters
- The course's class provided facilities for working on a pc and/or access internet when needed
- The course's class was supported (in close distance) by needed facilities (library, reading room, cafeteria/ canteen)
- Any documents or equipment needed for each session was provided on time

For the examples of questions mentioned above can be used for the development of a questionnaire using Google forms and you can use a 5-scale response as follows:

<Strongly Agree>, <Agree>, <Don't Know>, <Disagree>, <Strongly Disagree>

Annex I:

WEBQUEST DEVELOPMENT TEMPLATE

THEME ALLOCATED:	
TITLE OF THE WEBQUEST:	
<p>INTRODUCTION (It involves giving background information on the topic and, often introduces key vocabulary and concepts which learners will need to understand in order to complete the tasks involved. It should present a scenario and context for playing out the tasks in the WebQuest and it should be a fun, engaging and creative so as to draw the learners in):</p>	

TASKS (explains clearly and precisely what learners have to do, it should be motivating and interesting and where possible, it should include activities that contribute to the development of skills that they will use in their daily lives. Guidance should be given on how to present findings; for example, maps, graphs, essays, wall displays and diagrams):

PROCESS (set of steps and research tasks using predefined sources that are predominantly web-based usually in a clickable form. This stage has usually one or more “products” that learners are expected to present at the end. These products form the basis of the Evaluation stage. For each step in the process, there should also be a series of links included (3-4 per step). These links should be for videos, articles, blogs, webpages, etc. that the learners can visit to help them to complete the task. Links should be embedded in the WebQuest to sites, pages, databases, search engines and so on.):

EVALUATION (self-evaluation, comparing and contrasting of what the learners have learned, giving feedback to the trainer on how they feel, what they have learned. It also involves completing a short quiz or game on Kahoot to test their new knowledge and skills):

CONCLUSION (provides an opportunity to summarise the experience, to encourage reflection about the process, to extend and generalise what was learned, or some combination of these. Suggest questions that a trainer might use in a whole class discussion to debrief a WebQuest):



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