

FACTIVE HANDBOOK GUIDELINES AND TOOLKIT

A manual for those who want to boost training moments in a dynamic way





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EXECUTIVE SUMMARY

Flipped Classroom pedagogy emphasizes on learning activities that promote critical thinking and student motivation. By promoting greater student-teacher interaction in class time it provides an opportunity for discussions and group work that enable students gaining experience in collaboration and expertise in content.

We often hear or read that "textile is everywhere" and "goes everywhere", the textile and clothing (T&C) sector has the capacity to reinvent itself and reach other sectors of activities, such as health and habitat, offering new solutions, increasingly sustainable and with a necessary focus on the circular economy. In addition to this growth, there is a reality that has been challenging companies, technological centres, vocational and educative training entities, higher education, associations, among other stakeholders: the lack of qualified workforce and the difficulty in attracting young people and retaining talent.

The lack of training and rejuvenation of staff is crucial for the sector to expand and to enable investments.

The FACTIVE project consortium has created a set of instruments that aim to enhance the training dynamics through the Flipped Classroom model, considered as one of the latest pedagogical models that has the potential to change the current traditional way of teaching.

This handbook aggregates the knowledge acquired in the dynamics that have been implemented throughout the project, through the consultation of VET experts and companies, the development of the FACTIVE Learning Methodology and the FACTIVE Training Toolkit.

As a result of the knowledge shared, it was possible to produce this handbook, which is the result of the IO4 - FACTIVE Handbook.

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WWW.FACTIVEPROJECT.EU

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INTRODUCTION

well known l† that the competitive advantage of any company depends on its ability to differentiate itself from local and global competition. It's no news that market competition increasingly marked by the (new) demands of (new) consumers. It is more than proven that those who want to do more and better, must be aware to all opportunities for creation and innovation. We have to guarantee our presence in this entropic state of the markets! In the midst of SO manv uncertainties, those who are able anticipate the needs prepare their resources will be king, because only then will they be able to offer different answers to the various challenges.

The qualification of human resources is a fundamental and transversal investment in all business areas, with direct impact on productivity, added value, creative problem-solving capacity, and adaptation to change. This scenario is no different in the Textile and Clothing sectors.

We must also consider the indepth transformations at work and in the markets, such as the digital transition and the energy transition, and consequently climate action, which reinforce the centrality and importance of lifelong learning.

This process imposes an acceleration of the needs for the acquisition and deepening of skills, in order to better adapt to technological and organisational changes.

skills Developing the and competencies necessary to retain existing workforce attracting qualified young people has become priority for а companies. The textile industry has a pressing need for human resources because a large part of workforce (about 40%) expected to retire in the coming years, and it is struggling to attract young people. Workers in this industry need to strengthen their lifelong learning in order to be prepared for the challenges of competitiveness.

Both for young and more experienced workers, autonomy and a proactive attitude to learning are very important skills for their professional success and also to generate added value for companies.

The FACTIVE Handbook emerges as an instrument for the dissemination of methodological good practices for the education and training areas of the T&C sector.

This project aims, in essence, to revitalize the good practices identified in the TECLO Project[1], and guide teachers and trainers in the process of implementing the Flipped Classroom methodology.

In a comprehensive way, it intends to requalify the existing workforce in the sectors, as well as attract new generations of students to them. Throughout this document, the following aspects will be addressed:

- Description of the approach;
- Desirable profile of trainers;
- Implementing the FACTIVE learning methodology;
- Working with FACTIVE Training Toolkit and MOOC;
- Evaluation and assessment procedures and tools;
- Certification requirements and criteria.



[1]This project hassought to bring together all stakeholders in the Textile and Clothing sector to work together on the validation of educational programs and vocational training courses to meet the new demands of national, international and emerging markets, with the aim of increasing the efficiency and competitiveness of EU Textile and Clothing SMEs - ERASMUS+ TECLO: Textile and Clothing Knowledge Alliance (2014 - 2016) — Centre for Textile Science and Engineering — Ghent University (ugent.be)



THE FACTIVE PROJECT - A BRIEF CHARACTERISATION

2. A BRIEF CHARACTERISATION

The project FACTIVE - Flipped Classroom training Approach for Clothing and Textile Innovative VET Education aims to:

- improve the quality and relevance of the training offer in the Textile and Clothing area, developing an innovative learning approach based on the Flipped Classroom methodology, reinforcing active training methods;
- improve skills namely in terms of entrepreneurship, non-technological innovation and internationalization;
- promote the adoption of innovative training practices, through the use of open and flexible learning tools.

This methodology will be based on the Flipped Classroom active learning methodology, which can be defined as an educational approach where students gain first exposure to educational contents outside the classroom. Then, classroom time can be devoted to intensive forms of learning, such as discussions moderated by the teacher, project works, etc.

The Flipped Classroom methodology can bring several advantages for trainers and trainees, for instance, the possibility to better take advantage of the classroom time, and to let the students study theoretical contents at their own pace.

The FACTIVE Project will also integrate the training methodology with a set of up-to-date contents (Training Toolkit), offering a powerful tool at VET trainers' disposal.





SET OUT THE MARKERS OF THE FACTIVE HANDBOOK

The purpose of the FACTIVE Handbook is to outline a new path between the world of vocational education and companies in the T&C sector by proposing the development of a new learning approach that is flexible, integrated and innovative for both teachers and trainers. This methodology is based on the principles of the Flipped Classroom and aims to overcome the limits of traditional approaches, considered too theoretical.

In essence, Flipped Learning can be defined as an instructional approach in which students experience a first exposure to a subject through self-paced learning activities that take place outside the traditional classroom. For example: readings, video lectures, project work, simulations, sharing of experience questions in forums, etc.

Thus, class time can be devoted to deepening the study program through problem-solving activities, mediated by the teacher/trainer, discussion with peers, debates, etc. The phases of the project include the design, testing and implementation of the FACTIVE Methodology. As a result, the definition, characterization, and diffusion of an innovative blended learning method, based on the fusion of Flipped Classroom methodology and Massive Open Online Courses (MOOCs) is expected.

The FACTIVE Handbook will bring innovation by introducing the Flipped Classroom methodology, which, combined with the self-learning support of the MOOC, will allow students (both students and employees) to study in a more critical and autonomous way. Participation in the classroom after self-learning will lead to more active and integrated participation, as well as deeper and more effective knowledge acquisition, then resulting in meaningful learning and more critical peer discussion.

The guidance of the teacher/trainer will promote reflection and debate production in the classroom. The Flipped Classroom methodology will also allow for the application of theory to real-life situations in which students will work, both individually and in groups.

The classroom activities provided by the Flipped Classroom methodology will also be designed according to the skills that students have to acquire, as well as adapted to the needs evidenced by the students.



FACTIVE METHODOLOGY -IMPLEMENTATION ESSENTIALS

In this chapter, it is important to present and describe some terms and concepts that will be important for understanding the implementation of the FACTIVE Methodology, namely: • Teaching Resources; Pedagogical Methods; • Pedagogical Techniques. -11-

3.1 Teaching Resources

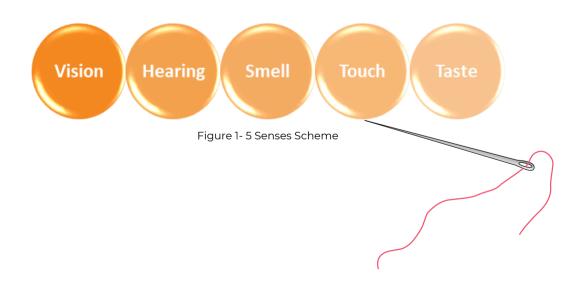
We begin by defining the concept of teaching resources, which is any material used in the teaching/learning process with the aim of making it more efficient and effective.

In today's information and technology society, individuals and organisations have a constant need for updating and innovation. In this sense, trainers must adapt their strategies to the current reality through the knowledge of a set of techniques that transform the training space into a more appealing and dynamic place.

In this context, teaching resources play a facilitating role in making training and learning more dynamic. Nowadays, there is a diverse set of audio-visual and technological media that the trainer must know and use in the training context.

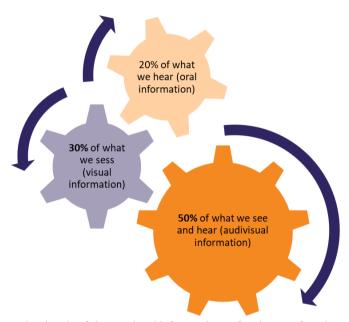
They are designed for pedagogical purposes and their examples are: manuals, brochures, guides, books, posters. There's also technological resources, such as electronic media, audioconferencing, videoconferencing.

The stimulation of the brain in the learning process occurs through the five senses. By studying the five senses, scientists have concluded that vision is the one that presents the greatest percentage possibility of learning. The five senses have, therefore, the following order of importance in the process of learning and retaining information:



When we talk about vocational education and training, it is necessary to take into consideration that our senses are privileged channels of access to training, and vision seems to be the sense that most influences the acquisition and retention of information. In this way, among other factors, the selection of teaching resources to be used in the different training moments should take into account the gradient of importance of the senses in the teaching-learning process.

The information retained a few hours after the training varies according to the teaching resources used, since we retain:



 $Figure\ 2-\ The\ information\ levels\ of\ the\ retained\ information,\ a\ few\ hours\ after\ the\ training [2]$

After a few days after the training, this is what happens:

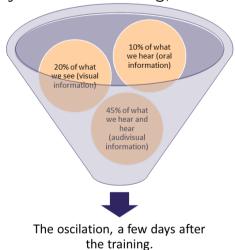


Figure 3- The information levels of the retained information, a few days after the training[3]



Graells (2000)[4] systematised a set of functions that teaching resources should perform. According to the author, they should:

- provide information;
- guide the learner's learning;
- provide the training and exercise of skills;
- captivate the interest and motivate the learner;
- assess skills and knowledge;
- provide simulations for the purpose of experimentation observation and interaction;
- create environments/contexts of expression and creation.

3.1.1 Resources Typology

According to the combination of the 5 senses

In order to facilitate the sharing of the different existing resources, the table below was elaborated. In this table, you can observe several examples of teaching resources, organised according to their typology.

Resource Typology	Examples	Do you use these resources? Yes or No? If yes, please share how!
Visual – Projectable	 Overhead projector Multimedia projector Interactive whiteboard 	
Visual Non-Projectable	 Boards Graphic documents Environmental resources Books Magazines Photocopies Written documents Models and scale models 	
Audio-Visual	 Slideshow Film Television / Video Video camera Multimedia Internet Interactive whiteboard Slideshow Educational film DVD player Computer Tablet MOOC 	

Resource Typology	Examples	Do you use these resources? Yes or No? If yes, please share how!
Auditive	RadioCD playerDVD playerRecorderMP3 player	
Olfactory الأران	FragranceEssencesOdorsSmelling plants	
Tactile	 Texture of fabrics Models tactile models Manipulable materials Laboratory materials 	
Taste	An ingredientA foodA drink	
Environment (a)	 Forests Soil Solar energy Wind movement Animals Plants Plants Ores Water 	

Table 1- Examples of teaching resources, organised according to their typology.

3.1.2. Presentation Tools

Since the most used teaching resources are the visual, auditory and audio-visual, the next tables may be useful, since they contain several examples of programs/platforms for building teaching materials to support and promote training content, specifically multimedia presentations.

P	rogram / Platform	How familiar are you with these tools?
Canva The file of the control of th	Graphic design platform that allows users to create social media graphics, presentations, infographics, posters and other visual content. It is available online and on mobile devices and features millions of images, fonts, templates, and illustrations.	
Goanimate	Allows you to create narrative- focused animations. It contains several applications that help users create animated presentations for free. You can create videos in minutes without having to draw or use a camera. Then you can download, share or publish the presentation on YouTube.	
Google Presentations Google Slides	Presentation program included as part of the free web-based Google Docs Publisher suite offered by Google. The service also includes Google Docs, Google Sheets, Google Drawings, Google Forms, Google Sites, and Google Keep.	
Keynote	Apple's program for creating slideshows and is available only for the Mac (iOs systems). It allows you to do everything that PowerPoint does but is easier to use.	

Program / Platform

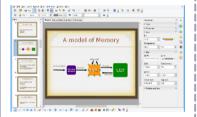
How familiar are you with these tools?

Microsoft PowerPoint



Program used for creating/editing and displaying graphical presentations.

Open Office Impress



Program that allows you to create graphical presentations similar to PowerPoint. Is compatible with various platforms (Microsoft Windows, Unix, Solaris Linux and MAC OS) and has many features for creating slides. It is freely available from the OpenSource community.

Prezi



Alternative that has revolutionised the way of making presentations with slides by changing their linearity for an infinite screen. Instead of from one slide to another, it creates sophisticated zoomed transitions from one area to the to another.

PowToon



If you really want to inspire your audience with a great story and emotional anchors, use PowToon. This program allows you to make presentations using animated characters and tell stories instead of facts (as with PowerPoint). With just a few modifications you can create short animated video clips from your presentations and share them share them online.

Program / Platform

How familiar are you with these tools?

Slideboom



Presentation tool that can be used as an alternative to other typical presentation methods, like PowerPoint, except that it is capable of freely sharing the slideshows to others which can be used by educators to share and view or help elaborate to bring the best presentations available to the classroom.

SlideRocket



Platform that allows you to elaborate fantastic presentations in a cooperative way, easily include easily include content available on the Internet, provide statistics and share the presentation.

