



Co-funded by the
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E-DESK

Digital & Entrepreneurial Skills
for European teachers

Digitalna i multimedija MOOC vodici



Editorial
Universidad
Cantabria



LUT
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DIGITALNI I MULTIMEDIJSKI MOOC VODIČ

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Uvod. e-DESK-MOOC

U sklopu projekta e-Desk (Digitalne i poduzetničke vještine za europske učitelje), sufinanciranog sredstvima Europske unije kroz program Erasmus+, razvijen je MOOC (Massive Open Online Course) u sklopu digitalnog obrazovanja.

Uzimajući u obzir da nas COVID-19 nije prisilio samo da promijenimo način na koji učimo i podučavamo; Ovaj MOOC također je obnovio različite pedagoške metode, imajući na umu ovaj novi način života.

e-DESK je hibridno sveučilišno obrazovanje koje promiče digitalne i poslovne vještine nastavnika i studenata, jer je pandemija pomogla identificirati ili procijeniti latentnu potrebu za razvojem tih vještina koje društvo toliko zahtijeva i koje treba provesti u praksi za mlade u Europskoj uniji, posebno u sveučilišnom području.

Svrha ovog dokumenta je biti vodič o tome kako razviti MOOC tečaj sličan onome koji se provodi putem platforme MiriadaX (s dvije različite verzije <https://miriadax.net/>) tijekom provedbe projekta u virtualnoj učionici Sveučilišta u Kantabriji (zatvorena platforma dostupna je samo za obuku osoblja nastavnika iz svakog partnera <https://moodle.unican.es/>), platformu za učenje FOI-ja (da je još uvijek otvorena ako želite sudjelovati u njoj MOOC <https://learn.foi.hr/>), a sadržaj se i dalje može pregledati na platformi NAU (<https://www.nau.edu.pt/en/course/digital-and-entrepreneurial-teachers-for-a-fast-changing-world/>).

Čitatelj će također pronaći slike i primjere kako je ovaj savršeni MOOC spreman za reprodukciju na bilo kojoj LMS platformi i još uvijek nastaviti pružati materijale jednake kvalitete. Također ćemo pokušati prikazati neke statističke rezultate u Prilogu I. - KRATKOJ STATISTIČKOJ ANALIZI, koja je rezultat prve implementacije ovog MOOC-a na različitim ranije spomenutim platformama. Informacije su prikupljene ne samo nakon završetka prvog izdanja tečaja, već i tijekom njega, a pruženi uvidi bili su ključni za poboljšanje ovog vodiča.

PREGLED

Program e-Desk uključuje online komponentu (u MOOC formatu) koja se provodi kroz pilot aktivnosti na sveučilištima u Kantabrij (UC), Tehnološkom sveučilištu Lappeenranta-Lahti (LUT), Universidade Nova de Lisboa (UNL) i Sveučilištu u Zagrebu (FOI).

U ovoj prvoj provedbi MOOC je isporučen na dvije različite platforme.

Prvi u virtualnoj učionici (<https://moodle.unican.es/login/index.php>) Sveučilišta u Kantabrij, ovo za specifičnu obuku učitelja svakog partnera i fazu obuke osoblja.

Slika 1: MOOC e-Desk na platformi virtualne učionice Sveučilišta u Kantabrij (izvor: vlastito izvješće)

To je bilo presudno za razumijevanje i poboljšanje materijala u skladu s ovim prvim korisničkim iskustvom. Virtualna učionica Sveučilišta u Kantabrij privatna je platforma i odlučeno je da je uopće koristite jer ovaj način rada koristi Moodle, poput MiriadaX-a i drugih srodnih virtualnih prostora za obuku, pa omogućuje stvaranje i izgradnju tečaja na ovoj platformi., testirajte ga u kontroliranijem

načinu rada s dovoljnim dozvolama za promjenu iskustva, a zatim ga lakše prenesite na bilo koju drugu platformu.

To nam je pomoglo poboljšati materijale i napraviti neke promjene poput različitog dijeljenja materijala, rezanja nekih videozapisa prema objašnjenom konceptu i temi. Poboljšajte neke peer-to-peer funkcije i provjerite tačnost testa kako su spomenuli korisnici. Ovom povratnom informacijom poboljšani su MOOC i materijali, što je omogućilo stvaranje fleksibilne sigurnosne kopije tečaja dostupne za bilo koju drugu moodle platformu.

(UNAD, 2022.) Miriadax (<https://miriadax.net/>) on espanjankielinen alusta, joka tarjoaa MOOC-tyyppisiä kurseja, sillä on yli 6.5 miljoonaa käyttäjää, yli 3,500 opettajaa ja yli 900 julkaistua kurssia.. (UNAD, 2022)

Ova platforma stvorena je 2012. godine kao sporazum između Telefónice (najveće telekomunikacijske tvrtke u Španjolskoj) i Univerzije (Banco Santander Education Foundation), iako sada pripada samo Telefónici putem svoje podružnice Telefónica Education Digital (TED). Kao što je ranije spomenuto, sada ova platforma radi s Moodleom (njegova osobna poboljšana verzija), ali prethodno je platforma razvijena interno i uključuje značajke slične drugim platformama kao što su Coursera, edX ili Future Learn; Stranice sadržaja, integrirani videozapisi, aktivnosti procjene, forumi, često postavljana pitanja, upitnici itd. Uz Moodle MiriadaX možete pristupiti raznim i obogaćujućim aktivnostima kao što su H5P, radionice itd.

Danas je MiriadaX vodeća MOOC platforma u svijetu španjolskog govornog područja. Ima 85 sveučilišnih partnera i stotine tečajeva španjolskog, portugalskog i engleskog jezika. Do 2018. platforma je bila dostupna samo na španjolskom jeziku, ali sada je dostupna i na engleskom i portugalskom jeziku.

Slika 2: MOOC na platformi eDesk MiriadaX (vlastito izvješće izvora)

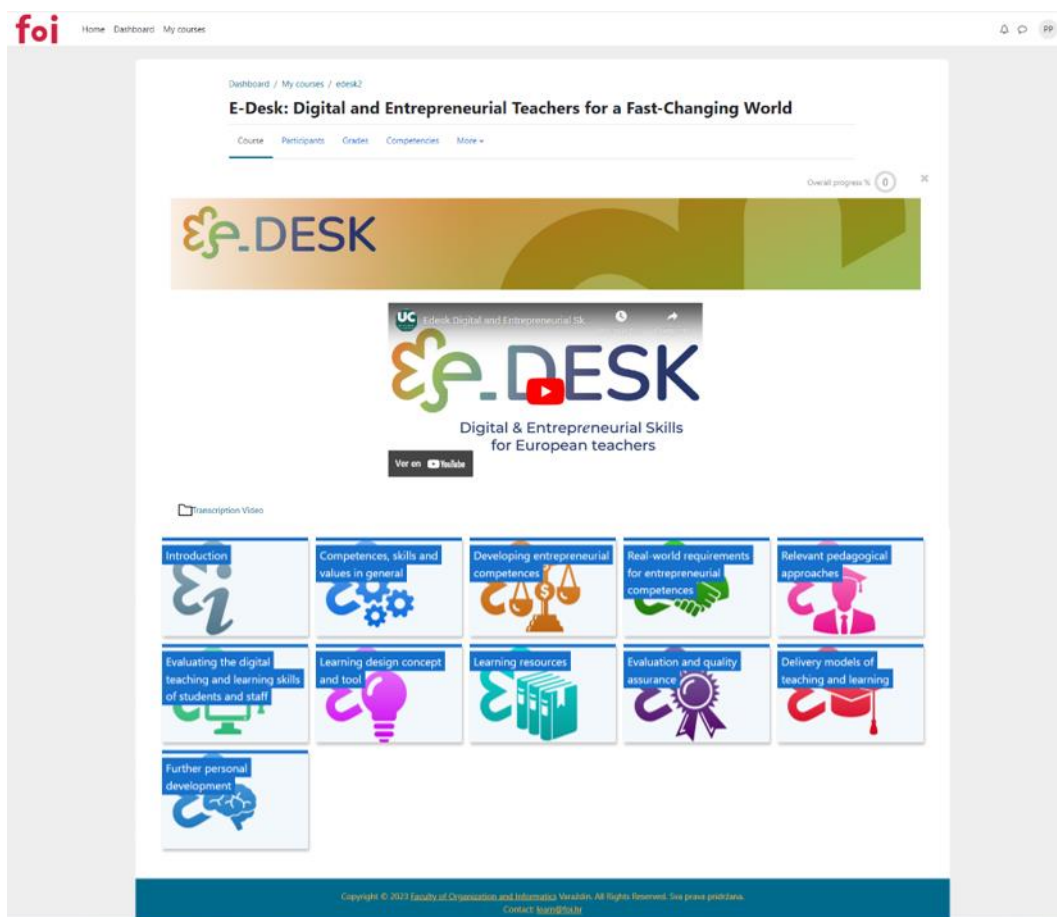
Na ovoj platformi ovaj MOOC imao je dvije različite verzije. Nakon završetka prve faze MiriadaX-a, konzorcij je odlučio otvoriti MOOC na još dvije platforme uz pomoć i podršku naših partnera iz NOVA i FOI.

U slučaju FOI-ja, MOOC je brzo implementiran jer moodle koriste i kao platformu virtualne učionice, pa koraci za kopiranje MOOC-a gdje:

1. Koristite sigurnosnu kopiju MOOC tečaja na UC platformi.
2. Kada je sigurnosna kopija dovršena, datoteka je preuzeta (u posebnom formatu datoteke Moodle: mbz).

3. Datoteka je poslana osoblju FOI-ja i prenesena na njihovu platformu. Jedine specifikacije koje treba uzeti u obzir su da su u Moodleu instalirani sljedeći dodaci:
1. **FORMAT PLOČICA**¹: To omogućuje stvaranje posebne rešetke izgleda i prikaz napretka svake pločice i tečaja općenito.
 2. **H5P**:²H5P se može koristiti za stvaranje interaktivnih i vrlo cjelovitih aktivnosti za povećanje angažmana sudionika. Ako ovaj alat radi na starijim verzijama Moodlea, instaliranje kao proširenje je neophodno. U Moodle verzijama 3.9 ili novijim, H5P je dio jezgre.

Nakon što se tečaj preuzme i pregleda, osoblje FOI-ja omogućit će automatsku registraciju korisnicima koji se trebaju registrirati samo na platformi. To olakšava uočavanje da MOOC zadržava iste značajke kao i druge Moodle platforme.



Slika 3: MOOC na platformi eDesk FOI (vlastito objašnjenje izvora)

¹ Više informacija: https://moodle.org/plugins/format_tiles

² Više informacija: <https://h5p.org/>

Na platformi NAU (<https://www.nau.edu.pt/en/>) proces je bio drugačiji. Ova platforma dostupna je na portugalskom i engleskom jeziku.

NAU je pionirski internetski projekt na portugalskoj nacionalnoj razini koji podržava obrazovanje i namijenjen je velikoj publici.

Platforma NAU usluga je koju je razvila i kojom upravlja FCCN jedinica Zaklade za znanost i tehnologiju (FCT) za izradu tečajeva u formatu MOOC-a (Massive Open Online Courses), odnosno tečajeva otvorenih za sve i otvorenih za sve, proizvedenih od strane priznatih i relevantnih zajednica društva s tisućama sudionika.

