O2: *In-service Training Programme and*

Handbook

NEURO-GUIDE

Building Key Competences Through
Challenge Based Learning

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Erasmus+

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1. Introduction

This Handbook was developed within the Erasmus+ project **"Neuro-Guide: *Building Key Competences Through Challenge Based Learning"*** financed by the European Commission and implemented by a consortium of 8 organisations in 8 EU partner countries – Portugal, Ireland, Finland, Poland, Czech Republic, Cyprus, United Kingdom and Romania.

The Handbook is designed by the partners in charge with development of the In-service Training Programme and Handbook (the so-called Learner Manual), namely University of Pitești (RO) and Municipio de Lousada (PT). It will be used by project partners to implement the training programme with Vocational Education and Training (VET) tutors.

As the European Union (EU) economy continues to evolve at a rapid pace, educators are increasingly expected to provide new training to meet emerging market needs. However, in many cases appropriate in-service training is not provided. Neuro-Guide proposes a comprehensive educational intervention where the needs of VET tutors, as key intermediaries, are considered to be just as important as the needs of the young people who will be the end users of the resources.

The proposed In-service Training and Handbook to support VET tutors to maximise the potential of the new dynamic, media-rich online educational escape room resources represent a significant innovation in the VET field.

The project partners developed the bespoke In-service Training programme and this Handbook to ensure that VET tutors are fully trained to harness the potential of the Neuro-Guide online educational escape room resources and the online platform to help target group members develop the selected key creative and critical thinking skills and entrepreneurial attributes that are highly valued in the European labour market.

This Handbook responds to the specific challenges that the new resources developed by the Neuro-Guide consortium provide for VET tutors and supports their continuous professional development so they can take full advantage of the new resources provided.

Thus, the Neuro-Guide Handbook addresses the innovative pedagogic methodologies for providing training in dynamic, online environments and for building dynamic learning tools based on online educational escape room challenges.

The Neuro-Guide Handbook will be used during the pilot in-service training in Ireland in M16 and during further implementation of the training curriculum with 10 additional adult educators/VET tutors by each partner country in M18.

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2. About the In-service Training Programme

2.1.: Target group

The ***main target group*** for the Neuro-Guide training includes VET tutors and professionals however, other Adult Educators may benefit as well. The trainees need to have some basic knowledge on how to use computers and navigate through the internet in order to use the tools and resources offered.

2.2.: Training workshops

2.2.1.: Aims / objectives of the training

The main ***aims*** of the In-service Training Programme are:

- to respond to the specific challenges that the new resources (media-rich and interactive) will provide for VET tutors;
- to support their continuous professional development so they can take full advantage of the new resources provided;
- to familiarise the VET tutors with the new approaches required to effectively use and integrate the new resources into everyday activities.

In more detailed ***objectives***, the In-service Training Programme envisages to ensure that, in relation to the proposed new media-rich and interactive resources, all VET providers are:

- comfortable working with the new resources in non-traditional learning environments (i.e. new dynamic, online learning environments: smart phones, other mobile devices and social media platforms);
- fully bought-in to the benefits that online learning can bring;
- fully aware of the risks that pertain to online environments;
- able to safeguard against possible negative factors associated with online learning.

2.2.2.: Content and sequencing of the training

The In-service Training curriculum comprises ***12 hours of face to face training*** and ***36 hours of self-directed learning.***

The In-service Training curriculum will be implemented through ***3 workshops of 4 hours each*** and an ***online session of 36 hours***.

The workshops can be organised in consecutive days or according to the need and availability of the trainer(s) and participants registered to the training programme.