SlideShare



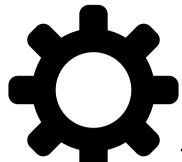
Internet site to which users send their Power Point or Open Office presentations, which are stored in flash format for online viewing. It is not possible to apply transitions between slides.

Scribd



Allows you to host documents in different formats: Word, Excel, PDF, PPT, etc. You can insert a created document into a blog and/or a web page by obtaining the necessary code. On its site you can download books for free. It allows you to communicate with the creator of the presentations or the person responsible for the information on the site because your data is always published.

Table 2- Programs/platforms for building teaching materials to support and promote training content.



3.1.3 Other Pedagogical Tools



In fact, there is a huge diversity of tools that can be used in training sessions, so that they can be more sustained, attractive, and promote the direct participation of the trainee in his learning process.

We will now present some more examples, with a brief supporting characterization.



ONLINE MIND MAPPING
APPLICATION, WHICH ALLOWS ITS
USERS TO VISUALIZE, SHARE AND
PRESENT THEIR THOUGHTS VIA
THE CLOUD.



VECTOR AND ROJECT, NE TOOLS ONS FOR AND



SCREE
EASY-TO-USE VIDE
THAT ALLOWS US
FROM A WEB C
COMPUTER SCREE
VOICE. SCREENCA
VIDEOS CAN BE U
YOUTUBE OR SA

TECHNOLOGICAL / DIGITAL TOOLS

Tec	nological / Digital Tools	How familiar are you with these tools?
F Figma	FIGMA - Web browser-based vector graphics editor and prototyping design project, with additional offline tools for desktop applications for GNU/Linux, macOS and Windows.	
mindmaster	MindMaster - Online mind mapping application, which allows its users to visualize, share and present their thoughts via the cloud.	
	Screen-O-Matic - Easy-to-use video creation program that allows users to record video from a web cam, capture their computer screen, and record their voice. Screencast-O-Matic recorded videos can be uploaded directly to YouTube or saved as an MP4 file.	

Table 3- Tecnological / Digital Tools

The use of teaching resources should not be an end in itself but should contribute to the achievement of the objectives of a training session. Thus, didactic resources should be used consciously and are no substitute for a poorly prepared session.





It is easy to use through and integrate with other Google services, making it easy to work collaboratively and directly insert multimedia content images, royalty-free photos, videos, quotes, articles, and more



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very similar feate
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sharing, which is v
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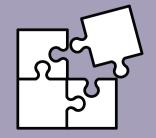
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COLLABORATIVE TOOLS

How familiar are you Collaborative Tools with these tools? Discord - The easiest way to talk over voice, video, and text. Talk, chat, hang out, DISCORD and stay close with your friends and communities. Google Drive - Easy to use through and integrated with other Google services, making it easy to work collaboratively and directly insert multimedia content images. royalty-free photos, videos. quotes, articles, and more. Google Meet - Part of Google's G Suit suite of tools and has very similar features to Zoom. The platform allows a 14-day trial period, which can help in the decision to subscribe or not. It allows screen sharing, which is very helpful for teachers who want to give a lecture or explain programs and other tools in more practical subjects. Besides enabling greater interaction with students, since everyone has the possibility of sharing sound and image. It replaces the previous version of Google Hangouts. Microsoft Unified Teams communication collaboration and platform that combines chat, video conferencing, file storage, and workplace application integration. It integrates people, content and tools for the team to be more productive. MIRO - Online collaborative whiteboard platform for modern work, enabling collocated, distributed and remote teams



to communicate and collaborate across formats, tools, channels, and time zones — without the constraints of physical location, meeting space, and whiteboard.

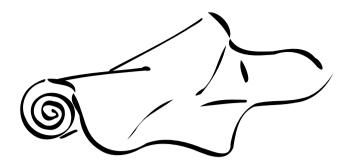
miro 🕷

How familiar are you Collaborative Tools with these tools? Software Skype that allows communication over the Internet via voice and video connections. Slack - Brings team communication and collaboration into one place, so more work can get done. It encompasses tools 🖐 slack that allow you to move forward with projects, distributing tasks and times, and also allows you to hold meetings. Telegram Cloud-based messaging service. Telegram is available for smartphones or tablets, computers and also as a Web Application. Users can make video calls, send messages and exchange photos, videos, stickers and files of any kind. Trello - Collaborative tool that organizes projects into boards where you enter lists of tasks to be followed, either individually or in teams. Each list receives cards with descriptions, deadlines and objectives to be completed. The boards can be shared with anyone registered in the application, Trello and multiple users can be added to the cards. Tagging someone on a card not only determines that that team member is responsible for the task at hand, but also makes everyone else on the board aware of what each person is currently working on. **Zoom** - Remote conferencing service that combines video conferencing, online meetings, chat, and mobile collaboration. It allows you to have up to 100 people in the room at once and be able to record



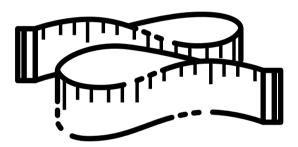
that combines video conferencing, online meetings, chat, and mobile collaboration. It allows you to have up to 100 people in the room at once and be able to record the classes. It has important features such as screen sharing, which makes it possible for students to present their own slides or work. Zoom has a free version with some time and people limitations and a paid version with more advanced features.

Table 4 - Collaborative Tools

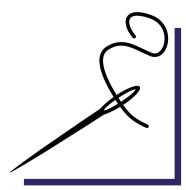


Overuse and poor technical conditions lead to fatigue and loss of motivation among the trainees. For this reason, the trainer must not fall into the temptation of choosing the means he/she pleases but must always choose the most appropriate means for each situation.

Sensitivity and common sense are essential characteristics to make the best choices.



For a more complete and integrated view of the FACTIVE Methodology, we suggest reading Table 12 "Useful online resources in alphabetical order" in Chapter 8 - "Flipped Classroom Online Resources", developed by the partnership, in IO2.



3.2 Pedagogical Methods



Since the FACTIVE Methodology is based on the essence of the Flipped Classroom methodology, we should privilege the active implementation of methodologies that the SO learner has a greater involvement in the construction of his/her own through learning process experimentation manipulation, and discovery.

The motivation and interest of the learner increase as he/she and becomes more active participative, the trainer SO should use active methods to stimulate the learner's participation, according to a constructivist learning perspective.

For this reason, it is important to use the experiences and knowledge of adults to develop skills and stimulate new learning.

In fact, active pedagogy, by enhancing the learner's involvement in his/her own learning, allows the trainee to identify/overcome his/her difficulties through activities such as simulation, debate, group work or case studies. In this sense the trainer assumes the role of learning moderator, guiding the trainee along his formative path.

The method is the link of the triad present in the pedagogical relationship (trainer, trainee and knowledge/content), promoting its harmonious articulation and dynamics throughout the process.

The methods may be more oriented to the trainer or to the trainee, but it is recommended to focus on the trainee and his/her training journey.

1. Active Method 2. Demonstrative Method 3. Interrogative Method 4. Expository Method

Active Method:

It aims to provoke conscious and voluntary action from the trainees, creating situations taken from professional reality, with a view to discovering of the situations to be applied.

Demonstrative Method:

Consists, essentially, in the transmission of techniques aiming at the repetition of the procedure, through demonstration: 1st explanation, 2nd demonstration, 3rd application.

Used whenever you want a quick and effective learning of tasks.

Interrogative Method:

Allows diagnosing the prior knowledge and needs of the trainees, taking advantage of their experience and knowledge: it takes into account their points of view and perspectives and allows monitoring the degree of understanding and acceptance topics of the covered.

While the responsibility for conducting the process lies with the trainer, the focus is on the trainee.

Expositive Method:

the

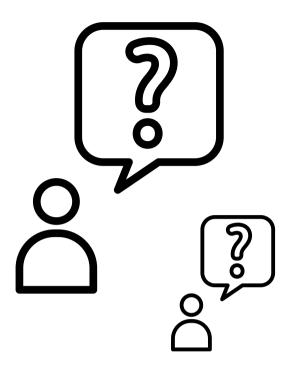
oral

Consists

transmission of aiven knowledge, information content, which may be followed by questions asked by the trainees or by the himself. trainer The participation of trainees is, however, small, because they simply receive what transmitted to them in a more or less

This usually does not, by itself, bring about significant changes in the attitudes or opinions of the participants.

Figure 4- The 4 Pedagogical Methods



Pedagogical methods do not have a differentiated hierarchy of importance and the isolated use of each one of them is not considered infallible. What is important is that the trainer knows how to experiment and choose various methods taking into account the following questions:

- How complex is the information?
- What will be the resistance of the trainees to what will be presented?
- How important is the participation of the trainees?
- How much time do I have available?
- Do the selected methods enhance diversity and participation?
- What is my mastery and confidence in the selected method?
- How much work will I have after the selection of a method?
- Can two or more methods be used together?
- Does the chosen method require equipment or rooms with specific conditions?

There are no infallible recipes, the important thing is to know how to adapt the methods to each situation and to vary. Diversifying the use of methods is all the more important if we consider that human beings retain, as we can see in the next picture:

The Pyramid Learning

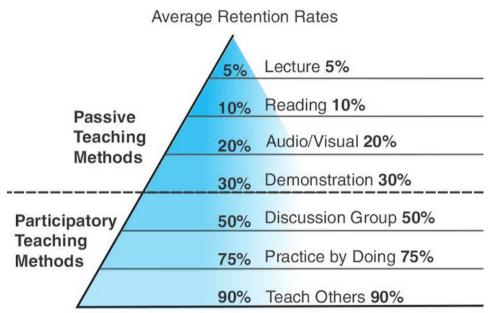


Figure 5 - The Learning Pyramid of Knowledge Retention Rates - by William Glasser [5]

3.3 Pedagogical Tecniques

In the following table, you can see the description of the different Pedagogical Techniques that can be applied in the FACTIVE Methodology, both face-to-face and adapted to online learning approach.

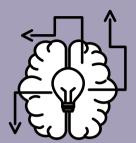
These techniques will all have their role and value within the active teaching/learning process. It may be useful to design different combinations of pedagogical interventions.

[5] Learning pyramid: do you know what it is and what it proposes? (plantareducacao.com.br)

Pedagogical Techniques

Description

Brainstorming



Consists of an effective problem solving technique, where in a first phase, all ideas are welcome, the quantity is desired and the association of ideas and improvement are sought. It usually occurs in a group and involves the creation a wide field of ideas in order to find an effective effective method of solving a problem.

Case Study Analysis



A problem-solving strategy similar to simulation that relies on the realistic presentation of a situation and requires trainees to respond and explore possible solutions. In this technique, trainees are confronted with a real or fictional scenario and must be able to apply new knowledge as well as previous experiences in order to analyse the situation and reach a solution.

Collaborative Learning (Buzzgroup)



It is a form of learning where trainees share responsibilities share responsibilities and are dependent on each other each other in achieving a specific task. They usually consist of 3 to 6 people who are assigned a job or task to complete in a short period of time.

Critical Incident



In this method trainees are given a short description (one sentence or one paragraph) of a problem situation and are asked to suggest a solution to the described problem.

Demonstration



Allows you to transfer performance/achievement skills through the description of procedures, tasks, events processes, etc.

The trainer imparts knowledge by demonstrating how it is done: contextualizes, breaks it down into parts, and practices execution. Replication of behaviour is expected.

Pedagogical Techniques

Description

Exposure/Lecture



Allows the transfer of learning by mere statement and explanation of knowledge. The lecture is the one-way teaching method that relies on the trainer's knowledge of the trainer and his ability to present the information.

When interaction is achieved, it allows for behaviour reinforcement, spontaneous questioning, dialogue and social interaction with immediate feedback.

Games



Rule-driven activities based on competitive situations. It can be an activity designed to simulate some aspect of a business. Business may be non-competitive, where only one trainee or group of trainee's "wins". They can become activities to maintain group dynamics.

Guided Discussion



This is a discussion between trainer and trainees. It supports synchronous and dialectical learning environments and dialectical learning environments through spontaneous and free flowing of information exchange.

It promotes active and participatory learning that supports the transfer of knowledge through dialogue. Trainees have the possibility to discuss the materials in more depth, share views and experiences, as well as answer specific questions.

Imagetics



Imagery is the mental visualization of objects, events, and displays. It allows internal visualisation of images related to the information to be learned. It helps create or recreate an experience in the mind of the trainees. It involves all the senses: visual, kinesthetic, olfactory, auditory, and tactile.

Pedagogical Techniques

Description

Role-playing



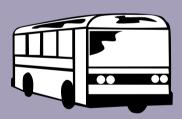
Assumes the recreation of a situation relating to a concrete real-world problem, in which the participants play roles. lt promotes understanding of the positions of other people and their attitudes, as well as the procedures that can be used to diagnose and solve problems. Trainees can assume the role of a character, organisation, professional occupation, etc. The ability to put oneself in the other's place and introspection is worked

Simulation (Virtual Reality)



Represents a replica or mimics of real events, reflecting reality and allowing for continuous observation. It consists of a simulation that recreates a real model of a current situation or environment.

Study Visits



Study visits are a great pedagogical tool, both for trainers and trainees. They are an important complement to the academic curriculum. In many cases, they allow the assimilation of learning done in the classroom context.

Field trips are a context of non-formal education that allows us to escape the daily routine of the classroom. In addition, they are a way for trainees to get to know new realities and perspectives, in order to consolidate knowledge. Besides all benefits, they allow students to get to know new realities. open horizons, stimulate and cultural knowledge. On the other hand, study visits are a stimulus and a motivation for trainees. The willingness to get to know increases, in an environment that is based on more activities.