Ova je platforma dio portugalskih međusektorskih napora INCoDe.2030 za promicanje digitalnog razvoja, digitalne uključenosti i pismenosti, kao i obrazovanja i kvalifikacija za aktivno stanovništvo. INCoDe.2030 u NAU pronalazi alat koji promiče pristup razvoju znanja i vještina i čini stanovništvo kvalificiranijim.

Sredstva za projekt NAU dolaze iz Europskog fonda za regionalni razvoj Europske unije i Akcijskog programa Zajednice COMPETE 2020 u okviru portugalskog okvira za 2020. godinu, pod brojem projekta 02 / SAMA2020 / 2016.³

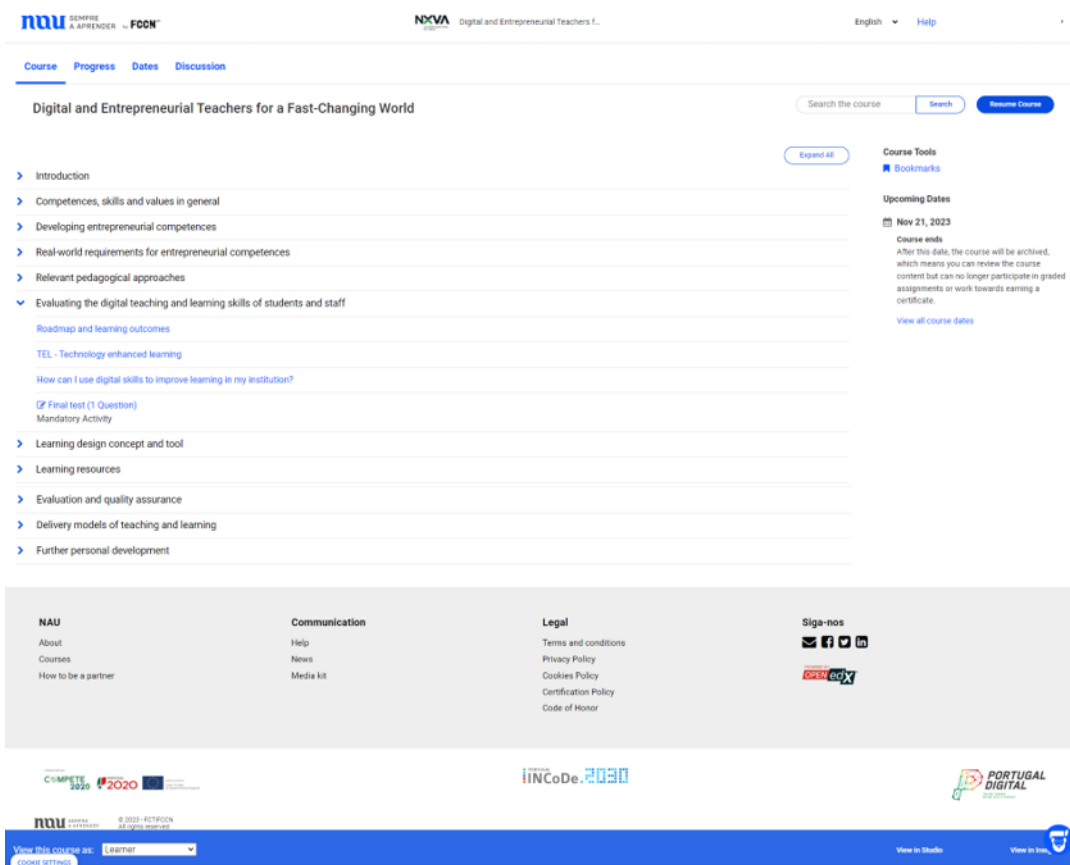
NAU nije Moodle, pa je ovo bio prvi dostupan primjer koji odražava fleksibilnost i kapacitet MOOC-ova i kopiranja sadržaja.

Tečaj je prebačen na ovu platformu premještanjem samo opcija koje nisu bile dostupne, posebno po aktivnosti, koje su ponovno stvorene kao platforma za održavanje interakcije između sudionika koja je podignuta u navedenoj aktivnosti.

Što se tiče vizualnog dijela, format u kojem vam forum omogućuje rad zadržan je, iako nije u formatu rešetke, to je prilično jasan format teme koji sudionicima omogućuje da vide napredak i sačuvaju pristupne točke kako bi ga nastavili tamo gdje je učenik stao na posljednjem unosu na tečaju.

Ostale funkcije i jezgra MOOC-a ostaju nepromijenjene, a njegovo područje primjene prošireno je sudjelovanjem u ovom forumu.

³ Više informacija: <https://www.nau.edu.pt/en/about/>



Slika 4: MOOC na platformi eDesk NAU (vlastito objašnjenje izvora)

Nakon dovršetka ove prve faze, sadržaj MOOC-a alternativno će biti dostupan za savjetovanje i/ili ponovnu uporabu na internetskim stranicama projekta e-Desk u skladu sa strukturom opisanom u nastavku. <https://edeskeurope.eu/e-desk-mooc/>

Također, MOOC je još uvijek dostupan na FOI i NAU platformama.

Predloženi MOOC tečaj za projekt e Desk sastoji se od 10 modula sa sadržajem i uvodnim modulom 0.

MOOC u cjelini osmišljen je za samostalnu provedbu i uključuje ukupno 20-30 radnih sati. Važno je pojasniti da su svi moduli bili u potpunosti dostupni studentima od prvog do posljednjeg dana MOOC-a. Jedini uvjet za završetak MOOC tečaja je završiti oznaku aktivnosti kao obveznu, u ovom slučaju drugačiji test na kraju svakog modula.

Ove ukupne lekcije uzimaju u obzir ne samo čitanje informacija sadržanih u modulima i gledanje video pilula, već i predložena dodatna čitanja i videozapise, provođenje aktivnosti ocjenjivanja (test) i sudjelovanje na forumima.

Da bismo prikazali glavnu strukturu MOOC-a, koristit ćemo slike s platforme Moodle kao primjer implementacije.

MOOC STRUKTURA

Kao što je ranije spomenuto, ovaj MOOC je dizajniran da bude fleksibilan i replikabilan za druge institucije / organizacije i u ovom odjeljku digitalnih vodiča, kako organizirati i materijale koji će se koristiti za stvaranje ovog MOOC-a.

Platforma je podložna promjenama, ali svaka institucija mora zadržati jezgru MOOC tečaja i slijediti korake preporučene u ovom dokumentu.

MOOC Početna stranica

Kao što spominjemo, platforma je podložna promjenama, ali preporučujemo da imate odredišnu stranicu na kojoj sudionici mogu pronaći osnovne informacije prije faze upisa.

Da biste to učinili, preporučujemo dodavanje relevantnih informacija o MOOC-u, kao što su:

1. MOOC naslov
2. Kratki opis
3. Trajanje: Može biti ukupna količina materijala i radnog opterećenja ili se može podijeliti sa satima.
4. Datumi: Registracija, trajanje tečaja
5. Dostupni jezici
6. Cijeli MOOC prezentacijski video
7. Ishodi učenja
8. Oblik
9. Preduvjeti (ako je primjenjivo)
10. Procjena i certificiranje
11. Karta tečaja
12. TIM TEČAJA
13. Uključene organizacije
14. Vrsta licence

Primjer ove stranice s oznakama MOOC-a možete vidjeti na platformi NAU-a:


Digital and Entrepreneurial Teachers for a Fast-Changing World

Ref: DETFCW

Duration: 20 hours | Effort: 20 hours | Pace: Self paced

This course is designed to help higher education educators develop entrepreneurial and digital skills, as well as providing resources for the implementation of hybrid and blended methodologies.

381 already enrolled!



UNIVERSIDADE NOVA DE LISBOA

f t in


Enrollment
From May 2, 2023 to Nov 7, 2023

Course
From May 2, 2023 to Nov 21, 2023

Languages
English

[Go to course](#)

You are enrolled in this course run.



Ver on YouTube

What you will learn

After completion of the MOOC learner/teacher (MOOC participants) will be able to:

- ✓ L01 - describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment
- ✓ L02 - identify needs to assist students in the real-world context to spot opportunities where value can be generated to others, to address needs that have not been met as well as seize and shape opportunities to respond to challenges to generate value to others.
- ✓ L03 - analyze various ideation methods and be able to assess their use in different learning environments
- ✓ L04 - analyze consequences and impact of ideas, opportunities, and actions and be able to assess their value regarding the context, using different applicable methods in different learning environments.
- ✓ L05 - select sources and information in order to support students' approach to ethical and sustainable thinking
- ✓ L06 - evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences.
- ✓ L07 - integrate the material available in the MOOC with other appropriate resources to improve teaching and learning practice
- ✓ L08 - design an interactive pedagogical session in selected learning environments
- ✓ L09 - design learning to enhance students' engagement and motivation, using different resources (ex. digital tools and platforms) and pedagogical techniques (ex. feedback, collaborative work).
- ✓ L010 - use appropriate technology in support pedagogical approaches that contribute to development of students entrepreneurial and problem-solving skills

Other course runs

No other course runs

Slika 5: MOOC na platformi eDesk NAU Primjer odredišne stranice (vlastiti fokus izvora)

Description

This MOOC was designed to give the needed skills and tools for educators to manage successfully their teaching activity on a digital environment and the design of an adaptable, transversal, scalable and replicable high-quality hybrid education methodology that places students at the centre of the teaching process.

Format

The MOOC counts with ten modules focused on entrepreneurial and digital competencies, learning design, innovative pedagogical approaches and useful tools and materials to ease the introduction of the technology in your classroom.

Prerequisites

Basic notions of handling a personal computer and browsing the Internet.

Assessment and certification

The evaluation is done through quiz and tests. To obtain the Certificate you must have at least 75% in the assessment.