The allocation of the training hours per Learning Units is the following:

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Learning Unit (L.U.)	*Hours of training*	*Delivery method*
L.U.1: **Creative and Critical Thinking**	4	Face to face
L.U.2: **Entrepreneurial Spirit**	4	Face to face
L.U.3: **Working in new dynamic, online learning environments**	4	Face to face (Note: Preparation of the trainees and explanations on how to achieve the self-directed learning through L.U.4 will be done here, within L.U.3)
L.U.4: **Online escape room resources**	36	Self-directed learning
TOTAL	**48**	

The three workshops designed for training VET tutors and professionals provide the necessary resources for effective introduction of each of the key skills areas being addressed and the online escape room resources developed by the Neuro-Guide consortium to support their acquisition. The order of the three workshops is as follows:

Workshop 1: **Creative and Critical Thinking**

In this workshop VET tutors and professionals will get an introduction to the Neuro-Guide project, will learn about its main outputs and will acquire the theoretical background regarding creative and critical thinking necessary to understand and efficiently use the online resources created by the project consortium for this topic. This workshop will be delivered face to face, will have duration of 4 hours and will comprise both theoretical and practical/applicative parts.

Workshop 2: **Entrepreneurial Spirit**

This workshop will familiarize VET tutors and professionals with the main aspects and concepts in the field of entrepreneurial spirit necessary to understand and efficiently use the online resources created by the project consortium for this topic. This workshop will be delivered face to face, will have duration of 4 hours and will comprise both theoretical and practical/applicative parts.

Workshop 3: **Working in new dynamic, online learning environments**

In this workshop the VET tutors and professionals draw on knowledge and experience gained from the first two workshops, make the transfer/connection from theoretical the acquired theoretical background to how to apply knowledge, skills and competencies regarding (i) Creative and Critical Thinking and (ii) Entrepreneurial Spirit, to online learning environments, when working with their trainees within such context. This workshop will be delivered face to face, will have duration of 4 hours and will comprise both theoretical and practical/applicative parts.

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At the end of the three workshops the learning will be evaluated. Based on this overall evaluation and on the completion of all three workshops, the trainees will receive Certificate of Attendance (certificate template to be provided by UPIT and Municipio de Lousada).

Also, at the end of the three workshops implementation, the trainees should offer their feedback towards the improvement of the work, training materials and resources presented (feedback questionnaire template to be provided by UPIT and Municipio de Lousada).

Online session: **Online escape room resources**

After the implementation of the workshops, an online session will follow, aiming to allow the trainees (VET tutors and professionals) to access the online escape room resources, get used to them and learn, at their own pace. They will also get to grips with how to work with them and how to apply them to their target groups in their daily professional settings.

The new resources will be media-rich and interactive, and the in-service training will familiarise the VET tutors with the new approaches required to effectively use and integrate the new resources into their everyday activities.

This session will be held entirely online through the project e-learning platform in order to allow accessing the online escape room resources (it will be delivered as a self-directed learning, achieved individually by each trainee). It will have duration of approximately 36 hours (an estimated average of 1 hour per each Neuro-Guide online escape room resource plus the associated tasks).

2.2.3. Pacing of the training

The total duration of the training will be 48 hours. Each Module will last approximately four hours. Training could be divided into three days, devoting one day to each workshop. They can be held either on consecutive days or with a small pause between workshops (for example every other day). Alternatively, if circumstances allow it, the training course could be offered as a crash course in one day. Each country and training institution should decide freely about the schedule they find more suitable for their participants (VET tutors and professionals).

3. About this Handbook

The Neuro-Guide Handbook is organised in Learning Units, designed on common template previously agreed by project consortium.

It contains 4 Learning Units: 3 for face-to-face delivery and 1 for online training.

The Learning Units are so designed to cover 48 hours of training in total, as explained under Section 2 above.

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Each learning unit is supplemented with additional teaching materials (Power Point presentations, worksheets, evaluation tests, etc.). Due to their size and type, these materials could not be included in the Neuro-Guide Handbook, but they are provided separately, as annexes and, like the Handbook itself, can be accessed via the project e-learning platform.

In order to evaluate the new knowledge, skills and competencies acquired during the training workshops, this Neuro-Guide Handbook contains activities that foster reflection, active participation and implementation of the Learning Outcomes gained through the accomplishment of the given tasks. Through discussions, the trainer can evaluate how well the trainees understand the concepts and provide feedback to the trainees. But also, the annexes of this Handbook contain for each Learning Unit a short 10 or 15-minute written survey, with multiple-choice evaluation items. These assessment tests should be administered at the end of the Learning Units. However, the designed activities and discussion sessions also provide opportunities for self-evaluation.