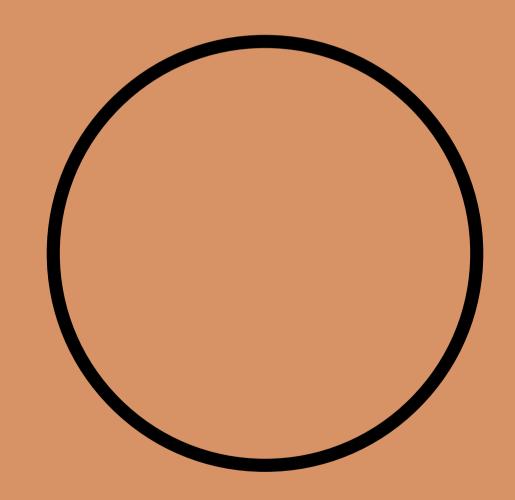
Table 4- Pedagogical Techniques

CKECKPOINT'S ACTIVITY - HOW PEDAGOGHICAL AM I?



We invite you to reflect on your use of these pedagogical techniques in order to find out whether you are already on the right track to apply FACTIVE Methodology or whether some adjustments are needed.

Therefore, your task is to roughly represent in the chart below the percentages of the different pedagogical techniques you use in your work.





THE FACTIVE METHODOLOGY AS A PEDAGOGICAL STRATEGY[6]

[6] THE INFORMATION SHARED HERE SHOULD BE UNDERSTOOD AS A GOOD COMPLEMENT TO THE IMPLEMENTATION OF THE FLIPPED METHODOLOGY, DESCRIBED AND CHARACTERISED IN THE IO2 - FLIPPED CLASSROOM HANDBOOK.

The FACTIVE Handbook is an innovative tool for pedagogical work which will be able to drive the learning method, as it involves the essence of the Flipped Methodology and the educational curriculum of a Mooc, specially designed for application by trainers to trainees in professional training areas related to the T&C sectors.

The FACTIVE Methodology concept consists in an organised combination of pedagogical methods, pedagogical techniques, and didactic resources. Their implementation varies according to the desired objectives and presupposes effective and careful planning, which takes into consideration the individual characteristics of the learners, as well as the learning rhythms of each one.

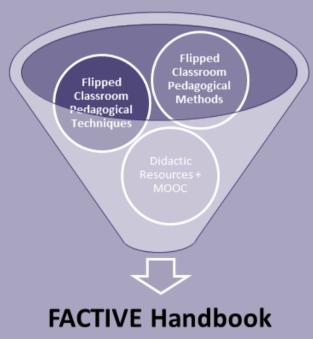


Figure 6- The FACTIVE Elements

Maximizing learning, requires planning and facilitation and will only be achieved through appropriate pedagogical strategies.

With regard to the selection of training methods to be implemented on the FACTIVE Handbook, we cannot say that there is one that is best for all situations, and so the combination of different pedagogical methods and techniques that configure a particular strategic orientation should always be preferred. By diversifying training methods, it is possible to make the trainees' level of interest constant, activate their different learning styles, and improve their understanding and retention of information.

If we stick to just one method, training can be limiting, since individuals learn in different ways and at different rates. Also, by using a single method, we run the risk of causing fatigue and lack of attention in our trainees, giving up the possibility of making people aware of others methods, through which they are more likely to succeed in achieving the training objectives.

Various methodological approaches can be used in the fields of Vocational Education and Training, as well as various pedagogical strategies. The choice will be made based on several criteria, which can be organised as follows:

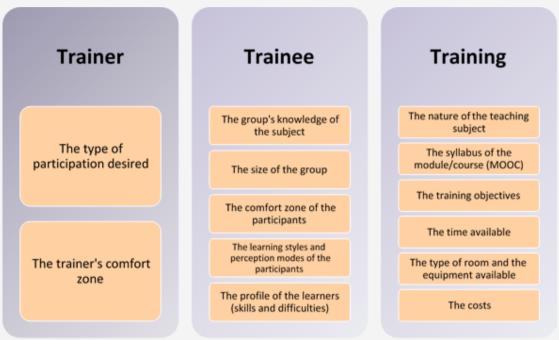


Figure 7- The FACTIVE Characters

In this way, we will present some examples of activities that have the trainee as the starting point (the Being who wants to learn):



Figure 8- Trainees' Inputs

Now you can find some examples of activities that have the trainer as the "continuous point" (the Being who facilitates the learning process):

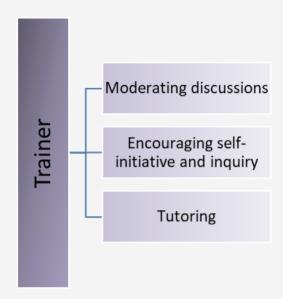


Figure 9- Trainer's Outputs

We also consider it important to recall here the cross-cutting nature of *Bloom's Taxonomy*:

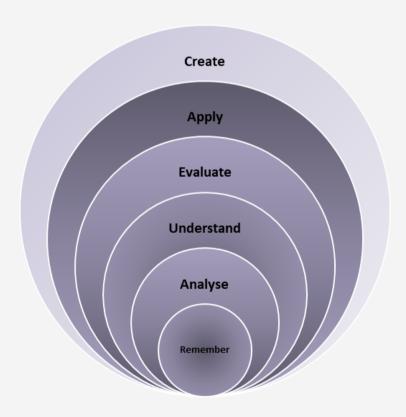


Figure 10- Bloom's Taxonomy

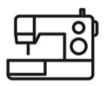






Intellectual

Professional

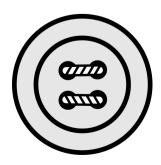




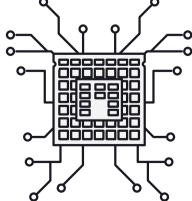
Student collaboration

In the tables below you will find some suggestions for pedagogical activities structured by different educational areas and according to the pedagogical resources needed to implement them.

A summary of each activity is also included.



	Educational Activities Area	Activity Examples	Description
	Technological	Computer assisted instruction	Involves the delivery of training through instruction that is delivered by a program via some electronic device without the presence of an instructor; the electronic device can be a computer, DVD player, CD player, etc.
4		Games	Trainees compete in a series of decision-making tasks which allow them to explore a variety of strategic alternatives and experience the consequences which affect the other players, but without risk to the individuals or the organisation.
		Gamification	The use of game elements and game-design techniques in non-game contexts.
		Simulation	Involves the use of a simulator where specific skills are developed through repeated practice with a multisensory experience of imitated conditions. A special form of simulation training is Virtual Reality Training which entails total sensory immersion.
			٥



Educational Activities Area	Activity Examples	Description
Intellectual	Case Study	Provides the participants an opportunity to develop skills by presenting a problem, without a solution, for them to solve, or with a solution, as an exemplar of how to solve it.
•	Forming questions, answering questions	Answering and asking questions is a natural and important part of our learning process. We ask questions in order to learn more information about something, and we answer questions to provide more information. Asking and answering questions is not only a part of how we learn, it is also part of developing our social skills; we ask and answer questions to be polite and to build and maintain relationships. The types of questions we ask and answer include "who", "what", "where", "when", and "why".
	Lecture	Involves the dissemination of training material by a trainer to a group of trainees, by means of verbal instruction.
	Problem-based activities	Problem-based learning (PBL) is a teaching style that leads students to become the drivers of their personal learning process. Problem-based learning draws on complex, real-world issues such as classroom subject matter, encouraging students to develop problem-solving skills and learn concepts rather than simply absorbing facts. This can take many forms. For example, a problem-based learning project could involve students pitching ideas and creating their own business plans to solve a societal need. Students could work independently or in groups to conceptualize, design, and pitch their innovative product in front of classmates and community leaders.[8]

Educational Activities Area	Activity Examples	Description
Intellectual	Problem solving	Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, selecting alternatives for a solution; and implementing a solution.[7]
J	Role-modelling	Involves the live presentation of skill(s) to an audience of trainees.
	Role play	Requires trainees to assume a character and act out the role in a make-believe scenario or series of scenarios; learning comes by way of reflection on the play.
	Socratic seminar method	It is a student-led discussion based on previously studied materials, in which students discuss these materials using open-ended questions.
	Stimulus-based training	Using some type of stimulus (i.e., music, works of art, narratives, etc.) to motivate the learner to learn. The training induces a state of being (e.g., relaxation or awareness) in the participants to achieve learning.



[7] What is Problem Solving? Steps, Process & Techniques | ASQ

[8] http://www.facultyfocus.com/articles/instructional-design/problem-based-learning-six-steps-to-design-implement-and-assess/

Educational Activities Area	Activity Examples	Description
Professional	Encouraging self-initiative and inquiry	Self-directed learning can either simply be the perfect tool to help us discover new information and think critically about it, actively participate and contribute to a learning community, or design your own learning path and select resources, guides, and information. It's a great way to implement Design Thinking because it allows you to provide opportunities in the classroom where students can write their own critical questions about the content. We can start by asking them, "What do you think you need to know about this information, event, perspective, etc.?" or "What questions can be asked to discover new information and perspectives on this topic?[9]
	Internship	Involves supervised, practical training while on the job where the trainee is permitted to work in the position for which they are training, but with some restrictions and with substantially less pay or no pay.
	Job rotation	Involves training for a job by working in the job for a limited duration, while still maintaining the original job.
	Job shadowing	Involves a trainee closely observing someone perform a specific job in the natural job environment for the purpose of witnessing first-hand the details of the job.

Educational Activities Area	Activity Examples	Description	
Professional	Mentoring and apprenticeship	Involves a one-on-one partnership between a novice employee with a senior employee. Mentorship aims to provide support and guidance to less experienced employees whereas apprenticeship is for the development of job skills.	
	Moderating discussions	Classroom discussion is a great way to get students interacting with each other and with the content. Whereas in an online course, discussion forums are often the primary means of communication for the entire class.	
	Tutoring	Tutoring has several purposes: to help trainees to help themselves, to help or guide them to the point where they become independent and autonomous trainees, thus no longer needing a tutor. In a professional context, the tutor bridges the gap between the academic and the professional context. He/she accompanies and guides them towards integration and adaptation.	



Educational	
Activities Are	а

Activity Examples

Description

Student collaboration



Pairs and small groups guided with questions The teacher asks an open-ended question and the students think quietly for a minute or two. Then, each student joins with a classmate and they both discuss the question for two to five minutes. Finally, the whole class engages in a discussion where students raise their hands and share all the thoughts and ideas they have gathered.

Be sure to emphasize the rules of this exercise with your students. They should use their inner voices, take turns, and avoid interrupting their peers. Some teachers even hand out worksheets so that students can write down their questions and their thoughts. [10]

Pairs and small groups guided with a set of instructions Teaching small groups of students through differentiated instruction/tasks is a way to differentiate and support students, in that you take into account both abilities and needs of each student. Even in distance learning, it is important to know where each student stands in learning their process and working with them in small groups is a way to see that.



Educational Activities Area	Activity Examples	Description	
Student collaboration	Pairs, small groups and the whole class creating new material	Cooperative learning is characterized by positive interdependence, where students perceive that better performance by each other causes better performance by the whole group (Johnson, et al., 2014). It usually requires the intervention of trainers with knowledge and practice of the pedagogical strategy, in order to maximize student interaction and learning. [11]	
	Team-training / Collaborative learning	Intended exclusively for groups of individuals that behave interactively, to either improve mutual knowledge within a team or to train the team on a team specific skill.	

Table 5- Pedagogical Activities



FACTIVE TRAINERS' PROFILE

5.1. Teaching in the 21st Century: Challenges and Opportunities

Over the last century, continuous changes and advances in science and technology have dramatically altered expectations and requirements in many professional fields, and textiles, clothing and fashion are no exception. While in the last century it was acceptable and sufficient for individuals to have certain knowledge and skills, the 21st century has required individuals to go further and acquire new skills to keep up with changes in both work and daily life. Several institutions, organisations and scholars have worked to identify the key competencies of the 21st century (Bellanca, 2010; Griffin, & Care, 2014; Larson, & Miller, 2011), resulting in a framework focused on a total of 12 skills, divided into three main areas, the so-called 21st Century Skills, that today's workers and students need to succeed in their careers:

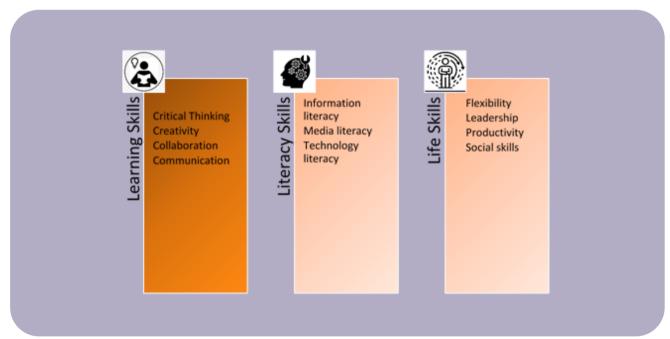


Figure 11-21st Century Skills

Making reference to the 21st Century Skills seems pertinent to us in two ways: in the performance of the teacher/trainer's role and in the work he/she does to develop the same skills in his/her students/trainees. Adopting the Flipped Classroom Methodology implies, indeed, a modification of the role of both students and teachers, as briefly summarized in the following image, adapted from Çakıroğlu & Öztürk (2017).