Course plan

1. Competences, skills, and values in general
2. Developing entrepreneurial competences
3. Real-world requirements for entrepreneurial competences
4. Relevant pedagogical approaches
5. Evaluating the digital teaching and learning skills of students and staff
6. Learning design concept and tool
7. Learning resources
8. Evaluation and quality assurance
9. Delivery models of teaching and learning
10. Further personal development

Course team



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Entrepreneurship and Innovation Office - NOVA University of Lisbon



Paulo Belo Costa

Pedagogical Innovation - NOVA University of Lisbon



Pirjo Kuru

Project Manager - Lappeenranta University of Technology



Hilka Laakso

Project Manager - Lappeenranta University of Technology

Slika 6: MOOC na početnoj stranici platforme eDesk NAU za drugi dio odredišne stranice (vlastita razdvojba izvora)

Organizations



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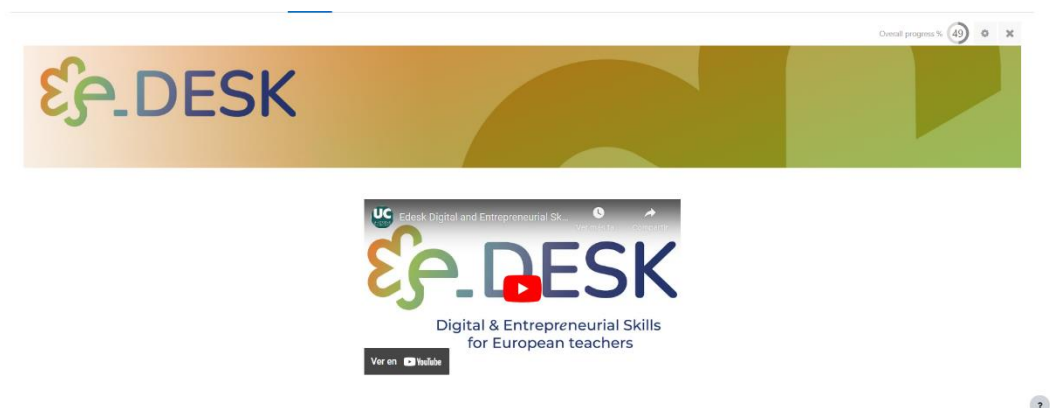
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Slika 7: MOOC na početnoj stranici platforme eDesk NAU Odredišna stranica trećeg dijela (vlastita razdvajba izvora)

MOOC-ovi su strukturirani na sljedeći način:

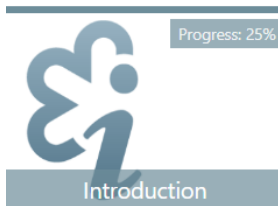
MOOC i video demo naslov:



Slika 8: Naslov i video uvod. (Izvor: vlastito izvješće)

Ovaj dio tečaja uključuje:

1. Logotip projekta pod nazivom slike
2. MOOCin videoesities: https://youtu.be/n56q_WQbHOc
3. Videon transkripcija.
4. Forum vijesti



Uvod

1. Video "Dobrodošli na tečaj" <https://youtu.be/ECaXV87L9Hk>
2. Plan tečaja:
 1. Objasnite put koji treba slijediti pomoću dostupnih modula.
3. Kriteriji za prolaz
4. Rječnik osnovnih pojmova
5. Forum vijesti
6. Prva samoprocjena
7. Anketa "Vaša očekivanja od MOOC-a"
8. Forum Više tehnička pomoć
9. Videon transkriptio

Introduction

Welcome to the course!

EDESK
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for European teachers

Ver en [YouTube](#)

Course roadmap

Competences, skills and values in general

Real-world requirements for entrepreneurial competences

Relevant pedagogical approaches

Developing entrepreneurial competences

Evaluating the digital teaching and learning skills of students and staff

Learning design concept and tool

Learning resources

Delivery models of teaching and learning

Evaluation and quality assurance

Further personal development

DESK

Passing Criteria

- Completing all the activities identified as compulsory.
- Obtaining 100% in all the compulsory quizzes.
- Remember that you must at least visit each activity, even if it's not mandatory, so that it's marked in the progress.
- You have two ways to know how you are progressing in your MOOC: 1) by the percentage of progress of each module 2) by the percentage of overall progress. If you see that something is missing to complete, enter all the activities of each module. You have to see the circle of each activity with the check in green so that you know that it is marked as completed, if the circle is in gray you have not completed this activity.

GLOSSARY	FORUM	FEEDBACK	FEEDBACK	FORUM
BASIC CONCEPTS	News	Initial self-assessment	Your expectations about the MOOC	Technical help forum

TRANSCRIPTION

Folder: Transcription Video

All the materials available within this MOOC have been prepared in line with the Creative Commons licence (CC BY-NC-SA).

Slika 9: Struktura uvodnog modula (vlastiti fokus izvora)



Kompetencije, vještine i vrijednosti općenito

1. Znanja, vještine i vrijednosti u općoj video prezentaciji: <https://youtu.be/rx-m7-rrGD4>
2. Plan puta
3. Ishodi učenja
4. Poduzetničke vještine
 1. Vaša misija
 2. PDF: Poduzetničko obrazovanje
 3. URL: Obrazovanje o video poduzetništvu
 4. H5P: QUIZ formativna procjena na temelju prethodne obrade i videa
 5. VIDEOZAPISI Najbolje prakse u poduzetničkom obrazovanju
 6. FORUM: Rasprava temeljena na predčitanju, videozapisima i osobnom iskustvu
5. Pedagoški pristupi, poučavanje i ocjenjivanje
 1. Vaša misija
 2. Testirajte svoje prethodno znanje
 1. H5P: KVIZ PRIJE KVIZA
 3. Proširite svoje znanje
 1. VIDEO: Ishodi učenja (1. dio)
 2. VIDEO: Ishodi učenja (2. dio)
 3. VIDEO: Teorije učenja (1. dio)
 4. VIDEO: Teorije učenja (2. dio)
 4. Test & Raspravljati
 1. H5P: KVIZ
 2. FORUM: Rasprava o ishodima učenja i konstruktivnoj orijentaciji
 5. Prijepisa
 1. Transkripcije videozapisa modula
 6. KVIZ: Završni ispit Znanje, vještine i vrijednosti općenito

Competences, skills and values in general

UC Competences, skills and values in g...
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Competences, skills and values in general roadmap

Entrepreneurial competences
 Best practices videos
 Entrepreneurial education
 Discussion based on the pre-reading, videos and own experiences
 Pedagogical approaches, teaching and assessment
 Videos on learning outcomes and learning theories
 Discussion on learning outcomes and constructive alignment
 Pre-Quiz
 Quiz

This module provides an introduction to competences, skills and values, focusing on **entrepreneurial competences**, and **pedagogical approaches** which can support the acquisition of such competences.

LEARNING OUTCOMES

After completing this module, participants will be able to:

- Identify what entrepreneurial competences students need in the contemporary world to seize and create opportunities and meet challenges to generate value.
- Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment.

ENTREPRENEURIAL COMPETENCES

First, we are going to take our first steps into entrepreneurial education and entrepreneurial competences. Here you will find some reading and best practices video examples. Then, we would like you to discuss with the rest of the participants about the topics seen in these materials.

YOUR TASKS

Here you will be first asked to go through a written document including some theory and basics about entrepreneurial education, as well as some examples of application of this approach in the educative institutions. Afterwards, you will test your knowledge about the reading and pass to the best practices examples. These examples aim to show you real cases where entrepreneurial education is included in the university campus. Finally, you will have the chance to debate, share experiences and comments about what you have seen with your colleagues.

PDF Entrepreneurial education
 VIDEO Entrepreneurial education
 QUIZ Formative assessment based on the pre-reading and video
 VIDEOS Best practices on entrepreneurial education
 FORUM Discussion based on the pre-reading, videos and own experience

Pedagogical approaches, teaching and assessment

Before we dig deeper into various innovative pedagogical approaches, it is essential to remind ourselves of the basics.

YOUR TASKS

You are most probably already familiar with the key concepts such as **learning outcomes**, **constructive alignment** and **learning theories**. However, we propose that you take a short pre-quiz, that will help you understand your understanding better. In case your pre-quiz result exceeds 75% (well done!), it is not essential that you watch the introductory videos on learning outcomes. However, we strongly recommend that you do watch them, together with videos on learning theories, as they might help you deepen your knowledge and provide you with some ideas for improvements in your teaching practice.

After watching the videos, please, take another quiz, to test what you have learnt.

Finally, join the discussion on learning outcomes and constructive alignment in the discussion forum.

In the last module, further personal development, you will find extra resources videos of Learning outcomes, as additional material that is not part of the compulsory contents of the MOOC.

Test your pre-knowledge

QUIZ Pre-quiz

Broaden your knowledge

VIDEO Learning outcomes (part 1)
 VIDEO Learning outcomes (part 2)
 VIDEO Learning theories (part 1)
 VIDEO Learning theories (part 2)

Test & discuss

QUIZ Quiz
 FORUM Discussion on learning outcomes and constructive alignment

TRANSCRIPTIONS

Transcriptions Videos
 QUIZ Final test Competences, skills and values in general

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Slika 10: Znanje, vještine i vrijednosti općenito Struktura modula video prezentacije (vlastiti fokus izvora)



Razvoj poduzetničkih vještina

1. Razvoj videa prezentacije poduzetničkih vještina:
<https://youtu.be/aNweyUVijYA>
2. Plan puta
3. Ishodi učenja
4. Vaša misija
5. Što je EntreComp Framework?
 1. Europski okvir vještina za poduzetništvo:
<https://youtu.be/UwZPcJkyOKo>
 2. 2.1 Poduzetničko obrazovanje: https://youtu.be/smj6SNstA_o
 3. EntreComp Europe stranica resursa (materijali prevedeni na različite jezike)
6. Što je EntreCompEdu?
 1. PDF: EntreCompEdu
7. Šest pedagoških načela EntreCompEdu
 1. PDF: Šest pedagoških načela
8. Tablica kompetencija poduzetničkog obrazovanja EntreCompEdu
 1. PDF: Razine poduzetničke kompetencije u nastavi
9. Interaktiivinen EntreComp Okvir poduzetničkih kompetencija kukka
 1. WWW-sivut: Interaktiivinen EntreComp Poduzetnički okvir kompetencija Cvijet
10. Forum za raspravu - Poduzetnička kompetencija u poučavanju i učenju
 1. FORUM: Poduzetnička kompetencija u poučavanju i učenju
11. Transkripcija
 1. Transkripcija videozapisa modula
12. Završni ispit: Razvoj poduzetničkih vještina

Developing entrepreneurial competences

EDESK
Digital & Entrepreneurial Skills
for European teachers

Developing entrepreneurial competences roadmap

What is EntreCompEdu?

What is the EntreComp Framework?
EntreCompEdu Entrepreneurial Teaching Competence Table
EntreComp Edu six pedagogical principles
Interactive EntreComp Entrepreneurial Competences Framework Flower
Discussion Forum - Entrepreneurial competences in teaching and learning

This module aims to serve as an introduction to entrepreneurial competence and, especially to the EntreComp Framework and its adaptation to entrepreneurial education, EntreCompEdu.

LEARNING OUTCOMES

- Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment.
- Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences.
- Evaluate the learning process and students' acquisition of learning outcomes related to entrepreneurial competences.

YOUR TASKS

In this module you will discover what EntreCompEdu is, its competence and pedagogical principles through some written material. Then, you can explore all the "petals" of the EntreComp Flower using an interactive tool. Finally, don't forget to discuss with the rest of the participants about the inclusion of EntreComp entrepreneurial competences in your classrooms.

What is EntreComp Framework?

In the following videos and documents you can familiarize yourself with EntreComp Framework.

EntreComp Europe resource website (Materials translated into various languages)

What is EntreCompEdu?

In the following document you can familiarize yourself with EntreCompEdu, EntreCompEdu's Educator's Professional Competence Framework for Entrepreneurial Learning.

EntreCompEdu

EntreCompEdu's six pedagogical principles

Read Dr. Rosser's article of EntreCompEdu's six pedagogical principles to guide educators in their practice.

Six pedagogical principles

EntreCompEdu Entrepreneurial Teaching Competence Table

EntreCompEdu Table for Entrepreneurial Teaching Competences will help the educator to understand entrepreneurial teaching and how it can be developed. The table will show with examples what level of interaction is needed and what kinds of procedures are followed in teaching at the different proficiency levels to develop from level Engaging to level Deepening and last to level Creative. Reflect your own situation, what is your current proficiency level (Engaging / Deepening / Creative) in the spreadsheet for your Entrepreneurial knowledge and understanding, Training & Learning Content creation, Assessment, Teaching & Learning, Assessment & Professional learning & Development.