In the following pages you will find the Neuro-Guide Handbook itself.

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Neuro-Guide HANDBOOK

Learning Unit 1: Critical and Creative Thinking Designed by: Município de Lousada			
Aim	This unit aims to make an introduction to the Neuro-Guide project, to explain the outputs and to acquire the theoretical background regarding creative and critical thinking necessary to understand and efficiently use the online resources created by the project consortium for this topic.		
TOTAL Learning time of which:	**Face-to-face learning**	**Self-directed learning**	**Assessment**
4 hours	**4 hours**	**0**	**10 min**

LEARNING OUTCOMES

On successful completion of this Learning Unit, learners will be able to:

Knowledge	K.1.1. Define and describe creative thinking. K.1.2. Explain what creative thinking is. K.1.3. Define and describe critical thinking. K.1.4. Explain what critical thinking is.
Skills	S.1.1. Analyse and compare creative and critical thinking.
Competences	C.1.1. Instruct trainees how to apply techniques for creative and critical thinking.

Activity Code	**Activity Title**	**Activity type** (i.e. face-to-face learning or self-directed learning)	**Learning Outcomes to be achieved through this activity**	**Learning Time for this activity**
A1.1	*Creative and Critical Thinking: introduction to the Neuro-Guide project, its main outputs and theoretical background regarding creative and critical thinking necessary to understand and efficiently use the online resources created by the project consortium for this topic.*	Face-to-face learning	K.1.1. K.1.2. K.1.3. K.1.4. S.1.1. C.1.1.	4 hours
Overview of Content	Trainer introduction: - Trainer introduces learners to the unit and provides of the content to be covered. (15 min) Trainer presentation: - Using PPT slides (Neuro-Guide_O2_LU1_Annex 1.pptx), the trainer gets an introduction to the Neuro-Guide project, its main outputs and perform the theoretical background regarding creative and critical thinking necessary to understand and efficiently use the online resources. (45 min) Annexes:			

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	- Neuro-Guide_O2_LU1_Annex 2.docx **- Neuro-Guide_O2_LU1_Annex 3.docx** **(**Reflection about the relevance and utility of critical thinking); (45 min) **- Neuro-Guide_O2_LU1_Annex 4.docx** (Definitions, concepts and terms of *critical thinking* or *creative thinking);* (30 min) **- Neuro-Guide_O2_LU1_Annex 5.docx** (Test your creative thinking); (45 min)
Content delivery methods (lecture, discussions, research, group work, Neuro-Guide escape room resources, etc.)	
Trainer introduction, individual work, discussions.	
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
Neuro-Guide_O2_LU1_Annex 1.pptx Neuro-Guide_O2_LU1_Annex 2.docx Neuro-Guide_O2_LU1_Annex 3.docx Neuro-Guide_O2_LU1_Annex 4.docx Neuro-Guide_O2_LU1_Annex 5.docx Neuro-Guide_O2_LU1_Annex 6.doc	
Online Escape Room Compendium of Resources (if needed)	
Name or number of the resource in the Compendium	Brief Guide on how to use the Resource
N/A	N/A
Assessment method	
By evaluating the task completed in the worksheet (Annex 5). By completing the 10-minute written test (Annex 6).	
References	

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Learning Unit 2: Entrepreneurial Spirit Designed by: University of Pitești (UPIT)			
Aim	This unit aims to familiarize the trainees (VET tutors and professionals) with the main aspects and concepts in the field of entrepreneurial spirit necessary to understand and efficiently use the online resources created by the project consortium for this topic.		
TOTAL Learning time of which:	**Face-to-face learning**	**Self-directed learning**	**Assessment**
4 hours	**4**	**0**	**10 min**

LEARNING OUTCOMES

On successful completion of this Learning Unit, learners will be able to:

Knowledge	K.2.1. Define entrepreneurship. K.2.2. Define entrepreneur. K.2.3. List, describe and explain the skills required to be 'entrepreneurial'. K.2.4. Present the values of entrepreneurship.
Skills	S.2.1. Provide examples to illustrate the values of entrepreneurship. S.2.2. Assess the trainees' level of entrepreneurial competence and suggest necessary improvements.
Competences	C.2.1. Instruct trainees how to apply the theoretical knowledge and the practical acquired skills referring to entrepreneurial spirit.