First of all, during Flipped Classroom time, as Bergmann & Sams (2012) pointed out, the role of the teachers is typically changed from "sage on the stage" to "guide on the side"; so, teachers must not only be competent in their particular subject but also, and above all, know how to elicit that knowledge from each student.

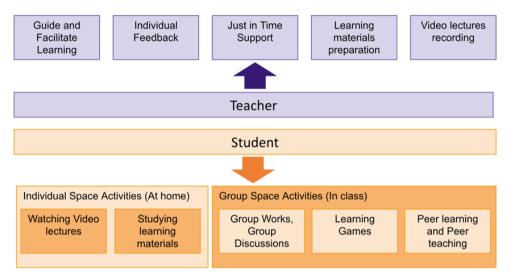
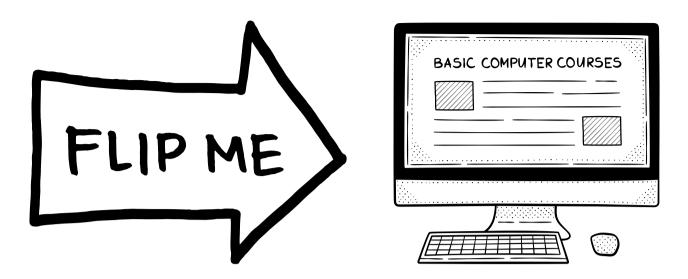


Figure 12- Flipped Classroom Methodolog, by Çakıroğlu & Öztürk (2017)

In fact, since in the flipped learning approach students gain first exposure to learning contents outside of class time (in the so-called Individual space), teachers have more time to work with all students and actively guide and support them within the classroom (the so-called Group Space). They also have more opportunities to give individual feedback to each student on his/her learning progress (Bergmann & Sams, 2012; Sakulprasertsri, 2017).

Another important role of the teacher is to be responsible for the selection of learning materials to be shared with students and to be used in the creation of video lectures, which are one of the main resource's students can access before coming to class. Finally, teachers need to define appropriate and innovative assessment strategies to verify that students have achieved the intended learning outcomes (Bergmann & Sams, 2012).

So, the Factive trainer has indeed a challenging job to do, if he/she wants to be up to the task of facing the needs of the increasingly competitive vocational training market, and of innovating the education practices in the textile, clothing and fashion field.



The Flipped Classroom Methodology requires complex cognitive processes: applying, analysing, assessing, creating. So, there must be a very clear and strong connection between personal, disciplinary and professional skills.

So, like all other current professional occupations, the Factive trainer has to be able to respond to multiple challenges and has to be prepared to face the needs of the increasingly competitive vocational training market. The Factive Trainer has to be someone qualified, holding specific academic and professional qualifications, whose intervention will assist the trainee in acquiring knowledge and/or developing skills, competencies, attitudes and forms of behaviour.

However, the market always demands more from its collaborators: they require the Trainer to be an inspiring, motivating and mobilizing "being", capable of breaking away from traditional paradigms, proactive, entrepreneurial and creative.

The being that performs the functions of a Trainer cannot only teach and transmit knowledge; he has to be a "facilitator" of the learning process; a stimulator for the creation of new behaviours and attitudes; a professional that exerts positive influence on his trainees, with respect to excellence, that observes and studies the individual differences of the subjects, their consequences and their causes.

The Factive Trainer has to be a multitasking professional, who must simultaneously mobilize skills from the areas of psychology, sociology, pedagogy, management, marketing, among other sciences.

He/she is the professional who should be able to establish a positive and effective pedagogical relationship that promotes and facilitates learning, contributing to the development of competencies foreseen in the pre-defined reference, mobilizing the necessary knowledge and skills according to the specific situations and groups, in a socially and ethically situated practice.



In any training context, the Factive Trainer's main responsibilities are to create a good climate in the training context, to involve the learners and support them in planning their training, in diagnosing their learning needs, in formulating their objectives, in drawing up plans to achieve them, in implementing those plans, and in evaluating the learning, practices which will finally take the form of learning (or training) contracts.

5.2. The FACTIVE Trainer: Personal Skills



The Factive Trainer, in addition to being qualified in relation to his/her teaching subject matter and having adequate teaching skills, has to hold specific personal skills, whose intervention will assist the trainee in acquiring knowledge and/or developing skills, competencies, attitudes and forms of behaviour.

Personal skills such as communication. skills. social adaptability new roles of to education. and creativity will facilitate the connection with the students, a milestone of the Flipped Classroom proposal, as the connection with the learners in distance must be tackled in a more intense way. Also, because a good environment and trust between students and teacher as well as self-confidence determinant for the generation of debates. reflections and interventions. Not to forget, the capacity of the teacher to find out and promote the student's concerns and interests so the implementation of the self-learning in the individual space (at home) will be interesting for them and profitable (Reinoso Tapia, R. et al., 2021).

Also, as some studies indicate (Moreno-Guerrero, A. et al., 2021), cooperation and helping disposition is determinant value, the institutional and colleague support is determinant for the organisation and success of the flipped classroom.

Furthermore, the market always demands more from its collaborators: they require the trainer to be an inspiring, motivating and mobilizing "being", capable of breaking away from traditional paradigms, proactive and entrepreneurial.

The being that performs the functions of a trainer cannot only teach and transmit knowledge; the person has to be a "facilitator" of the learning process; a stimulator for the creation of new behaviours and attitudes; a professional that exerts a positive influence on his trainees, with respect to excellence, that observes and studies the individual differences of the subjects, their consequences, and their causes. This facilitator role can and should be versatile, capable of applying the FACTIVE methodology in the mentioned areas (Uzunboylu, H. et al., 2015).

5.3. The FACTIVE Trainer: Professional Skills

Professional competencies are also determinant for the FACTIVE Flipped Classroom methodology implementation. So, the Factive Trainer needs to be highly qualified and experienced in relation to his/her teaching subject matter and has to be a multitasking professional, who can simultaneously mobilize skills in particular from the areas of psychology, sociology, pedagogy, management, among others.

This is a professional person who should be able to establish a positive and effective pedagogical relationship that promotes and facilitates learning, contributing to the development of competencies foreseen in the predefined reference, mobilizing the necessary knowledge and skills according to the specific situations and groups, in socially and ethically situated practice (Bergmann & Sams, 2012).

In any training context, the Factive Trainer's main responsibilities are:

- to create a good climate to help students overcome misconception;
- as well as develop positive attitudes towards flipped learning (Raths, 2014);
- to involve the learners and support them in planning their training;
- in diagnosing their learning needs;
- in formulating their objectives;
- in drawing up plans to achieve them;
- in implementing those plans;
- and in monitoring their progress and evaluating their learning outcomes (Flumerfelt & Green, 2013; Yilmaz & Baydas, 2017).

Moreover, the Factive Trainer should be very familiar with the Flipped Classroom methodology and with its guiding principles.

5.4. The FACTIVE Trainer: Digital Skills



The use of technological tools is not a prerequisite for the implementation of the flipped classroom; in fact, such an approach can be deployed even in low-tech environments and still offer a meaningful and stimulating learning experience for both students and teachers (Zainuddin et al., 2019).

On the other hand, knowing how to use technology in the educational process can be useful for creating more engaging and learner-centred learning experiences. Moreover, the integration of technology in the learning process can offer an opportunity for both teachers and students to practice and improve their proficiency in both media and technology, as we saw at the beginning of this chapter are among 21st Century Skills. Among the technical skills more useful to implement the Flipped Classroom methodology, we can list:

Digital Skills - Checkpoint

Skills in using/managing/customizing Learning Management Systems (LMS) and Virtual Learning Environments (VLE) such as Moodle, Google Classroom, Canvas, etc. These platforms can be useful to organise the individual space activities for the students, while providing teachers with data about their learning progress.
Skills in creating digital educational resources - Since the Flipped Classroom methodology foresees for the students to be engaged with learning content before class time, it can be very beneficial for the teacher to know how to create original digital resources (i.e. video lectures, learning games, self-assessment tools, etc.).
Communication skills to effectively connect with students through digital devices/tools/platforms and to encourage positive and respectful communication between them, fostering collaboration and the sharing of ideas and experiences.
Awareness about information security issues and the risks connected with the use of digital devices/tools/platforms in terms of protection of personal data.

For a more comprehensive overview of the competencies that teachers may need to use digital technologies to improve and innovate education and training, a useful reference is the Digital Competence Framework for Educators (DigCompEdu).

As represented in the following image (Figure 2) DigCompEdu considers six different competencies areas with a total of 22 competencies (Redecker, C., 2017).

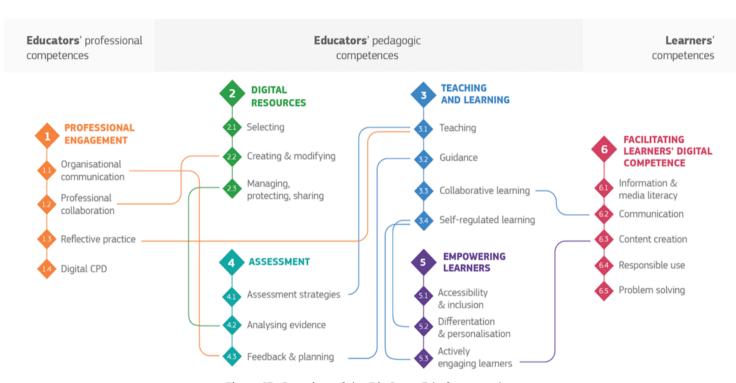


Figure 13- Overview of the DigCompEdu framework

The DigCompEdu is a scientifically sound framework describing what it means for educators to be digitally competent and is based on work carried out by the European Commission's Joint Research Centre, on behalf of the Directorate-General for Education, Youth, Sport and Culture. It provides a general reference frame to support the development of educator-specific digital competencies in Europe and can be freely downloaded from the JRC Publications Repository.

CKECKPOINT'S ACTIVITY - I'M A TRAINER AND I...

Based on your self-knowledge and your life and professional experience, fill out the table below individually.

With this little exercise, we would like to provide you with some moments of self-reflection about your personal, academic, technological, and pedagogical skills, as well as about what you value and what you don't appreciate about the training context. Thus, we invite you to reflect and fill out this small table, whenever you consider it relevant, during the training you are undertaking.

l am	I like to	l don't like
I use the resources	I use these pedagogical techniques	l value



HOW TO WORK WITH THE FACTIVE TRAINING TOOLKIT?

6.1. A sneak peek

The FACTIVE Training Toolkit is composed of various resources and pedagogical tools:

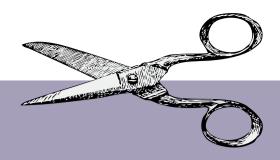
- In its primary structure we have the MOOC, consisting of 10 modules, which are part of different thematic sessions whose underlying theme is always Sustainability in the T&C sectors;
- The innovative principles of the FACTIVE Handbook;
- And then there is the Flipped Classroom Methodology;

In this tab we will include some examples of activity guides that can be applied within the scope of this pedagogical strategy. We will also present examples of practical application of some of the resources mentioned above.

We consider it important to mention the fact that all the suggested activities shared here can be integrated into different moments (in training at the beginning, or in training already underway) and contexts of the teaching-learning process (face-to-face, blending, e-learning).

In addition, the resources can also be used autonomously by all those involved in the process (trainers and trainees) and can be integrated separately or integrated into existing training offers.





In the context of companies, the methodology can be implemented in the context of internal training organised by the company itself, which should assign a specific trainer for the application of the methodology (informal training context).

In addition to these aspects, it will also be essential to reflect on two very relevant questions before moving forward with this innovative approach:

- Am I ready to be a FACTIVE Trainer?
- Are my Trainees ready to use the FACTIVE Methodology?

Finally, we propose the use of some checklists, based on reflexive questions directed to the FACTIVE Trainer, created for different moments of the implementation of the FACTIVE Handbook, by the FACTIVE Trainer: Before, During and After. These checklists can also be useful for the design of the evaluation process. They were developed based on the FLIP principles.

We would also like to remind you that these support tools can be used occasionally or systematically. That is, they can be used with trainees who take only one MOOC as a Course or with trainees who see this set of MOOCs as a complete training path.

Therefore, it will be important for the Trainer to take these situations into consideration when adapting the session plans, as well as the pedagogical activities proposed here.

In practical terms, if the learner is only going to attend one MOOC, there is no point in reviewing the previous session or defining tasks for the next session.

6.2. MOOC'S CONTENTS

UL Designation	Contents	
U1_VL1	Course overview	
U2_VL1	Sustainability & corporate sustainability	
U2_VL2	Sustainable practices in the T&C industry	
U2_VL3	Sustainability: environmental, social and economic impact	
U3_VL1	360° sustainability	
U3_VL2	Sector Systemic Initiatives	
U3_VL3	Greenwashing	
U3_VL4	Reuse, recycling and traceability	
U4_VL1	Fiber and materials market (key facts)	
U4_VL2	Product certification and validation	
U4_VL3	Reuse of waste materials	
U5_VL1	The textile production stage	
U5_VL2	Best Available Technologies (BATs) in the textile industry	
U5_VL3	Low environmental impact processes/technologies	
U6_VL1	Environmental perspective	
U6_VL2	Social perspective	
U6_VL3	Certifications and policies	
U6_VL4	Barriers to circularity	
U7_VL1	Circularity principles	
U_VL2	Life-cycle assessment	
U7_VL3	The importance of product design	
U7_VL4	Eco-design	
U8_VL1	Fast fashion vs Slow fashion	
U8_VL2	Repair, resale and renting	
U8_VL3	Circular business models	
U9_VL1	Transparency across the complete textile chain	
U9_VL2	Consumer perspective	
U9_VL3	Green marketing and services	
U9_VL4	Green marketing self-assessment	

6.3. PRINCIPLES OF THE FACTIVE HANDBOOK - FACTIVE LESSON PLAN DESIGNING

The lesson plan is a Trainer's management tool which serves as a guide and support for the effective and efficient development of training.