Entrepreneurial Competence Levels in teaching

Interactive EntreComp Entrepreneurial Competences Framework Flower

You have already seen the EntreComp flower in the earlier assignment. Now you can take a deeper look at each competence meant in teaching and learning. You can inspect all the competences of the interactive EntreComp flower. Click the grid of the flower and then follow to see the description of the competence. It includes "Real-world responsibilities" you will find examples of the study courses where some of the competences are used in teaching and learning.

Interactive EntreComp Framework Flower

Discussion Forum - Entrepreneurial competences in teaching and learning

What thoughts and ideas comes to your mind when studying the EntreCompEdu framework, its pedagogical principles and the competence table? Which entrepreneurial competences (CE competences of EntreCompEdu framework flower) you think are the most essential for your students having your teaching field / subject? Each participant should add at least 2 comments (one to each of the questions asked) on the discussion forum. In the next module, their email requirements for entrepreneurial competences, there will be an essay assignment where you will be asked to draft a plan to how include entrepreneurial competence in your teaching. You can make notes to yourself of the emerging ideas that necessary to be added on the discussion forum.

Discussion Forum

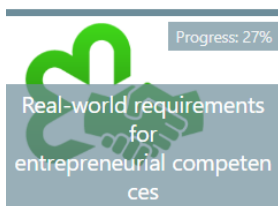
TRANSCRIPTION

Transcription Video

Final test: Developing entrepreneurial competence

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Slika 11.: Razvoj poduzetničkih vještina Struktura modula (izvor: vlastito izvješće)



Stvarni zahtjevi za poduzetničke vještine

1. Stvarni zahtjevi za poduzetničke vještine Uvodni video: <https://youtu.be/dMGmyUbMSfk>
2. Plan puta
3. Učenje outcmie
4. Vaša misija
5. Kompas učenja OECD-a 2030. – budućnost učenja
 1. VIDEO. OECD-ova budućnost obrazovanja i vještina 2030.: Kompas za učenje OECD-a 2030.: https://youtu.be/M3u1AL_aZjl
 2. Kompas učenja OECD-a 2030. – budućnost učenja
6. Promjena svijeta - promjena posla
 1. VIDEOZAPISI - WEB Svijet koji mijenja - promjena posla
7. Buduće vještine
 1. PDF: Stvarni zahtjevi za poučavanje i učenje
 2. PDF: Ključni nalazi o budućem povlačenju vještina
8. Razvoj poduzetničkih vještina studenata / studija slučaja
 1. PDF: Kreativno učenje iz kemije / CASE LUT
 2. PDF: Studiranje volontiranja u praksi / CASE LAB
 3. PDF: Lahti Venture Program / CASE LUT, LAB, Helsingin yliopisto.
 4. VIDEO: Lahti Venture Program – Pozdrav tvrtke: <https://youtu.be/vQOI9VSQzko>
9. Studiranje prvostupnika socijalnih usluga na mreži / CASE LAB
 1. PDF: Prvostupnik socijalnih usluga online
10. Esej – osmislite tečaj/modul/lekciju koja razvija poduzetničke vještine i vještine iz stvarnog svijeta
 1. PDF: Esej – osmislite nastavni modul koji razvija poduzetničke vještine i vještine iz stvarnog svijeta
11. Prijepisa
 1. Transkripcija videozapisa u ovom modulu
12. Završni ispit: Stvarni zahtjevi za poduzetničke vještine

Real-world requirements for entrepreneurial competences

DESK
Digital & Entrepreneurial Skills
for European teachers

Real-world requirements for entrepreneurial competences roadmap

The module aims to provide successful examples of application of entrepreneurial education in real-world contexts. Also, it aims to foster participants' research of best practices and application of those competences in the university setting.

LEARNING OUTCOMES

- Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment.
- Analyzing identify what entrepreneurial competences students need to be contemporary world to seize and create opportunities and meet challenges to generate value.

WORK TASKS

The module is divided into the different cases that aim to provide an overview to the main requirements your students will face in the real world. First, we will focus on OECD Learning Compass 2030: this compass aims to propose some teaching for future professionals to get the most out of their potential and engage the whole society's well-being. Afterward, we will go through what our students will need to fit the necessities of the future of work and what skills they will need to develop. Then, we will be able to discover some case studies based on the organization of these skills for the future. Finally, you will be asked to write a short essay on how to foster the development of these skills for the real world in your classroom and provide feedback to the rest of your colleagues.

OECD Learning Compass 2030 - The future of learning

The Learning Compass 2030 defines the knowledge, skills, attitudes and values that learners need to fulfil their potential and contribute to the well-being of their communities and the planet. Take a look at the picture of learning compass wheel and watch the video.

Changing world - changing work

Watch the video and read the article to learn how world and work are changing.

Future skills

Look for ideas of the Future Skills document: "Real-world requirements in teaching and learning". Then go deeper to look for reading the document: "Key Findings Future Skills report". "The Future of Learning and Higher Education: Faculty of the International Labour Organization" to have a clear view of skills to expect in the future and how this is changing higher education.

Developing students' entrepreneurial competences / CASE examples

In this section you can read examples of study routes or entities where students' entrepreneurial competences have been developed. Most of the cases include digital teaching, partially at least.

Studying Bachelor of Social Services degree on-line / CASE LAB

This document summarizes studying Bachelor of Social Services degree fully on-line at LUT University of Applied Sciences in Finland. This study program supports also students' real-world and entrepreneurial competences.

Essay - plan a course/module/lesson which develops entrepreneurial competences and real-world skills

When we design the MOOC we try to gather all ideas how you could develop students' entrepreneurial competences and real-world skills in your teaching. Select one of the ideas and start a plan how to use it in this assignment. The plan must have a target group, topic, structure, writing, schedule etc. It can be a detailed description of one lecture / event or a more general description of a series of lectures. Additionally, describe what goals are reached and how the planned assignment enhances the entrepreneurial competences and real-world skills of the students. If your plan contains more competences and skills, you can select one or more to be a main outcome and concentrate on that. What you design on this forum, back may will be peer-reviewed by some other participant in the course. Instructors will provide evaluation criteria in the forum. The criteria take into account the gathered ideas, planned content/module/lesson and analysis of its benefits.

TRANSCRIPTIONS

VIDEOS: Transcriptions Video
TEXT: Final test Real-world requirements for entrepreneurial competences.

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Slika 12.: Stvarni zahtjevi za poduzetničke vještine Struktura modula (izvor, vlastito izvješće)



Relevantni pedagoški pristupi

1. Relevantni pedagoški pristupi prezentacijskom videu:
<https://youtu.be/dTyNk5OxtSI?si=ctIqQONP0jyKDV7D>
2. Plan puta
3. Ishodi učenja
4. Vaša misija
5. Uvod u inovativnu pedagogiju
 1. H5P: UVOD U KVIZ (forking)
6. Obrnuta učionica
 1. PDF: Obrnuta učionica - materijal za čitanje
 2. VIDEO: Obrnuta učionica, 1. dio: https://youtu.be/yc_1mk-x630
 3. VIDEO: Obrnuta učionica 2. dio: <https://youtu.be/XL2kw6LdUxo>
 4. VIDEOZAPIS: Obrnuti primjer dobre prakse u učionici 1. dio (NEOBAVEZNO): <https://youtu.be/OahW5Pmdx7Q>
 5. VIDEOZAPIS: Primjer dobre prakse obrnute učionice, 2. dio (NEOBAVEZNO): <https://youtu.be/Fv7GX6-bsIE>
 6. PDF: obrnuta učionica u infografici o pandemiji
7. Učenje temeljeno na problemima i istraživačko učenje
 1. PDF: Učenje temeljeno na problemima i upitima – materijal za čitanje
 2. VIDEO: Učenje temeljeno na upitima 1. dio: https://youtu.be/X_cfduu7OIw
 3. VIDEO: Učenje temeljeno na upitima 2. dio: <https://youtu.be/ZGn5k6PtArM>
8. Učenje temeljeno na projektima
 1. PDF: Učenje temeljeno na projektima
 2. VIDEO: Učenje projekta 1. dio: <https://youtu.be/ldZgOFXcV90>
 3. VIDEO: Učenje projekta 2. dio: <https://youtu.be/JM3TID1I-Lk>
9. Učenje temeljeno na radu
 1. PDF: Učenje temeljeno na radu – čitanje
 2. VIDEOZAPIS: Učenje temeljeno na radu – primjer dobre prakse, 1. dio (NEOBVEZNO): <https://youtu.be/T4M33KpxOWM>
 3. VIDEO: Učenje temeljeno na radu – primjer dobre prakse, 2. dio (NEOBAVEZNO): <https://youtu.be/frR8CiwMqo4>
 4. VIDEOZAPIS: Učenje temeljeno na radu – primjer dobre prakse, 3. dio (NEOBVEZNO): <https://youtu.be/HuZrc-i8j9A>
 5. VIDEOZAPIS: Učenje temeljeno na radu – primjer dobre prakse 4. dio (NEOBVEZNO): <https://youtu.be/HkGJrje24Us>
10. Razmjena gledišta i razmjena iskustava

1. FORUM: Rasprava o inovativnim pedagoškim pristupima
11. Prijepisa
1. Transkripcija videozapisa u ovom modulu
12. Završni test Relevantni pedagoški pristupi

Relevant pedagogical approaches

Relevant pedagogical approaches roadmap

This module will give you an opportunity to gain deeper insights into **innovative pedagogical approaches**. There is a number of such approaches, and you might be using some or many of them in your everyday practices. However, some of these approaches are still not widespread and this module aims to bring them closer to you and inspire your teaching practice.

Innovative pedagogical approaches are in their essence **student-centered**, and provide possibilities for students to engage, investigate, think critically, express, instead of passively assimilating what their teachers present.

Before you start digging into the approaches, think of the **learning theories** presented in the beginning. What learning theories would you expect to be related to such approaches?

Moreover, think about what you know about **entrepreneurial education**. Can you already see some benefits of such approaches in terms of encouraging the entrepreneurial way of thinking in students?

LEARNING OUTCOMES

After completing this module, participants will be able to:

- Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment.
- Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment.
- Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills.

YOUR TASKS

As teachers, you probably have different experiences in the use of innovative pedagogies. Therefore, in the first step, take a short **introductory quiz** to see where you stand with the approaches. In case your replies regarding a specific pedagogical approach are correct, this might mean that you are familiar with the approach, and in this case, it is not mandatory that you read/watch the materials related to those approaches. Nevertheless, we strongly encourage you to do that anyway, to enter territories or extend boundaries of the **flipped classroom, problem-based learning, inquiry-based learning, project-based learning and work-based learning**.

After watching/reading the materials, join the **discussion on innovative pedagogical approaches** in the discussion forum!

Finally, extend your knowledge even further - find more extensive materials on innovative pedagogical approaches in the **Further personal development module**.

The videos with (OPTIONAL) on examples of good practices, it is content that is not part of the mandatory content of the MOOC.