Activity Code	**Activity Title**	**Activity type** (i.e. face-to-face learning or self-directed learning)	**Learning Outcomes to be achieved through this activity**	**Learning Time for this activity**
A2.1	*Neuro Guide project. Entrepreneurial Spirit: the theory*	Face-to-face	K.2.1. K.2.2. S.2.1.	90 min
Overview of Content	• The trainer welcomes participants (trainees) and emphasizes that this Learning Unit represents a continuation of Neuro-Guide LU1; (1 min) • S/he announces the learning objectives of this activity, which are K.2.1.; K.2.2.; K.2.4. and S.2.1 as formulated in the table above; (2 min) • The main concepts of entrepreneurship and entrepreneur are introduced by the trainer with the help of "Neuro-Guide_O2_LU2_Annex 1.pptx", slides 1-15. (40 min) • S/he explains the Task 1, namely a brief Case Study ("Neuro-Guide_O2_LU2_Annex 2.doc") and distributes worksheets to trainees; (2 min) • Trainees work individually to perform the Task 1. While they work, the trainer provides them with feedback and advice; s/he also makes comments and overall evaluates the achievements of each trainee. (30 min) • At the end of the allotted time, the trainer chooses randomly or on a voluntary basis 2-3 case studies and asks the authors to present them and discuss them with all trainees. (15 min)			
Content delivery methods (lecture, discussions, research, group work, Neuro-Guide escape room resources, etc.)				

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Lecture Discussion/debate Individual work
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
Neuro-Guide_O2_LU2_Annex 1.pptx Neuro-Guide_O2_LU2_Annex 2.doc as shown above, under section "Overview of Content".
Online Escape Room Compendium of Resources (if needed)

Name or number of the resource in the Compendium	Brief Guide on how to use the Resource
N/A	N/A

Assessment method
By evaluating the task completed in the worksheet (Annex 2).
References
Business Dictionary, http://www.businessdictionary.com/definition/entrepreneurship.html https://www.oberlo.com/blog/what-is-entrepreneurship https://slideplayer.com/slide/6220542/ https://www.youtube.com/watch?v=Xcsp0486olY *https://www.googlesir.com/nature-and-characteristics-of-entrepreneurship/* https://www.youtube.com/watch?v=r51eQ2vPZSs https://www.investopedia.com/articles/personal-finance/101414/why-entrepreneurs-are-important-economy.as https://www.managementstudyguide.com/what-is-entrepreneurship.htm https://www.slideshare.net/aquatixpharma/definitions-of-entrepreneurship-from-differ https://www.forbes.com/sites/brettnelson/2012/06/05/the-real-definition-of-entrepreneur-and-why-it-matters/#45eb76684456 Steve Blank, *You're not a real entrepreneur*, https://steveblank.com/2010/06/10/you%E2%80%99re-not-a-real-entrepreneur/ http://www.eduxir.com/curriculum/cbse/class-xi/entrepreneurship/an-entrepreneur https://www.youtube.com/watch?v=lJjILQu2xM8 https://www.managementstudyguide.com/what-is-entrepreneurship.htm https://www.youtube.com/watch?v=86unGITRPLs

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A2.2	*Neuro-Guide project. Entrepreneurial Spirit: the practice.*	Face-to-face	K.2.3. K.2.4. S.2.2. C.2.1.	150 min
Overview of Content	• The trainer announces the learning objectives of this activity, which are K.2.3., K.2.4., S.2.2. and C.2.1 as formulated in the table from the beginning of this document; (2 min) • S/he introduces the concepts of entrepreneurial values and spirit with the help of "Neuro-Guide_O2_LU2_Annex 1.pptx", slides 17-23. (30 min) • The trainer exemplifies/explains one Neuro-Guide online escape room (one resource) by using the project Learning Portal at			