To create a lesson plan it is essential that the trainer first understands who the target audience is, i.e. who the training is aimed at.

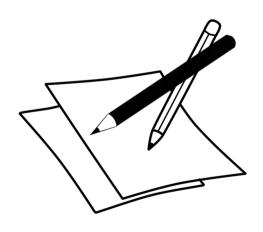
Depending on the age, expectations regarding the learning process are different. We can't say that there is a "right" or a "wrong" method for the learning process. There are several methods and techniques that combined allow us to design a lesson plan aligned with the expectations of all the intervenients.

On the following pages we present several proposals for develop a lesson plan:

- A lesson plan for one session of each learning unit mentioned in the previous chapter.
- A lesson plan for the practical case "Maria" (please see at page 122, on the Attachements section).
- A lesson plan for the practical case "Transparency of clothing" (please see at page 56 of Flipped Classroom: reinventyour teaching practise IO2).

As you will see we have identified the key points to consider in designing a lesson plan. However, before moving on to the lesson plan design phase, an attentive trainer goes through a process of self-reflection on:

- What is the aim of the training?
- What is the subject of the training?
- What preparations should be made?
- Who is the training for?
- What resources do I have?
- How much time is needed?
- Will it work?
- How do I find out what didn't work?





The lesson plan should include a clear summary of the different phases of the training, so that the objectives set for the training are achieved.

Session phases:

- Introduction
- 1. Welcoming
- 2. Subject introduction
- 3. Introduction of trainer and trainees
- 4. Objective's introduction
- 5. Identification of pre-requirements
- Development
- 6. Motivation
- 7. Presentation of contents
- 8. Sharing/discussion
- 9. Implementation
- Conclusion
- 10. Evaluation
- 11. Reflection
- 12. Summary

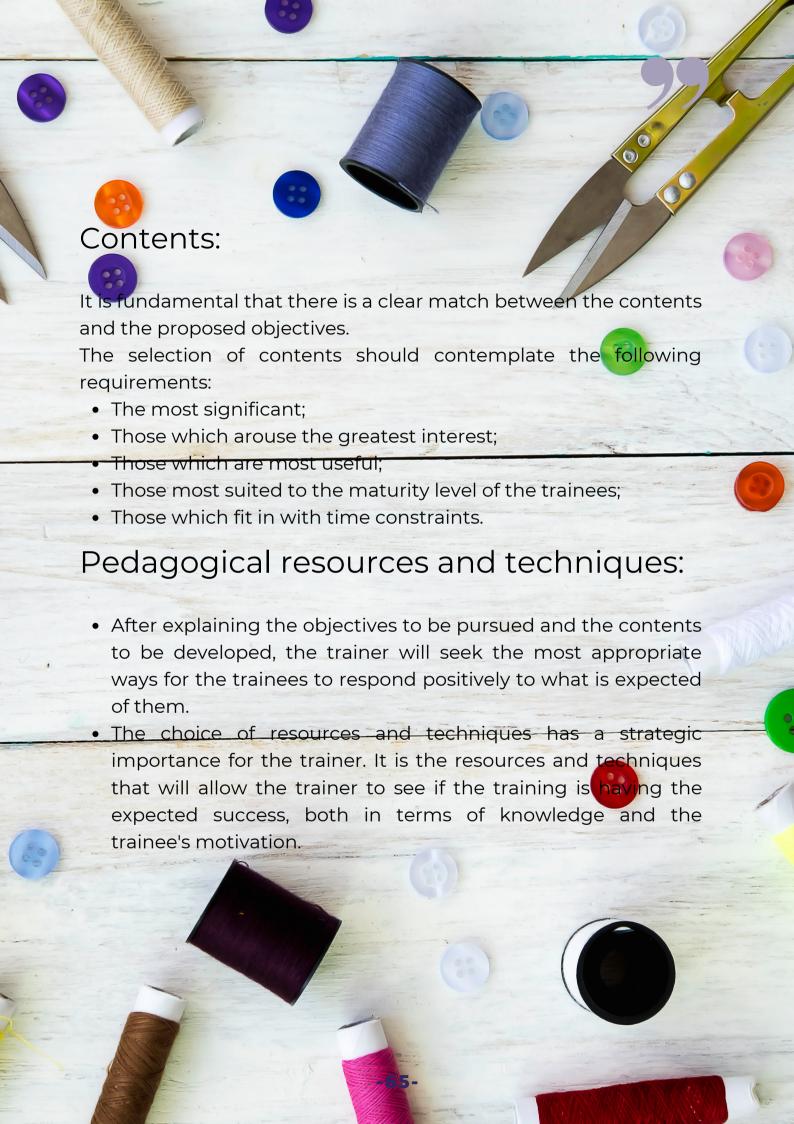
In order to successfully plan a training session, it is necessary to master the following key points:

Objectives of the training:

Setting objectives is always of great importance for the training trainer. Understanding what is to be achieved, what direction to take, whether or not the objectives have been achieved, and in case of failure, what strategies for improvement can be used to resolve possible difficulties. The first step is to determine what the students need to learn and be able to do by the end of the session.

To help specify the learning objectives, the trainer can answer the following questions:

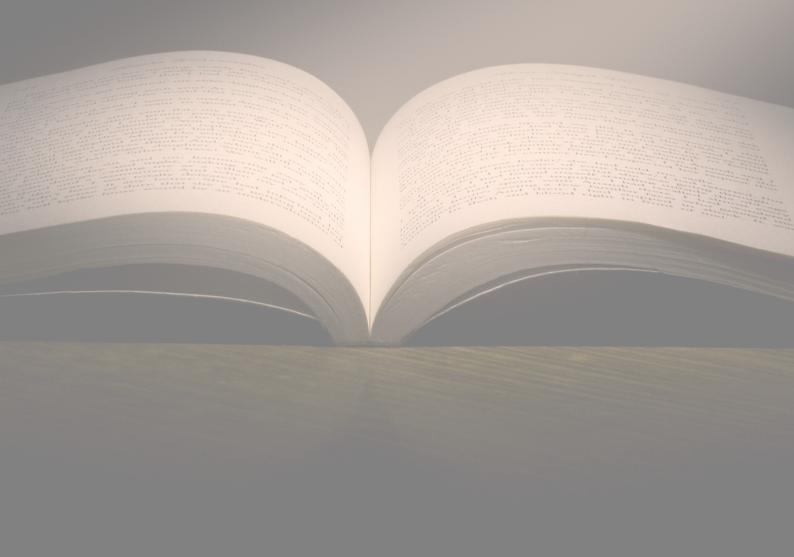
- What is the theme of the session?
- What do I want the students to learn?
- What do I want the students to take away with them when the session is finished?



Assessment:

The whole training process is a process of assessment, throughout a session the trainer should identify the different moments of assessment.

Assessment can be: diagnostic, formative and summative. Any of the moments of assessment implies the definition, selection and development of instruments which must be appropriate, rigorous and reliable.





SESSION PLANNING -QUESTIONS TO CONSIDER

FACTIVE METHODOLOGY

1- \	W	ho	are	the	train	ees?
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- what do the trainees already know? what are their expectations in relation to the training?
- 2- What will the trainees need to know at the end of the session?
- Rigorous definition of the session's objectives (fundamental for its success)



- 3- What for?
- How useful is the session in the context of the program and the individual's professional activity?
- 4- What knowledge have you already mastered?
- Do they master the knowledge needed to access new knowledge? If not, how will they learn?
- 5- What training path should be adopted?
- What methods and techniques will need to be adopted and what learning processes/activities will need to be triggered?
- 6- What motivational strategies have to be be considered?
- Definition of recovery measures and learning alternatives.
- 7- What resources are needed?
- What teaching materials and instruments are needed, what resources and means should be made available?
- 8- How should the results be evaluated?
- What assessment techniques and instruments most suitable for the intended objectives?



6.4. Tools Templates

FACTIVE Lesson Plan Design - "Transparency of clothing"

Date: xx/xx/xxxx	Learning Unit No. #9	Session No. #1	
Target Audience: T&C students	Session Mode: b-learning	Time: 120' (in class time)	
Programmatic Content:	Didactic Resources:		
 Social impact of the textile supply chain; Environmental impact of the textile industry; What does transparency mean? The concept of "Transparency" in the textile industry; The effects of the lack of transparency; Changing trends in transparency; 	 MOOC. Digital Learning Platform Computers. Case studies. E-books. Open Resources Videos. Digital Tools (Edpuzzle, Google Forms, Screencas 	Canva, Kahoot! Learningapps,	

Pedagogical Objectives:

- By the end of the session, trainees should be able to define the concept of Transparency, mentioning that it is the public disclosure of information that enables people to hold decision makers to account.
- They also must be able to name at least one consequence of the lack of transparency in the Global fashion industry and supply chains.
- They should be able to list the consequences for the consumer of a lack of transparency in the process.

Pedagogical Techniques/Activities:

1			
Introduction:	On Going:	Conclusion:	
 Brainstorming (Interrogative and Active Method). Mental Map (Active Method). 	 Class Discussion (Interrogative and Active Methods). Top case studies and research (Active Method). 	 Group works presentations (Active Method). Summary of the session and directions for the out of class activities (Expositive and Demonstrative Methods. 	
A			

Assessment:

- As a final result, they should make a digital poster or a paper poster with their findings, for later public presentation to the class.
- It would be interesting to organize a mini-exhibition of the work developed, even if only in the corridors or in the most frequented social spaces of the school. This exhibition could be complemented with a flyer which could be accessed through a QR code.

Observations:

- If a trainee has not been able to access the platform previously, the trainer will share the course framing video in-class time.
- The tasks to be requested at the end of the session are already defined by the Trainer and will be shared during the session and later on the Forum on the platform.
- In many cases students will not find the needed information, unless they come across circular products, because that information will be available just then. The most enterprising students will request the information from the seller via the contact button or on the chat. Or a teacher might even encourage them to contact the enterprise to find out more information about the transparency.
- It might be a good idea to also register the price of all red t-shirts that are found and include it in the analyses.

Plan Support It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

		asks.	
Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	 Prepared the required learning resources and made them available, as well the assessment instruments. Organised all the information it has about the profile of its Trainees and the course. 	 Streamlines the planned pedagogical activities. Guides the trainees to carry out the pedagogical activities. Promotes Feedback moments. Tutoring. 	 Provides guidance for after-school assignments. Prepares the next lesson.
Trainee	 Students choose a random item of clothing and try to find out where the raw materials come from. The students should all work on the same item of clothing, for example a red Tshirt, because they must cooperate and experiences must be recognizable / meaningfully exchanged. This research can simply be done via the internet and by looking up the item of clothing in web stores. There they can then look for the origin of the raw materials used in the specifications of the product: which materials, what is the composition of fabrics, by whom and where are they manufactured, how does the tshirt get its red colour, which dyes were used, is it about sustainable materials, etc. 	 In the classroom students prepare a poster session in which they present the major findings. Teacher leads a discussion on the importance of transparency and its consequences. The students might form discussion groups around the following questions: Group no 1: What are the major problems of the fashion industry with regards to sustainability? Group no 2: Who cares for the sustainability of clothing and what are their actions? Group no 3: What is greenwashing and how is it shown in the clothing industry? After this discussion they can work in pairs or triads and brainstorm about possible solutions. 	home/library in their groups to build their final poster for later

Date: xx/xx/xxxx	Learning Unit No. #1 - Course Overview	Session No. #1 Course overview	
Target Audience: T&C Trainees (Student)	Session Mode: online	Time: 60' (in-class time)	
 Programmatic Content: Operation and use of the training platform. Course Overview - share of the content of the course and the expected learning outcomes, pointing out the importance of sustainability for the future of the T&C sector. 	 Didactic Resources: Video lecture - Course Overview. Multimedia presentation (Canva, Prezi, PPT). Computers. MOOC. Collaborative Learning Platform. Digital Tools: Answer Garden App, Google Forms. 		
 Pedagogical Objectives: To establish a first contact between all participants in the training course: Trainer and Trainees. Make the conceptual and methodological framework of the training action that will begin, in terms of methods, techniques, tasks, assessment, among others. Explore previous knowledge and experience that the trainees may have regarding the themes to be developed during the training. 			
Pedagogical Techniques/Activities:			

Introduction:

•	Pedagogical presentation
	game (Active Method)

On Going:

introductory video of the course ("Answer Garden") – Interrogative and Active Method.

• Brief explanation about Sustainability's importance on the T&C sector (Expositive Method).

Pair works definition.

Brainstorming "Sustainability", based

trainees from

previewing the

on the feedback of the

Conclusion:

- Making a synthesis together (Interrogative Method).
- Definition of "postsession" tasks (Expositive Method).
- Assessment of the session throw Google Forms (Interrogative Method).

Assessment:

- Informal observation (Learning Assessment Level).
- Oral questions (Learning Assessment Level).
- Final Satisfaction Quiz (Reaction Assessment Level).

Observations:

- If a trainee has not been able to access the platform previously, the trainer will share the course framing video in-class time.
- The tasks to be requested at the end of the session are already defined by the Trainer and will be shared during the session and later on the Forum on the platform.