Introduction to innovative pedagogies

QUIZ Introductory quiz (branching)

Flipped classroom

ISF	VIDEO	VIDEO	VIDEO	VIDEO	VIDEO	ISF
Flipped classroom - reading material	VIDEO Flipped classroom (part 1)	VIDEO Flipped classroom (part 2)	VIDEO Flipped classroom - good practice example (part 1) (OPTIONAL)	VIDEO Flipped classroom - good practice example (part 2) (OPTIONAL)	VIDEO Flipped classroom in the pandemic - infographic	

Problem-based and inquiry-based learning

ISF	VIDEO	VIDEO
Problem-based and inquiry-based learning - reading material	VIDEO Inquiry-based learning - (part 1)	VIDEO Inquiry-based learning - (part 2)

Project-based learning

ISF	VIDEO	VIDEO
Project-Based Learning	VIDEO Project-Based Learning (part 1)	VIDEO Project-Based Learning (part 2)

Work-based learning

ISF	VIDEO	VIDEO	VIDEO	VIDEO
Work-Based Learning - reading material	VIDEO Work-Based Learning - good practice example (part 1) (OPTIONAL)	VIDEO Work-Based Learning - good practice example (part 2) (OPTIONAL)	VIDEO Work-Based Learning - good practice example (part 3) (OPTIONAL)	VIDEO Work-Based Learning - good practice example (part 4) (OPTIONAL)

Discussion & exchange of experiences

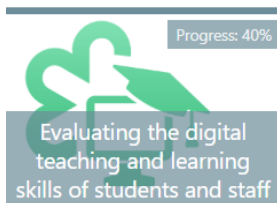
FORUM Discussion on innovative pedagogical approaches

TRANSCRIPTIONS

FORUM	ISF
Transcriptions Videos	Final test Relevant pedagogical approaches

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Slika 13: Relevantni pedagoški pristupi Struktura modula (izvor: vlastito izvješće)



Procjena digitalnih nastavnih i obrazovnih vještina učenika i osoblja

1. Procjena digitalnih vještina poučavanja i učenja učenika i osoblja
videozapis: https://youtu.be/_EicWZA2tPo
2. Plan puta
3. Ishodi učenja
4. Vaša misija
5. TEL - TEHNOLOŠKI POBOLJŠANO UČENJE
 1. Zašto govorimo o STU-u?
 1. VIDEO: Tehnologija poboljšava učenje: <https://youtu.be/JfP9N03NfoA>
 2. Digitalne vještine i kompetencije
 1. VIDEO: Digitalne vještine: <https://youtu.be/p4CcdVUiW1k>
 2. WEB: Procjena – Procjena digitalnih vještina
 3. ULOGA: Digitalne vještine – REZULTATI PROCJENE
 4. FILE: Digitalne vještine – REZULTATI PROCJENE
 5. CHAT: Komentari na rezultate procjene digitalnih vještina
6. Kako mogu koristiti digitalne vještine za poboljšanje učenja u svojoj ustanovi?
7. VIDEO: Preoblikovanje obrazovanja za digitalno doba | David Middelbeck - Španjolska | TEDxMünster: <https://youtu.be/ArI6albrkuY>
8. FORUM: Poboljšanje učenja na institucionalnoj razini
9. Prijepisa
10. Završni ispit: Procjena digitalnih nastavnih i učećih vještina učenika i osoblja

The screenshot displays the EDESK MOOC interface for the module "Evaluating the digital teaching and learning skills of students and staff". At the top, there is a navigation bar with icons for various modules: "Introduction", "Digital Competences and Skills", "TEL - Technology Enhanced Learning", "Digital Skills Assessment", "Digital Skills Assessment Results", "How can I use digital skills to improve learning in my institution?", and "Annexes".

The main content area features a central graphic titled "Evaluating the digital teaching and learning skills of students and staff roadmap". This graphic is a winding road with several milestones:

- Why are we talking about Technology Enhanced Learning?** (with a video icon)
- Digital Competences and Skills - Video and assessment** (with a video icon)
- Comments on Digital Skills Assessment Results** (with a speech bubble icon)
- How can I use digital skills to improve learning in my institution?** (with a video icon)

Below the roadmap, the text explains the module's purpose: "Today, an educator presents both as part of an entire community capable of contributing and participating in the educational journey of students, who have evolved alongside new technologies and increasingly rely on different digital solutions. There is an evident paradigm shift regarding the professor who presents himself as a simple speaker, in favor of his students, in a traditional classroom. During pedagogical sessions, teachers now assume the role of mediator and facilitator, favoring digital solutions as a way of improving the learning process. In other words, there is a need to search for innovative learning through technology (Technology Enhanced Learning)."

The module structure is detailed as follows:

- LEARNING OUTCOMES:**
 - Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills.
 - Enhance individual and group strength and evaluation of content and self-regulate based on digital teaching and learning about entrepreneurial competencies.
 - Monitor the learning process and students' acquisition of learning outcomes related to entrepreneurial competencies.
- VIDEO TIPS:**
 - Throughout this module, you will have the opportunity to:
 - Know what we are talking about when we mention Technology Enhanced Learning (TEL) and digital skills.
 - Assess your digital skills.
 - Access content that allows you to deepen your knowledge in different areas of digital skills.
 - Reflect and discuss the impact of TEL and digital skills in different models of learning, both at a personal and institutional level.
 - At the end, you will be able to take the self-assessment of your digital skills again and see how you evolved, comparing to the initial scenarios, from which you started.
- TEL - TECHNOLOGY ENHANCED LEARNING:**
 - Why are we talking about TEL?**
 - There are many ways of making use of technology and there are many ways of thinking about learning.
 - In this module, we invite you to reflect on the use of technology in order to promote a better learning experience not only for online or distance courses, but also for face-to-face pedagogical activities.
 - The next video represents a starting point to support this reflection.
- Digital Competences and Skills:**
 - In the current context, in which technology plays such an important role in all areas, the professor's role faces new challenges that require a new set of skills, aimed at mastering digital tools and methods. Knowing and applying technological resources, not only as mere tools, but as a way to effectively achieve learning objectives, requires a broader digital knowledge.
 - In the next video, we will talk about Digital Competences and about the importance of their acquisition between areas related to digital competencies.
- How can I use digital skills to improve learning in my institution?**
 - We show the following TED talk on the interesting discussion for the Digital Age to "Reinventing Education for the Digital Age" by Howard Markham as an invitation to reflect on how digital skills can increase learning at your institution.
 - In the next activity, please write a short essay about your thoughts on how possible this can be implemented in your institution to improve learning.
 - To support your reflection, you can use what was discussed so far (texts, videos, ...) and other references you like. You can also use your strengths and weaknesses as examples.

At the bottom of the interface, there is a progress bar and a list of completed activities:

- Assessment - Evaluating Digital Skills** (Completed)
- Digital Skills - ASSESSMENT RESULTS** (Completed)
- Digital Skills - ASSESSMENT RESULTS** (Completed)
- Comments on Digital Skills Assessment Results** (Completed)

At the bottom, there is a section for "TRANSCRIPTIONS" with a video titled "Final test evaluating the digital teaching and learning skills of students and staff".

At the very bottom, a note states: "All the materials available within this MOOC have been prepared in line with the Creative Commons BY-NC-SA license."


Slika 14.: Procjena digitalne nastave i učeće vještine učenika i osoblja Struktura modula (izvor: vlastito izvješće)



Koncept i alat za dizajn učenja

1. Koncept dizajna učenja i videozapis o uvodu alata: <https://youtu.be/2CrevlCVF2I>
2. Plan puta
3. Ishodi učenja
4. Vaša misija
5. Uvod u dizajn učenja
 1. VIDEOZAPIS: Dizajn učenja (1. dio): <https://youtu.be/XDmokduytoY>
 2. VIDEO: Dizajn učenja (2. dio): <https://youtu.be/5j-Xgdnuhj0>
 3. H5P: Dizajn učenja kvizova
6. Dizajn učenja i BDP alat
 1. LINK: BDP alat za učenje
 2. VIDEO: Uvodni vodič BDP alata za projekt E+ RAPIDE 1. dio: <https://youtu.be/DvxHIDI343E>
 3. VIDEO: Uvodni vodič BDP alata za projekt E+ RAPIDE 2. dio: <https://youtu.be/-a8Ebl6jLrM>
 4. VIDEOZAPIS: VODIČ ZA BDP LD alat (1. dio): <https://youtu.be/vkndRX8H6Uw>
 5. VIDEOZAPIS: VODIČ ZA BDP LD alat (2. dio): https://youtu.be/7B3Ai0Se_i0
7. Politika i stručni pregled
 1. RADIONICA: Radionica dizajna učenja
8. Prijepisa
 1. Transkripcija videozapisa u ovom modulu
9. Koncept i alat za dizajn završnog testnog učenja

Learning design concept and tool



Ver on YouTube

Learning design concept and tool roadmap



Different pedagogical approaches relate to different types of teaching and learning activities, leading to the acquisition of learning outcomes. The sequencing of these activities, together with the planning of students' workload, resources, support and other aspects of the teaching and learning process, is done within **learning design**. This module will provide you with guidelines and a tool which will support you in designing learning on line with the intended learning outcomes and pedagogical approaches.

LEARNING OUTCOMES

After completing this module, participants will be able to:

- Create interactive learning designs and sessions developing students' entrepreneurial competences, minding students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation.
- Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment.
- Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills.

YOUR TASKS

We will start with a short introductory video, explaining the concept of learning design, followed by a simple quiz, checking your understanding.

After this, register and explore the *Balanced Learning Design Planning (BDP) tool* (www.learning-design.eu), with the help of video tutorials.

Once you have familiarized yourself with the learning design concept and the BDP tool, it is time for some practical work. Get creative! Use the BDP tool to prepare a learning design of one of your courses. Export your learning design, upload it to the learning design workshop, and take part in peer-assessment of your colleague's designs.

Introduction to learning design

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Learning design & the BDP tool

--	--	--	--	--

Practice & peer-assessment

--

TRANSCRIPTIONS

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Slika 15: Koncept dizajna učenja i struktura modula (vlastiti fokus izvora)



Obrazovni materijali

1. Uvodni videozapis o materijalima za učenje:
<https://youtu.be/hRf3SYyhp8>
2. Plan puta
3. Ishodi učenja
4. Vaša misija
5. FORUM: Što znate o etičkom i održivom razmišljanju?
6. VIDEO: Poduzetništvo je etičko i održivo razmišljanje:
https://youtu.be/Hg_tEWqB--s
7. H5P: Upravljanje originalnošću i plagijatom: koncepti i alati
8. H5P: Materijali za učenje
9. FORUM: Recite nam svoj kontrolni popis
10. Transkripcija
 1. Transkripcija videozapisa u ovom modulu

Learning resources

DESK
Digital & Entrepreneurial Skills
for European teachers

View on YouTube

Learning resources roadmap

This module aims to provide you resources to educate and to include ethical and sustainable thinking in your classes, but also to prevent plagiarism, learning resources that you can include in your lessons, etc.

LEARNING OUTCOMES

- Applying Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills.
- Applying Integrate the learning material available in the MOOC with other appropriate teaching and learning resources to foster entrepreneurial competences and ethical and sustainable thinking.
- Creating Create interactive learning designs and sessions developing students' entrepreneurial competences, minding students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation.