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	https://neuroguide.eu/en/learn/:language/en (s/he can chose the resource language) (13 min) • S/he explains the Task 2, namely the design of an activity ("Neuro-Guide_O2_LU2_Annex 3.doc") and distributes worksheets to trainees; s/he organizes trainees in 3-4 groups with approximately the same number of persons each; the trainees perform the Task 2. (75 min) • The trainer presents the slides 26-28, makes a brief recap of the main concepts and emphasizes on the achievements of the learning outcomes; before closing the session informs the trainees that the last activity is to complete a short-written test. (15 min) • The trainer applies the test ("Neuro-Guide_O2_LU2_Annex 4.doc"), collects the papers, thanks the trainees for their participation and active involvement and closes the session. (15 min)
Content delivery methods (lecture, discussions, research, group work, Neuro-Guide escape room resources, etc.)	
Lecture Discussion/debate Individual work Group work Assessment	
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
Neuro-Guide_O2_LU2_Annex 1.pptx Neuro-Guide_O2_LU2_Annex 3.doc Neuro-Guide_O2_LU2_Annex 4.doc as shown above, under section "Overview of Content".	
Online Escape Room Compendium of Resources (if needed)	
Name or number of the resource in the Compendium	Brief Guide on how to use the Resource
Any resource, from 1 to 32	Choose a level (introductory, intermediate, advanced or expert) and a resource from one of the 2 topics: critical and creative thinking OR entrepreneurial skills. Access the resources via the Neuro-Guide platform. Follow the instructions to face the challenges in the chosen resource. Solve the challenges of the resource one by one until the end of the game (resource).
Assessment method	
By evaluating the task completed in the worksheet (Annex 3). By completing the 10-minute written test (Annex 4).	
References	
https://eshipnotes.wordpress.com/topics/class-xi/entrepreneurial-values/ https://thegrittifund.com/entrepreneurship-definition/what-specifically-defines-entrepreneurial-spirit/) https://www.beafarmbureauagent.com/Blog/10-signs-you-have-an-entrepreneurial-spirit CEDEFOP, *Guiding principles on professional development of trainers in vocational education and training* Steve Blank, *The Startup Owner's Manual*: https://www.youtube.com/watch?v=H2OkLcOCjEs	

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https://www.pdfdrive.com/the-startup-owners-manual-the-step-by-step-guide-for-building-a-great-company-e159325895.html
Nature and Characteristics of Entrepreneurship,
https://www.googlesir.com/nature-and-characteristics-of-entrepreneurship/
Entrepreneurship Defined: What It Means to Be an Entrepreneur,
https://www.businessnewsdaily.com/7275-entrepreneurship-defined.html

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Learning Unit 3: Working in new dynamic, online learning environments Designed by: University of Pitești (Activity 3.1.) and Município de Lousada (Activity 3.2.)			
Aim	This unit aims to support the trainees (VET tutors and professionals) to draw on knowledge and experience gained from the first two Learning Units, make the transfer/connection from the acquired theoretical background to how to apply knowledge, skills and competencies regarding: (i) Creative and Critical Thinking and (ii) Entrepreneurial Spirit to online learning environments, when working with their trainees (peoples at the margins of society and economy[1]) within such context.		
TOTAL Learning time of which:	**Face-to-face learning**	**Self-directed learning**	**Assessment**
4 hours	**4**	**0**	**10 min**
LEARNING OUTCOMES On successful completion of this Learning Unit, learners will be able to:			
Knowledge	K.3.1. Have knowledge of and describe the: - online learning; - online learning environments (OLEs) K.3.2. Outline and exemplify benefits of online learning. K.3.3. Recognise the challenges of online learning (or the negative factors associated with online learning). K.3.4. Identify the risks that pertain in online environments. K.3.5. Identify various online learning environments.		
Skills	S.3.1. Analyse and argue the benefits of online learning. S.3.2. Discuss and illustrate by example the challenges of the online learning. S.3.3. Formulate characteristics of various online learning environments. S.3.4. Express the principles on which the OLEs are based. S.3.5. Practice/use the Neuro-Guide online escape room resources to develop necessary skills to further support their trainees in efficiently use these resources too. S.3.6. Utilise correctly and efficiently smart phones, other mobile devices and social media platforms for teaching-learning purposes.		
Competences	C.3.1. Monitor their trainees learn & work processes when they use online learning and OLEs (i.e. the Neuro-Guide online escape room resources).		