Plan Support It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

tasks.			
Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	 Prepared the required learning resources and made them available, as well the assessment instruments. Organised all the information it has about the profile of its Trainees and the course. 	 Streamlines the planned pedagogical activities. Guides the trainees to carry out the pedagogical activities. Promotes Feedback moments. Tutoring. 	 Provides guidance for after-school assignments. Prepares the next lesson.
Trainee	Watched the recorded lesson. Taked notes - Picture Note. Made mind maps – MindMaster.	 Takes notes. Collaborates in Pedagogical Activities. Shares Experiences and Questions. Present their work. Promote reflection among themselves/form questions. 	 Organizes tasks and resources.



FACTIVE Lesson Plan Design – with MOOC's contents

Date: xx/xx/xxxx	Learning Unit No. #2 - Sustainability scope	Session No. #2 - Sustainable practices in the T&C industry
Target Audience: T&C Employees (Maria - please see the attachement section)	Session Mode: b-learning Time: 60' + 90'	
Programmatic Content:	Didactic Resources:	
 Sustainable practices, challenges and solutions in the T&C industry. Sustainable economic solutions and best practices. Sustainable environmental solutions and environmental sustainability best practices. Sustainable social solutions and Social sustainability best practices. Overall corporate sustainability initiatives. 	 MOOC. Microsoft Teams. Google Forms. Computers. Digital Tools: Mindmaster, Picture Note, Kahoot! Mentimeter. 	

Pedagogical Objectives:

- At the end of the online session, the trainees must be able to identify some sustainable practices, challenges and solutions in the T&C industry.
- In small groups, they must also be able to prepare and present one case of:
- sustainable economic solutions and best practices;
- sustainable environmental solutions and environmental sustainability best practices;
- sustainable social solutions and Social sustainability best practices (one theme per group);
- They must be able to identify overall corporate sustainability initiatives.

Pedagogical Techniques/Activities:

On Going: Introduction: Conclusion: Worksheet's filling • Refresh of the previous • Summary (Expositive (Active Method). session (Interrogative Method Method). • Video lesson reviewing i - Questions' Technique). • Assessment activities accompanied by • Brainstorming (Interrogative (Interrogative Method). questions (Expositive and Active Method). • Distribution of and Interrogative homework assignments Method). (Expositive Method). • Study cases brief analysis (Active Method).

Assessment:

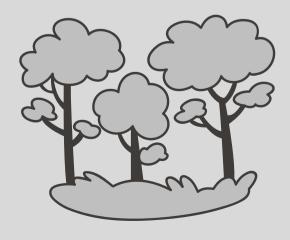
- As a final result, they should make a digital poster or a paper poster with their findings, for later public presentation to the class.
- It would be interesting to organize a mini-exhibition of the work developed, even if only in the corridors or in the most frequented social spaces of the school. This exhibition could be complemented with a flyer which could be accessed through a QR code.

Observations:

- The tasks to be requested at the end of the session are already defined by the Trainer and will be shared during the session and later on the Forum on the platform.
- In this session pedagogical activities are included "in-class activities" and "home activities" also.

Plan Support It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	 Prepared the required learning resources and made them available, as well the assessment instruments. Organised all the information it has about the profile of its Trainees and the course. 	 Streamlines the planned pedagogical activities. Guides the trainees to carry out the pedagogical activities. Promotes Feedback moments. Tutoring. 	 Provides guidance for after-school assignments. Prepares the next lesson.
Trainee	 Watched the recorded lesson. Taked notes - Picture Note. Made mind maps - MindMaster. Organised questions. 	 Takes notes. Collaborates in Pedagogical Activities. Shares Experiences and Questions. Present their homework. Promotes reflection among themselves/form questions. 	 Organizes tasks and resources. Researches. Organizes, processes and compiles information.



Date: xx/xx/xxxx	Learning Unit No. #3 - Textile & Clothing sustainability	Session No. #4 Reuse, recycling and traceability	
Target Audience: T&C Companies Internal Trainers	Session Mode: B-learning	Time: 60' + 90'	
Programmatic Content:	Didactic Resources:		
 Reuse, Recycling, Upcycling, Downcycling and Traceability – concept framework. Practical examples of reuse and different applications of recycling. The possible solutions for enabling transparency in the textile industry. MOOC. Digital Learning Platform. Case studies. E-books. Open Resources Videos. Digital Tools (Edpuzzle, Canva, Kahoot! Learningapps, Google Forms, Screencast-O-Matic). 			
 Pedagogical Objectives: At the end of the session, the trainees must be able to differentiate between Recycling, Upcycling, Downcycling and Traceability. They also must identify at least one example of each of these concepts developed at the session. The Trainees must indicate at least two solutions for traceability and promotion of higher transparency in the supply chain. As a final result, each Trainee must create and produce a Video Lesson on these concepts, which will be presented to the training group at the next face-to-face session. 			
Pedagogical Techniques/Activities	s:		
Introduction:	On Going:	Conclusion:	
 Brainstorming (Interrogative and Active Method). Mental Map (Active Method). Top case studies and research (Active Method). Group works presentations (Active Method). Summary of the session and directions for the out of class activities (Expositive and Demonstrative Methods. 			
Assessment:			
Kahoot! - Formative evaluation (Reaction and Learning Assessment Levels).			

- Test of learning evaluation Google Forms (Learning Assessment Level).
- Session satisfaction survey (Google Forms) What did you enjoy the most and what can we do better? (Reaction Assessment Levels).

Observations:

- The tasks to be requested at the end of the session are already defined by the Trainer and will be shared during the session and later on the Forum on the platform.
- In this session´s pedagogical activities also include "in-class activities" and "home activities".

Plan Support It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	 Prepares the required learning resources and make them available, as well the assessment instruments. Organizes all the information it has about the profile of its Trainees and the course. 	 Streamlines the planned pedagogical activities. Guides the trainees to carry out the pedagogical activities. Promotes Feedback moments. Tutoring. 	 Provides guidance for after-school assignments. Prepares the next lesson.
Trainee	Watch the recorded lesson. Takes notes - Picture Note. Makes mind maps - MindMaster.	 Takes notes. Collaborates in Pedagogical Activities. Shares Experiences and Questions. Present their work. Promote reflection among themselves/form questions. 	 Organize tasks and resources.

FACTIVE Lesson Plan Design – with MOOC's contents

Date: xx/xx/xxxx	Learning Unit No. #4 - Preferred materials	Session No. #1 Fibre and materials market (key facts)
Target Audience: T&C Trainees (Student)	Session Mode: Online	Time: 60' + 60'
Programmatic Content: Fibre and materials market (key facts). Natural and non-natural fibres: properties and characteristics that make them sustainable.	E-books.Open Resources Videos.Digital Tools (Edg	

Pedagogical Objectives:

At the end of the session, trainees should be able to:

- Distinguish the two types of fibres: natural and non-natural.
- State at least two characteristics of all-natural fibres.
- State at least two characteristics of all non-natural fibres.
- Name three applications of natural fibres.
- Name 3 applications of all non-natural fibres.

Pedagogical Techniques/Activities

Pedagogicai Techniques/Activities:				
Introduction:	On Going:	Conclusion:		
 Brainstorming (Interrogative and Active Method). Mental Map (Active Method). 	 Class Discussion (Interrogative and Active Methods). Top case studies and research (Active Method). 	 Quiz - knowledge assessment questionnaire. Summary of the session and directions for the out of class activities (Expositive and Demonstrative Methods. 		
Assassment				

Assessment:

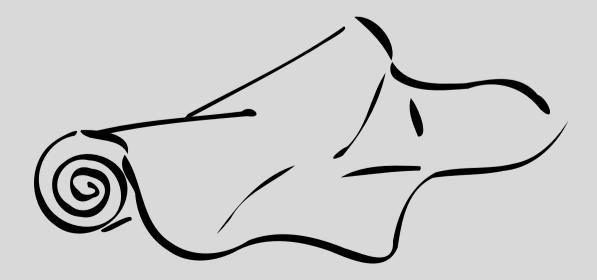
- Quizziz Formative evaluation (Reaction and Learning Assessment Levels).
- Session satisfaction survey (Google Forms) What did you enjoy the most and what can we do better? (Reaction Assessment Levels).
- Observation scales (Learning and Behaviour Assessment Levels).

Observations:

- The tasks to be requested at the end of the session are already defined by the Trainer and will be shared during the session and later on the Forum on the platform.
- In this session's pedagogical activities are included "in-class activities" and "home activities" also.

Plan Support It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

i — — — — —			
Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	 Prepares the required learning resources and make them available, as well the assessment instruments. Organizes all the information it has about the profile of its Trainees and the course. 	planned pedagogical activities.	after-school assignments. • Prepares the next lesson.
Trainee	Watched the recorded lesson. Takes notes - Picture Note. Makes mind maps - MindMaster.	 Takes notes. Collaborates in Pedagogical Activities. Shares Experiences and Questions. Present their work. Promote reflection among themselves/form questions. 	 Organize tasks and resources.



Date: xx/xx/xxxx	Learning Unit No. #5 - Process and new technologies	Session No. #3 Low environmental impact processes/technologies
Target Audience: T&C Trainees (Student)	Session Mode: B-learning	Time: 60' + 90'
 Programmatic Content: Low environmental impact processes / technologies. Examples of BAT in the textile industry: in yarn production. in pre-treatment. in dyeing and printing. in finishings. New future sustainable processes examples. 	Didactic Resources: MOOC. Digital Learning Platform Computers. BREFs documents. Open Resources Videos. Digital Tools (Canva Screencast-O-Matic).	

Pedagogical Objectives:

- At the end of the session, the Trainees must be able to explain why a process can be sustainable, mentioning all the fowling aspects: the lower consumption of resources, the use of environmentally friendly raw materials, the reuse of energy or by-products, the extension of the useful life of the manufactured product.
- They also me able to indicate some examples of sustainable processes of each step of the value chain.
- All of this should take the form of a Poster, prepared as a group, which should later be presented to the class.

Pedagogical Techniques/Activities:

Introduction:	On Going:	Conclusion:
Brainstorming about "Sustainable processes" (Interrogative and Active Method).	BREFs documents analysis – group work (Active Method) - Once 4 working groups have been created, each will work on the different BAT examples in the Textile Industry, to create a poster for later presentation to the class.	 Groups' presentations. Hetero-evaluation. Task sharing for the next session.

Assessment:

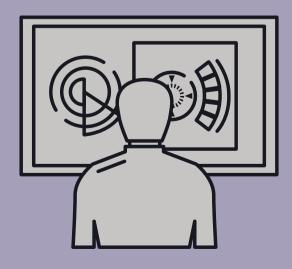
- Informal observation (Reaction and Learning Assessment Levels).
- Production of Posters (Learning and Behaviour Assessment Levels).
- Auto and Hetero-evaluation (Learning and Behaviour Assessment Levels).

Observations:

- This session will provide for online class time, as work time outside the session, and then a face-to-face session. The following organisation is proposed:
- 1st moment online session with support and supervision of the Trainer, where the expected contents will be worked on; at this stage, the Trainees will still have the opportunity to organize themselves and start their research for the defined group task.
- Then it is expected that the Trainees will work outside the session to finalize the group task
- Then they will again have a face-to-face meeting which will be the opportunity for all groups to present their work. This face-to-face meeting will also allow for evaluative processes such as Self-Evaluation and Hetero-Evaluation.

Plan Support
It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

ldSKS.			
Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	 Prepared the required learning resources and make them available, as well the assessment instruments. Organised all the information it has about the profile of its Trainees and the course. es and the course. 	 Streamlines the planned pedagogical activities. Guides the trainees to carry out the pedagogical activities (defines the work groups and assign tasks). Promotes Feedback moments. Tutoring. 	 Provides guidance for after-school assignments. Prepares the next lesson.
Trainee	Watched the recorded lesson. Taked notes - Picture Note. Made mind maps – MindMaster.	 Takes notes. Collaborates in Pedagogical Activities. Shares Experiences and Questions. Present their work. Promotes reflection among themselves/form questions. 	 Prepares and share ideas (Forum). Organizes tasks and resources. Researches. Organizes, processes and compiles information. Studies.



FACTIVE Lesson Plan Design – with MOOC's contents

Date: xx/xx/xxxx	Learning Unit No. #6 - Environmental social governance	Session No. #3 - Certifications and policies	
Target Audience: T&C Trainees Vocational Course	Session Mode: B-Learning	Time: 60' + 90'	
 Programmatic Content: Certifications and policies: Ecological certifications. Social policies and certifications. Environmental management systems. The main certifications and companies' policies for a better environmental and social impact. 			

Pedagogical Objectives:

- -By the end of the session, trainees should be able to identify the criteria for Ecological Certifications.
- -They should also be able to list the main certifications in the textile sector at the following levels:
- Ecological.
- Environment.
- Social Policies.

Pedagogical Techniques/Activities:

Introduction:	On Going:	Conclusion:
Exploration of the concept "Certification in the textile sector" with a short questionnaire using Kahoot! (Interrogative Method).	 Video lesson review (Expositive and Interrogative Method). Dynamization of the multimedia presentation (Expositive Method). 	 Groups' presentations. Hetero-evaluation. Session Overview. Task sharing for the next session.

Assessment:

- Oral questions Diagnostic Assessment (Reaction and Learning Assessment Levels).
- Observation scales and continuous feedback Formative Assessment (Learning and Behaviour Assessment Levels).
- Poster Evaluation (Rigor, Organisation and Presentation of Information, Clarity, Creativity) Summative Assessment (Learning and Behaviour Assessment Levels).