YOUR TASKS

In this module you will find some materials focused on ethical and sustainable thinking. This concept is included as one of the competences in the European Union's EntreComp framework. It's a great opportunity to identify your readiness with entrepreneurial education.

FORUM

What do you know about ethical and sustainable thinking?

View on YouTube

Ethical and sustainable thinking is one of 15 competences that any learner can develop to become entrepreneurial, according to the European Commission Entrepreneurship Competence Framework (PDF download on the next link: <http://europaschoolnet.eu/7985>), known as the EntreComp.

In this video, Rebecca Weikert, Head of Operations at Bertelsmann Education (<https://bertelsmann.com/>), describes how students can learn to think and act ethically and sustainably through dilemma scenarios.

Dilemma scenarios help learners take into account people, planet and profit when assessing the potential impact of ideas and opportunities. Explore the EntreComp framework: https://volimes.ec.europa.eu/news/entrecomp-practical-guide-raising-access-entrepreneurship-2021-06-22_en

Video production: European Schoolnet (www.eun.org) license: CC BY

HWP

The originality control and plagiarism: concepts and tools

HWP

Learning Resources

HWP

Check List

FORUM

Tell us your checklist

TRANSCRIPTION

FOLDER

Transcription Video

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Slika 16: Modularna struktura obrazovnih resursa (vlastiti fokus izvora)



Evaluacija i osiguranje kvalitete

1. Video uvod u procjenu i osiguranje kvalitete:
<https://youtu.be/u7vbdoh2J14>
2. Plan puta
3. Ishodi učenja
4. Vaša misija
5. PDF: Pregled autorizacije i osiguranja kvalitete u visokom obrazovanju
6. LINK: 5 – Evaluacija koraka: uloga osiguranja kvalitete u postupku evaluacije
7. LINK: Osiguranje kvalitete u visokom obrazovanju
8. Osiguranje kvalitete u visokom obrazovanju u Europi
 1. LINK: Europski registar za osiguranje kvalitete visokog obrazovanja
 2. LINK: Europsko udruženje za osiguranje kvalitete u visokom obrazovanju
 3. PDF: Standardi i smjernice za osiguranje kvalitete europskog prostora visokog obrazovanja (ESG): (NIJE OBVEZNO)
9. Transkripcija
 1. Transkripcija videozapisa u ovom modulu

Introduction

Competences, skills and values in general

Entrepreneurial competences

Entrepreneurial competences

Research pedagogical approaches

Teaching and learning skills of students and staff

Learning design concepts and tools


Learning resources


Evaluation and quality assurance


Delivery methods of teaching and learning


Further personal development

Evaluation and quality assurance



EDESK
Digital & Entrepreneurial Skills
for European teachers

Evaluation and quality assurance roadmap



This module focuses on the importance of quality assurance in the different dimensions of Higher Education, for example, in assessment. It also provides examples of quality assurance standards useful for European university educators.

LEARNING OUTCOMES

- Integrate the learning material available in the MOOC with other appropriate teaching and learning resources to foster entrepreneurial competences and ethical and sustainable thinking.
- Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment.
- Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences.
- Evaluate the learning process and students' acquisition of learning outcomes related to entrepreneurial competences.
- Create interactive learning designs and sessions developing students' entrepreneurial competences, providing students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation.

YOUR TASKS

First, you will have an introductory reading to the concept of quality assurance in higher education institutions. Then you will be provided with some external resources for the assessment of quality and information specially focused on the assurance of quality in higher education at European level.

<p style="font-size: x-small;">PDF</p> <p>An Overview of Authorization and Quality Assurance of Higher Education Institutions...</p>	<p style="font-size: x-small;">URL</p> <p>5-Steps Evaluation: The Importance of Quality Assurance in the Assessment Process</p>	<p style="font-size: x-small;">URL</p> <p>Quality assurance in higher education</p>
--	---	---

Quality Assurance in Higher Education in Europe

<p style="font-size: x-small;">URL</p> <p>European Quality Assurance Register for Higher Education</p>	<p style="font-size: x-small;">URL</p> <p>European Association for Quality Assurance in Higher Education</p>	<p style="font-size: x-small;">PDF</p> <p>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG): (OPTIONAL)</p>
--	--	--

TRANSCRIPTION

FOLDER

Transcription Video

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Slika 17.: Struktura modula za procjenu i osiguranje kvalitete (vlastita priprema izvora)



Provedbeni modeli za poučavanje i učenje

1. Implementacijski modeli za podučavanje i učenje prezentacijskog videa:
https://youtu.be/fH_hRgkzp9o
2. Plan puta
3. Ishodi učenja
4. Vaša misija
5. VIDEO: CISE Načini provedbe poučavanja i učenja:
<https://youtu.be/2bUbogVvoZk?si=HLDm03sFuUISWK09>
6. Provedbeni modeli za poučavanje i učenje
7. FORUM: Razmjena gledišta o institucionalnim pristupima metodama isporuke
8. VIDEOZAPISI: Najbolji primjeri iz prakse
9. FORUM: Vaše iskustvo s načinima isporuke
10. Transkripcija
 1. Transkripcija videozapisa u ovom modulu
11. Završni ispit: Provedbeni modeli za poučavanje i učenje

Delivery models of teaching and learning

UC **EDESK**
Digital & Entrepreneurial Skills
for European teachers

View on YouTube

Delivery models of teaching and learning roadmap

Introductory video on delivery modes
Delivery modes for teaching and learning
Discussion on institutional approaches to delivery modes
Your experience with delivery modes debate
Best practices videos

This module aims to differentiate and introduce the main delivery models contemplated by the eDESK methodology. Moreover, it provides best practices on the implementation of these delivery modes within the university classroom and fosters participants' reflection on the application of these delivery modes in their institutions.

Learning outcomes

- Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem solving skills. (20%)
- Integrate the learning material available in the MOOC with other appropriate teaching and learning resources to foster entrepreneurial competences and ethical and sustainable thinking. (10%)
- Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences. (10%)

YOUR TASKS

In this module you will first dive into the world of delivery modes with a video explanation of the different types and its benefits. Then, you will be asked to discuss about their viability and your opinion on them. Afterward, you will be able to see some best practices that implement these delivery modes in real university contexts. Finally, you will be asked to discuss about the delivery modes, to provide examples from your organizations and to debate about the pros and cons of each mode.

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Digital & Entrepreneurial Skills
for European teachers

View on YouTube

PAGE Delivery modes for teaching and learning	FORUM Discussion on institutional approaches to delivery modes	PAGE Best practices videos	FORUM Your experience with delivery modes
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TRANSCRIPTIONS

FOLDER Transcription Videos	QUIZ Final Test Delivery models of teaching and learning
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Slika 18: Provedbeni modeli za poučavanje i učenje Struktura modula (izvor: vlastiti fokus)



Osobni razvoj se nastavlja

1. Video uvoda u osobni razvoj:
https://youtu.be/eFEZDS0tjZY?si=VaR461va_Ho1Lj9O
2. Plan puta
3. H5P: Osobni razvoj
4. UPITNIK: Završna samoprocjena
5. ANKETA: Jesu li vaša očekivanja ispunjena?
6. Dodatni resursi Videozapisi o ishodima učenja (NEOBAVEZNO)
7. Prijepisa
 1. Transkripcija videozapisa u ovom modulu

The screenshot displays a MOOC interface for the course 'Further personal development'. At the top, a progress bar shows the following modules and their completion status:

- Introduction (Completed)
- Competences, skills and values in general (Completed)
- Developing entrepreneurial competences (Progress: 40%)
- Real-world requirements for entrepreneurial competences (Progress: 33%)
- Relevant pedagogical approaches
- Evaluating the digital teaching and learning skills of students and staff
- Learning design concept and tool
- Learning resources (Completed)
- Evaluation and quality assurance (Completed)
- Delivery models of teaching and learning (Progress: 40%)
- Further personal development (Progress: 33%)

The main content area features a video player with the title 'Further personal development' and the logo 'A-DESK Digital & Entrepreneurial Skills for European teachers'. Below the video is a 'Further personal development roadmap' diagram. The roadmap is a winding road with several milestones marked by location pins and icons:

- Further personal development resources
- Final self-assessment
- Have your expectations been met?

Below the roadmap, a text block states: 'This module aims to serve as a guide for you to deepen their knowledge on the different delivery modes and innovative methodologies included in the course modules. It serves as a first step to take a step forward to further research on the topic.'

The interface also includes a list of resources and feedback options:

- FEEDBACK:** Further personal development, Final self-assessment, Have your expectations been met?
- PAGE:** Extra Resources Learning outcomes Videos (OPTIONAL)
- TRANSCRIPTIONS:** Transcriptions Videos

At the bottom, a small text block reads: 'All the materials available within this MOOC have been prepared in line with the Creative Commons licence (CC BY NC SA)'.

Slika 19: Struktura modula za osobni razvoj (vlastito izvješće izvora)

Metodologija e-DESK vodila je provedbu MOOC tečaja "Digitalni i poduzetnički učitelji za svijet koji se brzo mijenja" osmišljenog u projektu. Pružio je okvir za stvaranje MOOC-ova, odabir modula na čekanju i logičko predstavljanje modula u MOOC-u. Metodologija osigurava da korisnici MOOC-a steknu široko i temeljito razumijevanje digitalnih i poduzetničkih vještina koje su nastavnicima potrebne u današnjem svijetu.

Svi rezultati e-DESK-a otvoreni su obrazovni resursi koji se mogu slobodno koristiti pod creative commons licencom, za pojedince koji žele razviti svoje vještine ili na institucionalnoj razini za provedbu digitalne i poduzetničke nastave u obrazovanju. Cilj je metodologije e-DESK poslužiti kao referenca obrazovnim ustanovama i nastavnicima diljem Europe u osmišljavanju, prilagodbi, provedbi i/ili mjerenju hibridnih programa osposobljavanja i metoda poučavanja.

Ova licenca navedena je ne samo na odredišnoj stranici MOOC-a svake platforme, već i na kraju svakog modula, u videozapisima i materijalima za čitanje koje proizvodi konzorcij. S druge strane, svaki je partner koristio ovu vrstu licence kao vodič pri odabiru drugih vanjskih videozapisa (izvan konzorcija) koji koriste istu vrstu licence Creative Common.

Multimedia-aineisto

Za razvoj tečaja, nakon što je konzorcij osmislio i organizirao sadržaj prema metodologiji i stvorio sadržaj, sljedeći korak bio je stvaranje MOOC-a na platformi Moodle, za koji je svaki partner razvio niz modula prema svojoj stručnosti i dostupnim resursima.

Kao što je spomenuto u prijedlogu samog projekta, svi ti materijali razvijeni su tijekom pandemije Covid-19, stoga je, u nastojanju da se organiziraju i stvore vrijedni i korisni materijali, kao i prilično ujednačen izgled, stvoren vodič za preporuke. snimati videozapise za dijeljenje s partnerima, budući da je svaki od njih morao stvarati, snimati i slati materijal, jer nije bilo moguće putovati timu produkcijskih stručnjaka koji su izvršili zadatak kombiniranja stila, koji su konačni videozapisi koji se pojavljuju u MOOC-u.