[1] By people *'peoples at the margins of society and economy'* we understand:

- those on the margins of education and training and to support them to build competences in a range of areas through a challenge-based learning approach;
- young people from low socioeconomic backgrounds;
- young people for whom formal education has failed and who now find themselves on the margins of society and economy;
- young people living with a disability;
- and young people living in remote areas where access to bespoke education programmes for building key competences are limited.

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Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A3.1	*Online learning and environments: definition, features, benefits & challenges.*	Face-to-face	K.3.1. K.3.2. K.3.3. S.3.1. S.3.2. S.3.3. C.3.1.	120 min
Overview of Content	• The trainer announces the learning objectives of this activity, which are as formulated in the table above; (1 min) • The main concepts regarding online learning environments and their features are introduced by the trainer with the help of "Neuro-Guide_O2_LU3_Annex 1.pptx" (20 min) • S/he explains the Task 1, namely how to perform an online brief search and a brainstorming with 'pros' and 'cons' regarding the online learning environments ("Neuro-Guide_O2_LU3_Annex 2.doc") and distributes worksheets to trainees; (2 min) • Trainees work individually to perform the Task 1. While they work, the trainer provides them with feedback and advice; s/he also makes comments and overall evaluates the achievements of each trainee. (25 min) • The trainer presents benefits and challenges of the online learning with the help of "Neuro-Guide_O2_LU3_Annex 3.pptx" (40 min) • S/he explains the "Task 2: Role Play" (as in slide 26 from Annex 3). (2 min) • Trainees work individually to perform the Task 2. While they work, the trainer provides them with feedback and advice; s/he also makes comments and overall evaluates the achievements of each trainee. (30 min) • Before closing Activity 3.1 the trainer informs the trainees that the last task is to complete a short-written test. The trainer applies the test ("Neuro-Guide_O2_LU3_Annex 4.doc"), collects the papers, thanks the trainees for their participation and active involvement and closes the session. (15 min)			
Content delivery methods (lecture, discussions, research, group work, Neuro-Guide escape room resources, etc.)				
Lecture Discussion/debate Individual work Group work Assessment				
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
Neuro-Guide_O2_LU3_Annex 1.pptx Neuro-Guide_O2_LU3_Annex 2.doc Neuro-Guide_O2_LU3_Annex 3.pptx Neuro-Guide_O2_LU3_Annex 4.doc as shown above, under section "Overview of Content".				
Online Escape Room Compendium of Resources (if needed)				
Name or number of the resource in the Compendium	Brief Guide on how to use the Resource			
N/A	N/A			
Assessment method				

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By evaluating the task completed in the worksheet (Annex 2). By completing the 10-minute written test (Annex 4).
References
http://learn.bacone.edu/pluginfile.php/3793/mod_resource/content/4/What%20is%20Online%20Learning.pdf https://www.futurelearn.com/courses/blended-learning-getting-started/0/steps/7856 https://www.educations.com/study-guides/study-online/ https://www.yourtrainingedge.com/the-4-biggest-fears-about-online-learning-and-how-to-overcome-them/ https://www.dexway.com/5-reasons-why-online-learning-is-more-effective/ https://www.debate.org/opinions/is-online-study-is-better-than-traditional-study https://www.igi-global.com/dictionary/interacting-at-a-distance/21004 https://mcgraw.princeton.edu/initiatives/online-teaching-and-learning/online-learning-environments https://raccoongang.com/blog/strategies-success-online-learning-environment/ https://www.strayer.edu/why-online-learning/benefits-and-challenges https://epale.ec.europa.eu/en/blog/rise-online-learning-benefits-and-challenges-teachers-part-one-benefits https://epale.ec.europa.eu/en/blog/rise-online-learning-benefits-and-challenges-teachers-part-two-challenges https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1304&context=education_ETD_masters