Observations:

- Observations:
- This session will provide for online class time, a work time outside the session, and then a face-to-face session. The following organisation is proposed:
- Ist moment online session with support and supervision of the Trainer, where the expected contents will be worked on; at this stage, the Trainees will still have the opportunity to organize themselves and start their research for the defined group task The class will be divided into 3 groups: Ecological Certifications group, Environmental Management System Certifications group, and Textiles Social Policy and Certifications group. Each of these groups will have to create and run a session in which they can explain the purpose of each of these certifications, as well as the main applications.
- Then it is expected that the Trainees will work outside the session to finalize the group task.
- Then they will again have a face-to-face meeting which will be the opportunity for all groups to present their work. This face-to-face meeting will also allow for evaluative processes such as Self-Evaluation and Hetero-Evaluation.
- The tasks to be requested at the end of the session are already defined by the Trainer and will be shared during the session and later on the Forum on the platform;

Plan Support It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	 Prepares the required learning resources and make them available, as well the assessment instruments. Organizes all the information it has about the profile of its Trainees and the course. 	 Streamlines the planned pedagogical activities. Guides the trainees to carry out the pedagogical activities. Promotes Feedback moments. Tutoring. 	 Provides guidance for after-school assignments. Prepares the next lesson.
Trainee	Watch the recorded lesson. Takes notes - Picture Note. Makes mind maps - MindMaster.	 Takes notes. Collaborates in Pedagogical Activities. Shares Experiences and Questions. Present their work. Promote reflection among themselves/form questions. 	 Organize tasks and resources.



Date: xx/xx/xxxx	Learning Unit No. #7 - Design for circularity	Session No. #2 Life-cycle assessment
Target Audience: T&C Trainees Vocational Course	Session Mode: B-learning	Time: : 60' + 90' + 90 ´
 Programmatic Content: The definitions of Life-cycle. Life-cycle assessment. The usefulness of LCA. Limitations and problems involved in the performing the analysis. ISO definitions of LC. The 4 phases of an LCA. 	 Didactic Resources: MOOC. Digital Learning Platform. Computers. Open Resources Videos. Digital Tools (Canva, Kahoot! Learningapps, Screencast-O-Matic). Life-cycle Assessment - Principles and Guidelines Document. 	
Pedagogical Objectives: • At the end of the session, the Trainees should be able to define the concept of ISO as "a systematic set of procedures, for compiling and examining the inputs and outputs of materials and energy, and the associated environmental impacts directly attributable to the functioning of a product or service system throughout its life cycle" and that both definitions are coded as ISO 14040.2. • They must mention at least 4 applications of the life cycle assessment methodology: - Global lifecycle impacts of consumer products, where it originated. - Carbon footprint; originally for products or services and, lately, even for cities. - Creating design solutions.		

- Energy and nitrogen footprint. - And sustainable development.

- Assessing waste management systems.

Pedagogical Techniques/Activities:		
Introduction:	On Going:	Conclusion:
 Brainstorming (Interrogative and Active Method). Mental Map (Active Method). 	 Class Discussion (Interrogative and Active Methods). Top case studies and research (Active Method). 	 Groups' presentations. Auto and Hetero- evaluation. Task sharing for the next session.

• Through a Knowledge Assessment Test (Goggle Forms), they should be able to identify and define the four phases of a life cycle assessment ISO standards 14040 and 14044.

Assessment:

- Oral questions Diagnostic Assessment (Reaction and Learning Assessment Levels).
- Observation scales and continuous feedback Formative Assessment (Learning and Behaviour Assessment Levels).
- Knowledge Assessment Test Google Forms Summative Assessment Behaviour Assessment Level.
- Project work and presentations (Learning and Behaviour Assessment Levels).

Observations:

- This session will provide for online class time, as work time outside the session, and then face-to-face sessions. The following organisation is proposed:
- Online session with support and supervision of the Trainer, where the expected contents will be worked on. At this stage, the Trainees will still have the opportunity to organize themselves and start their research for the defined group task: from his or her closet, each student should select a textile piece/element (garment, accessory...) that he or she considers to be at the "end of its life", in other words, that he or she thinks he or she will never wear again.
- Then it is expected that the Trainees will work outside the session to finalize the individual task: for the chosen garment, each one should elaborate a sort of Identification Card of the same, where they identify aspects such as: designation, colour, measurements, composition, origin, manufacturing process, date of purchase, price paid (if you remember), current price, regularity of use, care that they have had with the piece, important moments when you have worn this piece, trivia, among other aspects that they consider important for a deeper characterization.
- Then they will again have face-to-face meeting which will be the opportunity for all trainees to present their work. This face-to-face meeting will also allow for evaluative processes such as Self-Evaluation and Hetero-Evaluation Once the stories of all the chosen pieces are written, they should share them with the group.
- After all the garments are properly presented, small working groups will be created (between 3 and 4 elements) that will choose a garment to work on its Life Cycle. In this process, the 4 phases of a product life cycle assessment process should be taken into account. The following aspects will be evaluated: organisation, information presentation, creativity, information accuracy, research method, objectivity and clarity.
- Outside of class, the members of each group should get together to research and organize information, and then share it with their colleagues in the next face-to-face session.
- The tasks to be requested at the end of the session are already defined by the Trainer and will be shared during the session and later on the Forum on the platform.

Plan Support

It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	 Prepares the required learning resources and make them available, as well the assessment instruments. Organizes all the information it has about the profile of its Trainees and the course. 	 Gives support and supervision. Defines small working groups. 	 Provides guidance for after-school assignments. Prepares the next lesson.
Trainee	Watch the recorded lesson. Takes notes - Picture Note. Makes mind maps - MindMaster. Choose their own garment.	 Organize themselves and start their research for the defined group task. All trainees present their garment. 	 Finalize the individual task: for the chosen garment, each one should elaborate a sort of Identification Card of the same. Outside of class, the members of each group should get together to research and organize information.

FACTIVE Lesson Plan Design – with MOOC's contents

Date: xx/xx/xxxx	Learning Unit No. #8 - New business models	Session No. #2 Repair, resale and renting
Target Audience: T&C Trainees Vocational Course	Session Mode: B-Learning	Time: 60' + 120' + 120'
 Programmatic Content: Principles of the circular economy can be applied to the fashion industry; The description of new business models that can be employed by the fashion industry, including subscription services, clothing rental, etc; Strategies for building the capabilities needed to succeed in the future landscape. 	sustainability projects Digital Learning Platforn Computers Open Resources Videos Digital Tools (Canva Screencast-O-Matic) Life-cycle Assessment	

Pedagogical Objectives:

At the end of the session the trainees should be able to:

- Enunciate the 3 principles of the circular economy can be applied to the fashion industry;
- Identify the principles that should underlie the new-age business models of the apparel industry;
- Based on the 3 examples shared in the session: TheNorthFace, Patagonia, Renting, they should be able to identify the main aspects in common and relate them to the impact they are having.

As a final result, they should be able, in small groups, to develop ideas/projects that encompass the principles of sustainable economy, applied to the Fashion industry.

Pedagogical Techniques/Activities:

Introduction: On Going: Conclusion: Explanation of the session: short quiz through Kahoot! (Interrogative Method); Method); Class Discussion (Interrogative and Active Methods); Project Work – Team work; Conclusion: Groups' presentations; Hetero-evaluation; Session Overview; Task sharing for the next session;	Pedagogical rechniques/Activities.				
session: short quiz through Kahoot! (Interrogative Method); Top case studies and research (Active Method); Class Discussion (Interrogative and Active Methods); Project Work – Team Hetero-evaluation; Session Contents Task sharing for the next session; Class Discussion (Interrogative and Active Methods); Project Work – Team	Introduction:	On Going:	Conclusion:		
	session: short quiz through Kahoot! (Interrogative	session contents (Expositive Method) Top case studies and research (Active Method); Class Discussion (Interrogative and Active Methods); Project Work – Team	Hetero-evaluation;Session Overview;Task sharing for the next		

Assessment:

- Short quiz through Kahoot! Learning Assessment Level;
- Oral questions Diagnostic Assessment (Reaction and Learning Assessment Levels);
- Observation scales and continuous feedback Formative Assessment (Learning and Behaviour Assessment Levels);
- Project work and presentations (Learning and Behaviour Assessment Levels);

Observations:

This session will provide for online class time, as work time outside the session, and then face-to-face sessions. The following organisation is proposed:

- Online session with support and supervision of the Trainer, where the expected contents will be worked on. At this stage, the Trainees will still have the opportunity to organize themselves and start their research for the defined group task.
- Then it is expected that the Trainees will work outside the session to finalize the group task: in the same project working groups as in the previous Learning Unit, they must develop ideas/projects that encompass the principles of sustainable economy, applied to the Fashion industry. They can start from the pieces that they chose earlier, in the other project.
- Then they will again have face-to-face meeting which will be the opportunity for all trainees to present their work status and count on the support and guidance of the Trainer. It will also have the advantage that they can exchange ideas with the other groups, in order to understand what everyone is doing and perhaps come up with new ideas and/or other important aspects to work on. This face-to-face meeting will also allow for evaluative processes such as Self-Evaluation and Hetero-Evaluation.
- Outside of class, the members of each group should get together to research and organize information and prepare their presentation to share it with their colleagues in the next face-to-face session.

The following aspects will be evaluated: organisation, information presentation, creativity, information accuracy, research method, objectivity and clarity and interconnection of the different contents of the different learning units.

It is intended that this project will be part of a "Final Project Work", which can be started at the very beginning of the training course. However, even if adopted only in the development of the module in question, it can still be done and it still makes sense to do it.

The tasks to be requested at the end of the session are already defined by the Trainer and will be shared during the session and later on the Forum on the platform.

Plan Support

It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	 Prepares the required learning resources and make them available, as well the assessment instruments; Provides the required videos, on the platform; Organizes all the information it has about the profile of its Trainees and the course; 	 Gives support and supervision; Defines small working groups; 	 Provides guidance for after-school assignments; Prepares the next lesson;
Trainee	 Watch the recorded lesson; Viewing of the promotional material for brands committed to sustainability projects: TheNorthFace, Patagonia, Renting; Note-taking - Picture Note; 	 Organize themselves and start their research for the defined group task; All trainees present their idea/project; 	Outside of class, the members of each group should get together to research and organize information;

Date: xx/xx/xxxx	Learning Unit No #9 - Bringing sustainability to the consumer	Session No. #3 Green marketing and services
Target Audience: T&C Trainees Vocational Course	Session Mode: B-learning	Time:60' + 120' + 120'
 Programmatic Content: The different forms of sustainable fashion; Seven forms of sustainable fashion; Ethical fashion examples; Green marketing areas; 	Matic) • Life-cycle Assessment - Document • TED https://www.ted.com/talks/ ction?	ot! Learningapps, Screencast-O- Principles and Guidelines Video - janine_benyus_biomimicry_in_a &utm_medium=referral&utm_so

Pedagogical Objectives:

At the end of the session, trainees should be able to:

- Identify all different types of sustainable fashion;
- Characterize all seven forms of sustainable fashion;
- Indicate at least two ethical fashion examples;
- Explain what are the Green marketing areas mentioning that they are related to at least one of the following areas: Sustainable, Ethical, Locally sourced and Organic;
- Reflect on the mechanisms used by different animal and plant species that can be applied to our production processes.

Pedagogical Techniques/Activities:

Pedagogical reciffiques/Activities		
 Review of the previous session: short quiz through Kahoot! (Interrogative Method); 	 On Going: Explanation of the session contents (Expositive Method); Top case studies and research (Active Method); TED video visualization, reflection and discussion. See, Think, Wonder activity; Class Discussion (Interrogative and Active Methods); Project Work – Team work. 	 Conclusion: Groups' presentations; Hetero-evaluation; Session Overview; Task sharing for the next session;
Assossmont:		

Assessment:

- Short quiz through Kahoot! Learning Assessment Level;
- Oral questions Diagnostic Assessment (Reaction and Learning Assessment Levels);
- Observation scales and continuous feedback Formative Assessment (Learning and Behaviour Assessment Levels);
- Project work and presentations (Learning and Behaviour Assessment Levels);

Observations:

- In this session you should take stock of the status of the final project started in the previous modules.
- The tasks to be requested at the end of the session are already defined by the Trainer and will be shared during the session and later on the Forum on the platform.

Plan Support It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.

		asks.	!
Who Does What, and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
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Trainee	Watch the recorded lesson; Viewing of the promotional material for brands committed to sustainability projects: TheNorthFace, Patagonia, Renting; Note-taking - Picture Note;	 Organize themselves and start their research for the defined group task; All trainees present their idea/project; 	Outside of class, the members of each group should get together to research and organize information;





PROCEDURES OF EVALUATION AND MONITORING FOR APPLICATION OF THE FACTIVE TRAINING TOOLKIT

For decades learning assessment was seen as a hierarchy technique, traditionalist, in which the main function of assessment was measurement (selection, seriation and classification).

Currently there is a new look at assessment, with the focus increasingly being on learning rather than on assessment. Regardless of the nature of assessment, it should take place in an interpersonal relationship and in a continuous teaching-learning process, thus becoming an instrument of diagnosis, regulation, and certification.

Assessment has an educational function, and four major dimensions can be highlighted:

- Personal dimension: allows the progress achieved to be known, strengthens trainees' confidence and enables the trainer to adapt pedagogical strategies.
- Didactic dimension: through feedback on the progress and results of the teaching-learning process.
- Curricular dimension: as a reference for potential changes to be made to the programmes and pedagogical strategies implemented.
- Educational dimension: on the success or failure achieved in the teaching-learning process.