Zatim dijelimo ovaj osnovni vodič razvijen za tim UC-a kao Prilog I. ovom dokumentu.

Tada je odlučena struktura MOOC-a i materijali su razvijeni na sljedeći način:

Korištenje logotipa i dizajna projekata koje je razvio partner za planiranje komunikacije tako da je slika zaglavlja u skladu s tim materijalima i savjetima o tome kako je koristiti:



Slika 20: Slika zaglavlja MOOC-a (definicija komunikacijskog partnera izvornog konzorcija)

Kada je tim odgovoran za multimedijски razvoj, produkciju i implementaciju primio i / ili snimio materijale videozapisa, postavio je temelje za isto kratkim uvodom:

Sadrži naziv i logotip projekta, kao i glazbu odabranu za njega (do 10 sekundi:



Slika 21: Demonstracija eDesk videozapisa (samoobrada izvora)

U glavnom videu svaki partner predstavlja svoju viziju MOOC-a, glavne ciljeve svakog modula i predstavlja svaku partnersku instituciju.

Za svaki modul bilo je važno imati videozapis s kratkim opisom i ciljevima koje pokriva jedan od njih. Da bismo to učinili, bilo je važno sudionicima predstaviti zajedničku strukturu, stoga odabiremo osobu koja će se pojaviti u svim prezentacijskim videozapisima modula i slijediti isti ton i raspoloženje.



Slika 22: e Protagonist radne površine uvodi svaki modul u uvodne videozapise (samoobrada izvora)

Još jedna stvar koju treba napomenuti je da svi videozapisi koje proizvodi konzorcij slijede istu strukturu:

1. Kratki uvod
2. Glavni naslov
3. Ime osobe i ustanove kojoj pripada
4. Zatvorite logotip konzorcijskih partnera i navedite vrstu licence Creative Commons.



Slika 23: Uvod u radnu stol za svaki videozapis (samoobrada izvora)



Slika 24: e Stolni primjer glavnog zaglavlja (samostalno rukovanje izvorom)



Slika 25.: eStolni primjer imena osobe i ustanove kojoj pripada (izvor, samoupravljanje)



Slika 26: eStolni primjer zatvorenih videozapisa s logotipima partnera i licencom sličnom Creative Commonsu

(Izvor: samoupravljanje)

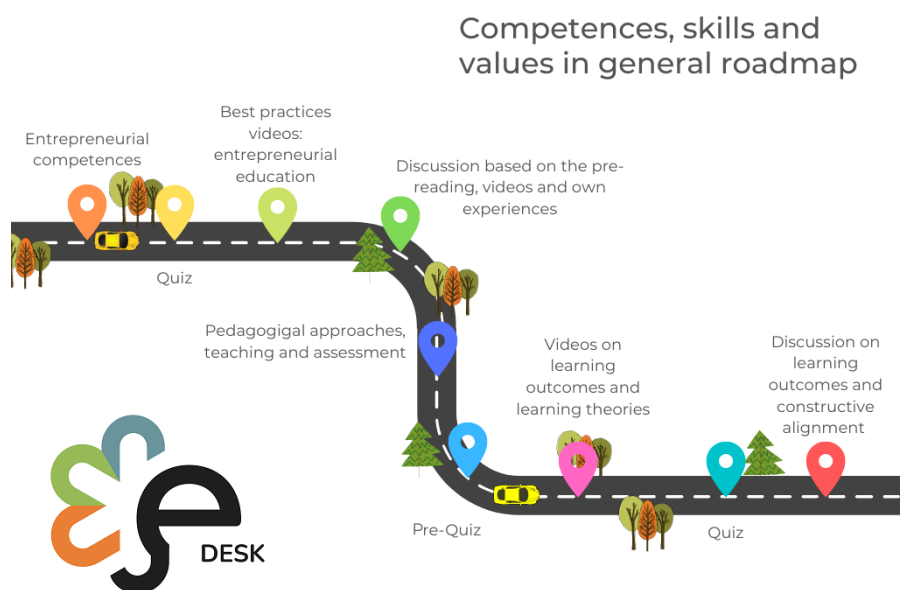
Kunakin moduulin rakenne oli sama:

1. Nimike
2. Esittelyvideo
3. Etenemissuunnitelma
4. Oppimistulokset
5. Tehtävät
6. Aliaiheita
7. Kunkin alateeman materiaali
8. Videoiden transkriptio
9. Lopullinen testi (tarvittaessa)

Competences, skills and values in general



Slika 27.: e Stolni primjer naslova modula i demonstracijskog videozapisa (samostalno rukovanje izvorom)



Slika 28.: e Primjer plana za stol (svi moduli za to koriste istu strukturu) (samostalno rukovanje izvorom)

LEARNING OUTCOMES

After completing this module, participants will be able to:

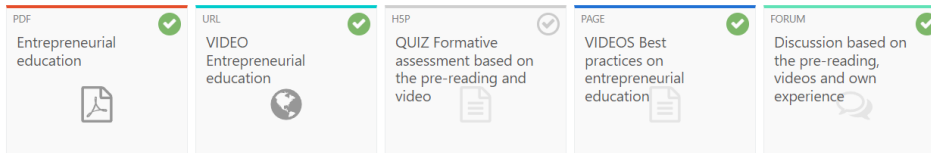
- Identify what entrepreneurial competences students need in the contemporary world to seize and create opportunities and meet challenges to generate value.
- Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment.

ENTREPRENEURIAL COMPETENCES

First, we are going to take our first steps into entrepreneurial education and entrepreneurial competences. Here you will find some reading and best practices video examples. Then, we would like you to discuss with the rest of the participants about the topics seen in these materials.

YOUR TASKS

Here you will be first asked to go through a written document including some theory and basics about entrepreneurial education, as well as some examples of application of this approach in the educative institutions. Afterwards, you will test your knowledge about the reading and pass to the best practices examples. These examples aim to show you real cases where entrepreneurial education is included in the university campus. Finally, you will have the chance to debate, share experiences and comments about what you have seen with your colleagues.

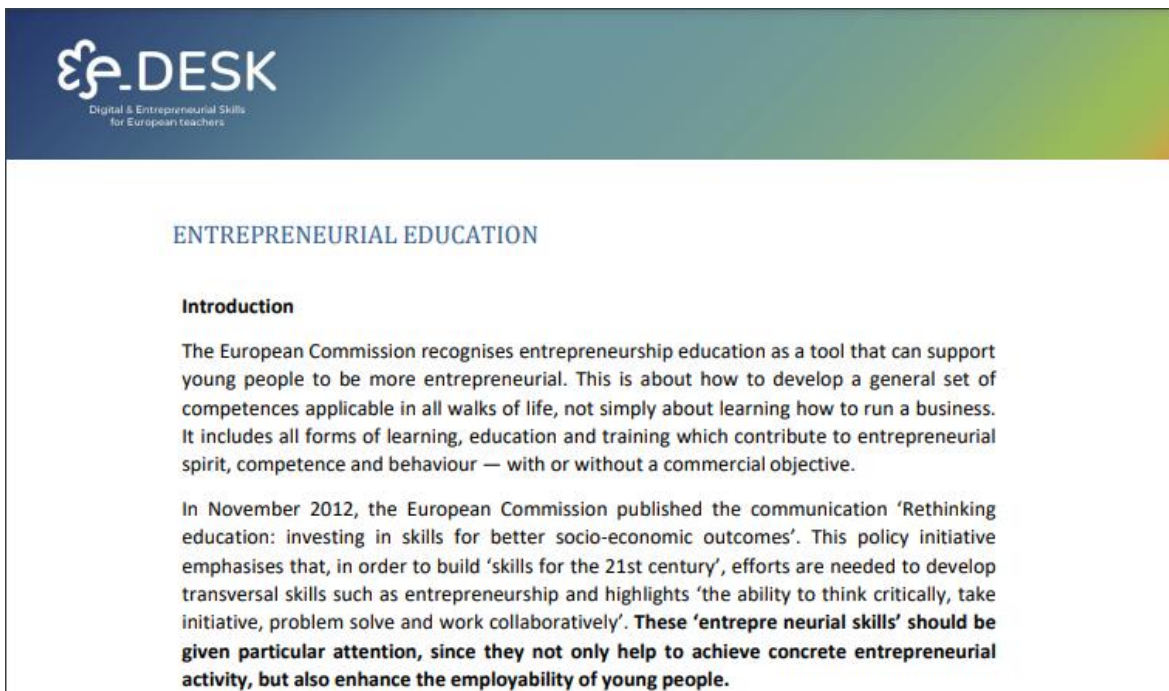


Slika 29.: eStolni primjer ishoda učenja, zadataka, podteme i aktivnosti/materijala (samostalno rukovanje izvorom)



Slika 30.: eStolni primjer transkripcija, završnog testa i licence tipa Creative Commons.

Materijali za čitanje također su stvoreni na istom predlošku prema dizajnu slike projekta:



PRIVITKE

Dodatak 1. OSNOVNI VODIČ ZA SNIMANJE VIDEOZAPISA



UVOD

Posljednjih godina upotreba audiovizualnih resursa povećala se kako bi se obogatila i poboljšale pedagoške metode, posebno one koje se primjenjuju u hibridnom i internetskom obrazovanju.

Video resursi su daleko najčešće korišteni, bilo u sinkronom formatu putem videopoziva, kao i asinkrono s videozapisima snimljenim i prenesenim u različitim virtualnim okruženjima za učenje (VLE).

Ovaj dokument trebao bi biti praktičan vodič za snimanje videozapisa stvorenih posebno za online nastavu i namijenjen je da bude više od pukog snimanja tradicionalne nastavne sesije. Ovaj vodič opisuje korake koje treba slijediti i čimbenike koje treba uzeti u obzir prilikom snimanja ovih vrsta videozapisa.

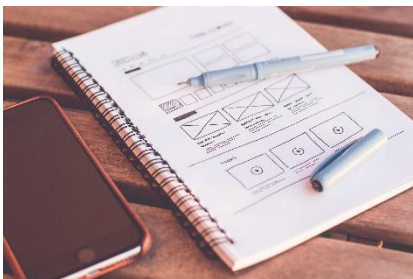
PRVI KORACI

PLANIRANJE

To je najvažniji korak, jer nam omogućuje da definiramo koju vrstu videozapisa želimo napraviti, temu i trajanje. Predloženi postupak bio bi:

1. Odabir teme.
2. Priprema scenarija o tome što će se snimiti.
3. Izbor multimedijских resursa: slike, zvuk, dokumenti itd.
4. Izbor materijala za snimanje: vrsta kamere, računalo, mikrofون itd.
5. Određivanje lokacije (gdje će se snimanje odvijati).
6. Bljeskalica: prirodna, umjetna, smještena kako bi se izbjegle sjene itd.
7. Sudionici: radi li se o videozapisu u prvom licu ili je uključeno više profesionalaca.
8. Vrijeme: počevši od scenarija, važno je definirati određeno vrijeme i pokušati učiniti video što kraćim: bolje je imati nekoliko kratkih videozapisa nego vrlo dugih.