Activity Code	Activity Title	Activity type (i.e. face-to-face learning or self-directed learning)	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A3.2	*Online learning: principles & risks. Neuro-Guide online escape room resources in practice*	Face-to-face learning	K.3.4 K.3.5 S.3.4 S.3.5 S.3.6 C.3.1	120 min
Overview of Content	Trainer introduction: - Trainer introduces learners to the unit and provides of the content to be covered. (5 min) Trainer presentation: - Using PPT slides ("Neuro-Guide_O2_LU3_Annex 1.pptx"), the trainer performs the theoretical background regarding risks in online environments and identifies various online learning environments. (25 min) Annexes: - Neuro-Guide_O2_LU3_Annex 5.pptx (25 min) - Neuro-Guide_O2_LU3_Annex 6.docx (20 min) - Neuro-Guide_O2_LU3_Annex 7.docx (25 min) - Neuro-Guide_O2_LU3_Annex 8.docx (15 min) - Neuro-Guide_O2_LU3_Annex 9.docx (30 min)			

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Content delivery methods (lecture, discussions, research, group work, Neuro-Guide escape room resources, etc.)	
Trainer introduction, individual work, discussions.	
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
Neuro-Guide_O2_LU3_Annex 5.pptx Neuro-Guide_O2_LU3_Annex 6.docx Neuro-Guide_O2_LU3_Annex 7.docx Neuro-Guide_O2_LU3_Annex 8.docx Neuro-Guide_O2_LU3_Annex 9.docx	
Online Escape Room Compendium of Resources (if needed)	
Name or number of the resource in the Compendium	Brief Guide on how to use the Resource
N/A	N/A
Assessment method	
By evaluating the task completed in the worksheet (Annex 8).	
References	

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Learning Unit 4: Online escape room resources Designed by: University of Pitești (UPIT)			
Aim	This unit aims to allow the trainees (VET tutors and professionals) to access the online escape room resources, get used with them and learn - at their own pace - how to work with them, how to apply them to their target public from the daily professional activities.		
TOTAL Learning time of which:	**Face-to-face learning**	**Self-directed learning**	**Assessment[2]**
36 hours	**0**	**36 hours**	**---**

LEARNING OUTCOMES

On successful completion of this Learning Unit, learners will be able to:

Knowledge	K.4.1. Present the online escape room resources to trainees.
Skills	S.4.1. Demonstrate the relevance and utility of the online escape room resources. S.4.2. Conduct demos on how to use efficiently the online escape room resources.
Competences	C.4.1. Instruct trainees how to efficiently use the online escape room resources.

Activity Code	**Activity Title**	**Activity type** (i.e. face-to-face learning or self-directed learning)	**Learning Outcomes to be achieved through this activity**	**Learning Time for this activity**
A4.1	*Neuro-Guide online escape room resources: an original way to train those on the margins of society and economy, through a challenge-based learning approach*	Self-directed learning	K.4.1; S.4.1.; S.4.2; C.4.1.	36 hours
Overview of Content	Go on the Neuro-Guide online platform at www.neuroguide.eu (a bespoke, fully mobile, collaborative online learning environment developed by the Neuro-Guide project consortium). Choose your language from the top-right EN button, with a flag. If you are already registered, just sign in, if not please create your new account (follow the steps as indicated online, in order to create your account and thus to register). (5 min) Enter Activity 4.1. **"*Neuro-Guide online escape room resources: an original way to train those on the margins of society and economy, through a challenge-based learning approach*".** Read carefully all provided materials (the ones listed below), at your own reading and studying pace. (60 min) • **Neuro-Guide_O2_LU4_Annex 1.pptx**			

[2] We refer here to the final assessment (additional to the one given through self-assessment, peer assessment and/or trainer's observation), namely the assessment to be acquired through 15-minute written test, containing multiple-choice items.

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	• **Neuro-Guide_O2_LU4_Annex 2.docx** • **Neuro-Guide_O2_LU4_Annex 3.pdf** Then access, one by one, all **32 escape room resources from the Neuro-Guide online platform** and solve the challenges that you will find in each of them. Start with the introductory level and continue in order with the intermediate, advanced and expert levels (32 hours, an average of 1 hour per resource) Open **"Neuro-Guide_O2_LU4_Annex 4.docx"**, read it and solve the tasks as per instructions. (180 min)
Content delivery methods (lecture, discussions, research, group work, Neuro-Guide escape room resources, etc.)	
Online Escape Room Compendium of Resources from the Neuro-Guide platform	
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
Neuro-Guide_O2_LU4_Annex 1.pptx Neuro-Guide_O2_LU4_Annex 2.docx Neuro-Guide_O2_LU4_Annex 3.pdf Neuro-Guide_O2_LU4_Annex 4.docx as shown above, under section "Overview of Content".	
Online Escape Room Compendium of Resources (if needed)	
Name or number of the resource in the Compendium	Brief Guide on how to use the Resource
1 to 32	Choose one of the 2 topics: critical and creative thinking OR entrepreneurial skills. Access the resources via the Neuro-Guide platform. Start with the resource no. 1 from the introductory level. Follow the instructions to face the challenges in each resource. Solve the challenges of a resource one by one until the end of the game (resource). Move to the next level and access the resources presented there.
Assessment method	
By evaluating the tasks completed in the worksheet (Annex 4).	
References	

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Glossary of Terms

adult education	all forms of non-vocational adult education, whether of a formal, non-formal or informal nature
adult educator	an adult educator or AE is one who practices the profession of facilitating the learning of adults by applying the principles of andragogy.
blended learning	study type that involves learning in a combination of modes. Often used more specifically to refer to courses which use a combination of traditional face-to-face teaching work-shops or seminars, and distance learning techniques on-line (such as internet, television, conference calls).
e-learning platform	a software system designed to create a virtual learning environment through which it is possible to deliver training courses, administer and monitor them and access a series of facilities and arrangements.
European Commission (EC)	The EU's politically independent executive arm. It is alone responsible for drawing up proposals for new European legislation, and it implements the decisions of the European Parliament and the Council of the EU.
face to face training / learning	a traditional course that occurs with the learner and the instructor physically located in the same place at the same time.
financed project	a project entitled, after evaluation, to receive a grant from the EU's budget, through one of the EU programmes
in-service training	training that you do while you are working in a job
key competences	the basic set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment, as described in Recommendation 2006/962/EC of the European Parliament and of the Council.
learning outcomes	statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence

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learning unit	an abstract term used to refer to any delimited piece of education or training, such as a course, a module, a lesson, and the like; they are components of a qualification consisting of a coherent set of (knowledge, skills and) competencies that can be assessed and validated
online learning	new and modern method of delivering learning; delivery of instruction to a remote audience using the web as an intermediary
online environment	learning environment with no physical location and in which the instructors and learners are separated by space, the environment where teaching and learning take place through the use of computers and the Internet
project	a coherent set of activities which are organised in order to achieve defined objectives and results
project consortium	two or more participating organisations teaming up to prepare, implement and follow up a project or an activity within a project. A consortium can be national (i.e. involving organisations established in the same country) or international (involving participating organisations from different countries)
self-directed learning	a learning strategy which allows learners take charge of their own learning process (diagnosis learning needs, identify learning goals, select learning strategies, and evaluate learning performances and outcomes)
target groups	persons and/or organisations that will be the users of the project outputs; they represent a subset of project stakeholders
Vocational education and training (VET)	education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market. For the purpose of Erasmus+ projects focusing on initial or continuing vocational education and training are eligible under VET actions.

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NEURO-GUIDE

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