SMJERNICE ZA SNIMANJE VIDEOZAPISA



Odabir glavne teme

Važno je biti jasan o tome koju temu želimo snimiti naš videozapis. Da biste to učinili, preporučujemo da napravite mali pregled u kojem definiramo glavnu temu i pododjeljke s kojima bismo se mogli baviti u spomenutom videu. Osim definiranja resursa (drugih videozapisa, slika ili datoteka) potrebnih za objašnjenje svakog od njih i njegovog logičkog slijeda.

Materijal za snimanje

Kada produciramo video, sadržaj (*ono što želim reći i kako ću to reći*) nesumnjivo bi trebao pobijediti. Nakon što se ova točka utvrdi, važno je odabrati odgovarajuća materijalna sredstva za postizanje našeg cilja. U nastavku su opisani najčešći scenariji i neki minimalni zahtjevi za snimanje videozapisa za podučavanje.



1. *Profesionalni kamkorder*. U tom smislu govorimo o profesionalnom videu Kamera koja može pokriti sljedeće formate: 4K60, 2.7K, 1440p, 1080p, 960p i 720p. Kada je riječ o medijima za pohranu, važno je imati na umu da, unatoč činjenici da je kamera resurs na kojem moramo najviše urezati u pogledu kvalitete, u obzir dolaze i čimbenici kao što su njegova kvaliteta zvuka, kao i opcije za postavke osvjetljenja koje nudi. Iz tog razloga, pri odabiru opreme važno je uzeti u obzir neka osnovna pitanja, kao što su:

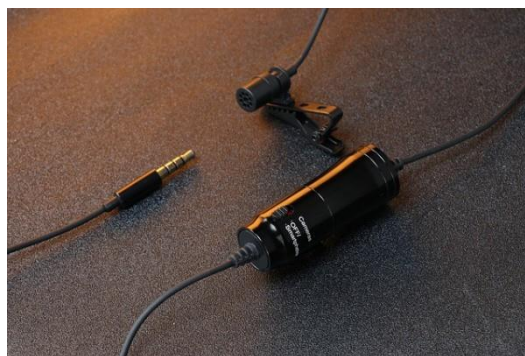


1. **Fokus kamere:** To jest, ako ima programabilne opcije automatskog fokusiranja ili ručnog fokusa kako bi ponudio bolju sliku osobe u videozapisu



1. **Rasvjeta:** Ako se snimanje vrši u fizičkom prostoru s dobrim osvjetljenjem ili imamo druge uređaje kao što su svjetiljke ili rasvjetni prstenovi, prethodno opremljeni dobrim svjetlom.

1. **Audio:** Uvijek će biti bolje ako snimamo zvuk s profesionalnom opremom koja mu daje visoku kvalitetu, poput *lavalier* mikrofona; ili s opcijom smanjenja buke, koja će omogućiti bolju kvalitetu glasa i smanjiti okolnu buku.





1. *Mobitel ili tablet:* Kao i u prethodnom odjeljku, važno je uzeti u obzir da osim opreme postoje čimbenici koji određuju kvalitetu videozapisa ili fotografije izrađene s tim uređajima, kao što je rasvjeta. Leće i senzor trebaju imati najmanje 64 mpx.

Računalo pomoću web-kamere:
Minimalno 1080 piksela.



Mjerenja

XAVC HD, HDV 1080p (1920 x 1080px - 50Mbps).

Kvaliteta:

1. Što je više moguće, i u slici i u zvuku (prema gore navedenim mjerama za video i audio).
2. Video u HD barem.
3. ISO je dobro podešen kako bi se izbjegla buka i drugi problemi.
4. Po mogućnosti, koristite mikrofonski sustav kako biste zajamčili kvalitetan zvuk.
5. Izbjegavajte na slici: gradijentne pozadine, pikselizirane ili bučne slike, pozadinska osvjetljenja ...
6. Izbjegavajte zvuk: buka iz okoliša, tranzitna područja s puno prometa, vjetrovita vanjština, radovi ...

Oblik

1. Zvučnik objašnjava kameri, bez buljenja u nju.
2. Intervju: osoba pored kamere, a da je nitko ne vidi, djeluje kao anketar, postavlja pitanja, a govornik odgovara. U ovom slučaju, u konačnom videu, glas onoga koji postavlja pitanja se ne pojavljuje, jer je izrezan u izdanju. Drugi način mogao bi biti, dvije neovisne snimke koje gledaju u kameru i njihovo naknadno sastavljanje kroz program za uređivanje videozapisa.



Primjer intervjua.

Sastav

Glavna tema u 1/3 prostora zaslona, a ne u sredini, uvijek s desne ili lijeve strane, kako bi se u preostali prostor mogli uključiti potrebni resursi: slike, grafike, drugi video feed itd. Izlagač se mora pojaviti od torza prema gore, bilo da stoji ili sjedi.



Primjer sastava.

Pozadina

1. Uredski, vanjski prostor, sveučilišni ili uredski hodnici... Uvijek jamči dobru kvalitetu u zvuku i osvjetljenju. Ne baš prenapučena područja bolja su opcija za izbjegavanje prekida, buke itd.
2. Upotreba ključnih pozadina Chroma također je prihvatljiva.



Primjer kroma.

Rasvjeta

Po mogućnosti prirodno svjetlo. U slučaju nedostatka, podrška s dodatnim umjetnim svjetlom, kao što su reflektori: nisu izravno usmjereni, projiciraju svjetlo, pokušavaju ga učiniti prirodnim i mekim.



Maksimalno trajanje: 6 minuta.

SAVJETI

1. Prije snimanja napravite ploču scenarija ili skriptu sa strukturom.
2. Pogledajte istu točku, u slučaju anketara (ako je glava koja govori s lijeve strane, trebala bi gledati udesno i obrnuto).
3. Naglasiti.
4. Koristite, koliko je to moguće, znakove izražavanja, poput pomicanja ruku, kako biste videozapisu dali dinamičnost (bez prisiljavanja).
5. U trenucima pogreške, govornik mora održavati mirno držanje, šutjeti i nastaviti gledati u kameru i vratiti se objašnjenju. To omogućuje bolje uređivanje, s rezovima koji su prirodniji.
6. Ako je govornik sramežljiv ili ima problema sa snimanjem (nije neuobičajeno) pomoću formata "lažni intervju" obično pomaže: pruža nekome za razgovor, to ga može razuvjeriti i čini situaciju prirodnijom od "buljenja u crno oko kamere".
7. Kada je izlaganje vrlo dugo za komentiranje govora, napravite segmentirane snimke.
8. Pokušajte videozapise učiniti što prirodnijima.
9. Usredotočite cilj videozapisa na razumijevanje pojmova veće težine i složenosti i relevantnih za temu koja se bavi.
10. Kao što smo već spomenuli u prethodnom odjeljku, preporučuje se maksimalno trajanje od 6 minuta, iako ako bi trajanje bilo malo duže (na primjer 10 minuta) moglo bi se opravdati samo njegovom relevantnošću za temu i dosljednošću koju pruža videozapisu tako dugo trajanje. U slučaju duljih videozapisa, oni će biti podijeljeni u kapsule od najviše 10 minuta, čineći rezove po konceptima ili temama obrađenim unutar njega.
11. Na isti način, preporuča se biti jasan o tome koji će se koncept ili koncepti obraditi u videu kako bi se pokušalo smanjiti njegovo trajanje što je više moguće i pružiti navedene podatke za čišće izdanje. Ako su potrebni dodatni detalji i videozapisi bi bili predugi, mogu se isporučiti u tekstualnom formatu zajedno s videozapisima.
12. Kao didaktička preporuka, na početku videa predlaže se malo prebrojavanje pojmova za njegov kasniji razvoj unutar njega.
13. Važno je osigurati dodatni materijal koji je relevantan, potreban i obogaćujući videozapise, poput pitanja integriranih u njega.

VIDEO STRUKTURA

Naslovnica/uvod

S informacijama o:

1. Naziv tečaja
(s logotipima).
2. Naslov modula
3. Naslov aktivnosti.



Obično je dobra ideja da jedna osoba ili usluga za video produkciju napravi sve uvode za sve videozapise istog tečaja, kako bi se osigurala ujednačenost u svima njima. Ili barem imati vrlo dobru koordinaciju i razumijevanje među svim uključenim dijelovima.

Početak reprodukcije videozapisa

S imenom stručnjaka i organizacijom kojoj pripada.



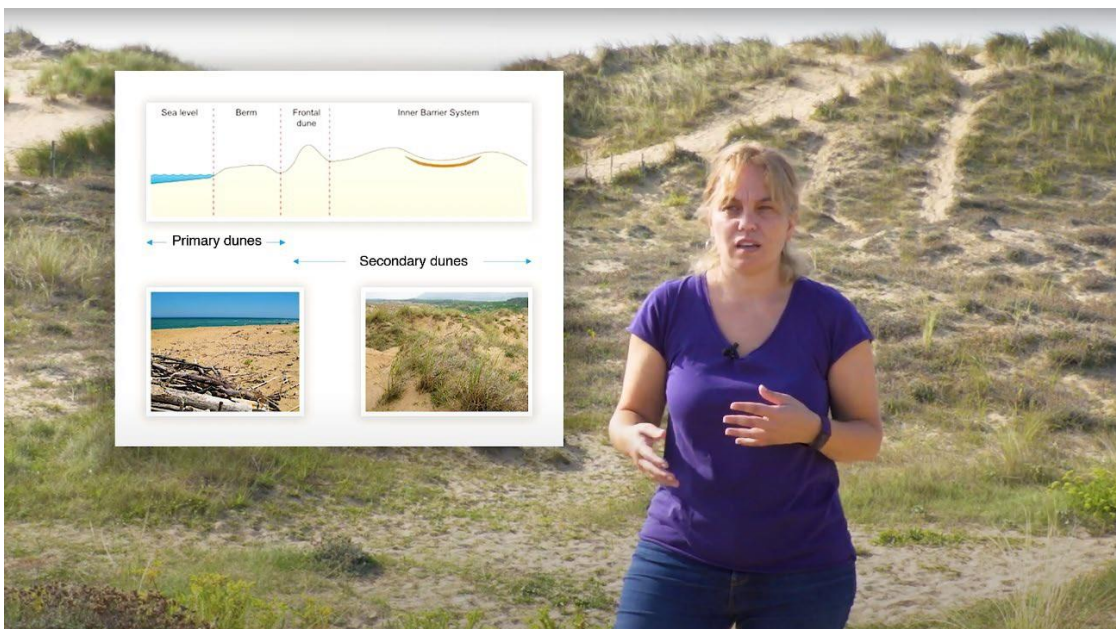
Reprodukcija videozapisa

S logotipima ispod u smanjenoj veličini, koji se pojavljuju cijelo vrijeme tijekom videozapisa.



Korištenje vizualnih resursa

Tekst čitljiv na zaslonu koji se, na primjer, pojavljuje s pitanjem u slučaju formata intervjua. Također slike, grafike, animacije itd.



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Ova publikacija dio je projekta e-DESK, koji vodi Centro Internacional Santander Emprendimiento (CISE), a sufinancira Europska unija, kroz program Erasmus+. Ovaj dokument koordinirao je Universidade Nova de Lisboa u sklopu projekta e-DESK.

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Ova metodologija kreirana je projektom e-Desk – Digitalne i poduzetničke vještine za nastavnike, u sklopu programa ERASMUS+.



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