Learning assessment follows the whole training process and can be implemented at different moments:

- Diagnostic assessment/previous knowledge
- Formative and summative assessment.

Who Does What, and When?	Purpose	Moment)	Tools
Diagnostic assessment/previous knowledge	Obtain indications of trainees' knowledge and skills. Identify learners' starting points. To guide the learner towards learning.	At the beginning of a training process to understand the starting knowledge and skills.	Diagnostic grids. Interview.
Formative and summative assessment	To understand the progress of learning. To detect learning and teaching weaknesses and successes. To define new strategies to improve the learning process. To place the learner in relation to a defined goal. To verify if the learning process was effective.	Throughout and at the end of the teaching-learning process.	Training tools and procedures.

8.1. Previous Knowledge Assessment

When introducing a new topic, it is always advisable to check the students' previous knowledge, so that the learner is aware of his or her prior familiarity with the subject the teacher brings up and what he or she needs to learn in order to reach the lesson's learning objectives. This practice is also valuable for the teacher, as he or she gets an idea of the class' motivation and preparation towards the topic and will be able to adapt the contents of the unit to reinforce the knowledge gaps.

For this previous knowledge assessment, we recommend two types of activities depending on the level, professional expertise and maturity of the students we work with. When teaching adults within their workplace or through online learning a more traditional and straightforward approach could be used, such as a chart where students record their level of understanding and experience on each subject that will be taught during the unit. If we are working with younger students in a class environment it is a good idea to use more dynamic and participative activities, such as some Thinking Routines. These exercises were developed by Project Zero at Harvard University School of Education as a part of their research on Visible Thinking.

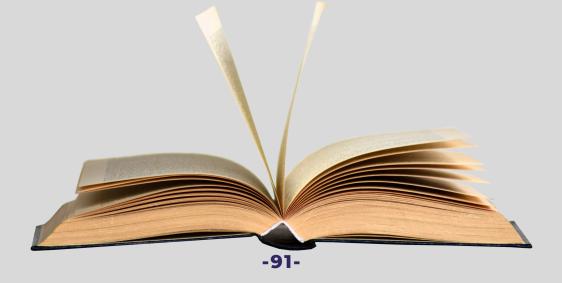
They are simple activities that can help make thinking visible. The Thinking Routines consist of worksheets with a few steps or questions to generate interest, establish working criteria or encourage reflection and understanding on a given topic.

7.1. Previous knowledge assessment

Activity description:

Taking into account your experience and knowledge in the following areas, mark the correct option (Basic, Intermediate or Advanced) with an X, referring in the Experience field how you acquired and/or developed such knowledge (e.g., through Training, Work, ...):

Level	Knowledge			
Themes	Basic	Intermediate	Advanced	Experience
Sustainability				
Textile & Clothing sustainability				
Sustainable textile materials				
Process and new technologies				
Environmental social governance				
Design for circularity				
New business models				
Sustainability & consumer				



The proposed Thinking Routines to assess students' previous knowledge are "See, Think, Wonder", "Chalk talk" and "3,2,1, Bridge". Here is a description of each activity and an example if needed.

See, Think, Wonder

This activity consists of reading a sentence, text, looking at an image, watching a video or listening to a sound that introduces the new topic to be worked on and that students ask themselves individually what it suggests to them. Each student has to fill the following table:

See What do you see?	Think What do you think is going on?	Wonder What does it make you wonder?

By filling this table, the student has to think about what they know about this topic, thoughts they have about it and wonder and ask questions.

After filling out the table, it is highly recommended to share the answers with all the students and write down all the observations, interpretations and wonderings, in order to fulfil them during the study of the new topic.

Example

For example, if the new unit is about Fibres, the student could be shown a picture of some fibres.

Example For example, if the new unit is about Fibres, the student could be shown a picture of some fibres.



Image 14- shown as an example (source) - [12]

After observing the images, they should fill the "See, Think, Wonder" table. Here are some examples of possible answers. The answers will be most likely different for every student, since every mind is different.

See What do you see?	Think What do you think is going on?	Wonder What does it make you wonder?
or descriptions below the samples. The textures and colours of the	Maybe we will make a board like this. In the text below the samples there is written the name of the material. The third panel shows animal materials, since there is leather and maybe wool.	board following a certain criteria? Why do some look like fibres, others like hair and others like a surface?

After filling the table in, the students share their thoughts with the rest of the class and the teacher writes the main ideas on the board. The teacher can also say which of these thoughts/questions will be answered in the unit, but always without judging. By doing this exercise, the teacher has an idea of the previous knowledge the students bring to the unit and the students have a wider vision of what they are going to learn.

Chalk talk

This thinking routine gives students the opportunity to put into words their knowledge and thinking on the proposed subject at the same time that encourages them to consider others' viewpoints. It is a written activity that can be carried out within small groups, so it can help shy learners to express themselves.

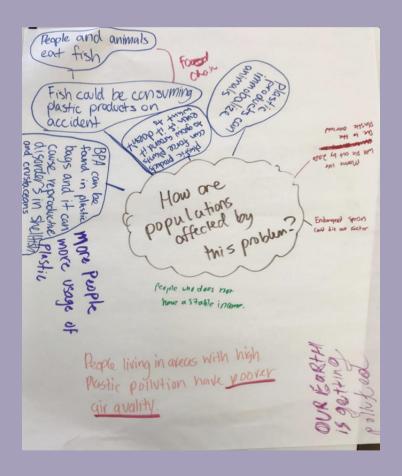
The teacher organizes the class with groups of 4 students (approximately) and gives each group a big sheet of paper with a starting word, phrase or question written on it. Each student has a pen or a marker; they will use different colours to make sure every learner participates in the activity. The teacher asks students to write down on the paper the answers to the following questions:

- What ideas do you have/what do you know about this topic?
- What do you think about other people's ideas?
- What guestions come up as you think about all of these?

Students will answer the questions and discuss the topic within their small group, meanwhile the teacher walks around the class helping quieter groups or learners, suggesting ideas and encouraging them when theyget stuck.

After making sure that all students have participated the teacher collects the papers, puts them on the board and learners have a look at the other groups' work. Later on the whole class can debate on the topic and the ideas that arose.

Example of a "Chalk talk" paper sheet on plastic pollution: Source[13]



3, 2, 1, Bridge

- This activity is recommended during the previous knowledge assessment and as a selfevaluation activity. It consists of two parts. The first part is done before explaining the new topic, during the previous knowledge assessment.
- After introducing the title or key word of the new topic, the student thinks of 3 words, 2 questions and an image or analogy that comes to mind when hearing about this new topic.
- After the unit has been completed, the students repeat the steps of the routine (3 words, 2 questions, 1 image).

The bridge is the students' reflection on what they have learned and how it has changed their vision.

Before Learning	After Learning			
3 Words/Ideas	3 Words/Ideas			
2 Questions	2 Questions			
1 Image or Metaphor	1 Image or Metaphor			
Bridge				
Explain how your new responses connect to or changed from your initial responses.				

Example

The teacher introduces the new unit by saying or writing a keyword. If the topic was Textile Materials, the teacher could say "FIBRES". Here is an example of how a student could fill the "before learning" column.

Before Learning	After Learning		
3 Words/Ideas: Wool Cotton Silk	3 Words/Ideas		
2 Questions: How many textile fibres exist? Can a fibre have more uses other than textile?	2 Questions		
1 Image or Metaphor	1 Image or Metaphor		
Bridge			
Explain how your new responses connect to or changed from your initial responses.			

As we did with the previous examples, the students share their words, questions and images/metaphors with the rest of the class and the teacher collects the main ideas on the board. In this exercise, maybe some of the words or images may be repeated. By doing this exercise, the teacher has an idea of the previous knowledge the students bring to the unit and the students have a wider vision of what they are going to learn.

After the unit is completed, the students fill the "After Learning" column. By doing this they become more conscious of their learning process and it could also be used as a self-assessment activity.

7.2. Intermediate Assessment

Enable students to get a regular feedback about their learning progress:

Speaking about the learning progress is not the same as grading students. Evaluation of the learning progress gives students constant opportunities for improvement. If students do not comprehend something or make a mistake, avoid labelling. Introduce a different learning strategy instead and present them more learning opportunities. By doing so a teacher promotes the growth mindset among students. Students with a growth mindset seek out better feedback, persist for longer, cope better with transitions and develop better self-regulation (Dweck, 2006).



In this chapter we introduce four approaches towards intermediate assessment, i.e.:

- Providing intrinsic additionally to extrinsic rewards;
- Students creating their own tests;
- Working with students to eliminate the fear of guessing and help them become comfortable to start again;
- Setting high goals and staying persistent in evaluating them.

Providing intrinsic additionally to extrinsic rewards:

Students sometimes possess intrinsic motivation in which they receive pleasure from the learning process itself without the need for a reward (Gottfried, 1985). Cognitive evaluation theory (Deci, 1975) supports this experience by stating that external (extrinsic) reward decreases internal (intrinsic) motivation. Rewards and punishments can induce negative thinking or give rise to cheating.

Example of intermediate evaluation 1: after teaching them a big bundle of topics, give them an assignment to try it by themselves in practice without providing a grade, e.g. reinvent kitchen apron. However, a growth oriented feedback here is necessary.

Example of intermediate evaluation 2: replace type of extrinsic reward (descriptive feedback is better than providing a grade/extra points), e.g. mentoring, peer coaching, tutoring.



Students creating their own tests:

Students enjoy the challenge of creating their own tests. Motivation increases when students are given more control, and this increased motivation can, in turn, promote a growth mindset (Howard & Whitaker, 2011).

Example of intermediate evaluation 3: let students prepare questions (1 per student) for the last lecture prior to exam (option: they can write them down and put them in a box. Then they draw one paper from the box and answer the question). You can include some of the best questions in the final test.

Example of intermediate evaluation 4: Give students choice of assignment form. E.g. give them the opportunity to present their work in different ways; for example, in a blog, a video presentation, or a booklet. Let them, for instance, prepare an event instead of teaching them about organisation.

Example of intermediate evaluation 5: let students prepare a mock final test. Together with them decide about the form of questions (essay, multiple choice,..).

Working with students to eliminate the fear of guessing and help them become comfortable to start again:

Work with students to eliminate the fear of guessing and help them become comfortable starting again if their process is not progressing (Duckworth, 2016).

Example of intermediate evaluation 6: prepare a mock final test without assessing it. Students need to write it and bring it with them to the class. Let them read their answers out loud and add points / ideas of other students . Help students with additional explanations if they missed a point or something was not clear.

Example of intermediate evaluation 7: evaluate student assignments providing them with constructive descriptive feedback. Let them rewrite and resubmit their papers later on before providing a final grade.

Example of intermediate evaluation 8: appraise for trying, not for correct answers (e.g. positive feedback for participating in a discussion even if the idea is not correct).



Setting high goals and staying persistent in evaluating them:

Set high goals and be clear in how they are going to be assessed. Help students in overcoming the obstacles in achieving high goals. Be persistent in evaluating the goals (do not accept lower standards. Students possess pride in their accomplishment of a difficult task.

Example of intermediate evaluation 9: after facing a difficult task, you can encourage students to think deeply and communicate to them that they can achieve at a high level, but it takes persistence and character. It requires an understanding that even if success does not come immediately, they must keep trying (Duckworth, 2016; Tough, 2012).

Example of intermediate evaluation 10: provide points for intermediate steps students make in completing an assignment (e.g. 3p+4p+3p).

Example of intermediate evaluation 11: make sure you are available for your students'questions on your contact hours. But do not do the work instead of them.

Gamification tools used for evaluation:

The methods and tools used for evaluating students vary from the traditional to newer and more modern methods. However, one does not have to negate the other. Gamification is the use of game elements and game-design techniques in non-game context (Werbach & Hunter, 2012).

A traditional method can be modernized through the tools used, for example instead of creating a traditionally designed multiple-choice exam, the teacher can provide the multiple-choice method through a game, where the image and the sequence of the exam become a game. Through gamification the teacher can have a positive impact on students' motivation. By designing the rewards system properly, the engagement of students is increased and both parties are "rewarded" from the process.

Through gamified processed evaluations, there are several elements that are elaborated. As stated before, motivation and engagement are enhanced, alongside competition, collaboration between students, making choices, calculating economics for the final game reward, etc.

Previous studies of gamification in Higher Education Institutes have shown that the use of game elements has achieved promising results and can be appealing for new generations of students, which are no other than the digital natives, who have a high level of familiarity with games and are open to the concept of learning from it.







The different methods of internal evaluation:

The different methods of internal evaluation are the type of questions and puzzles that student are given to complete and deliver to the teacher for their check on the process. These methods are:

- Multiple choice
- Pairing
- True or False
- Production
- Complete the brackets

Examples of combining traditional methods and gamification:

Gamifying the evaluations of students is depending upon the teacher's willingness to invest time to implement it. Experimenting a new teaching method, a new evaluation technique can represent an opportunity but it can also be a risky challenge.

Some useful tools for gamification are listed:

- https://www.classcraft.com/
- https://www.socrative.com/higher-ed/
- https://www.sololearn.com/
- https://kahoot.com/schools/how-it-works/
- https://it.duolingo.com/

Qualitative assessment [14] aims to complement quantitative assessment in order to ensure a more complete and fairer assessment process for the Trainee, thus promoting an assessment of the Trainee as a whole, according to a given area of knowledge. It will be based on the observation and recording of behaviours and practical evidence of the skills demonstrated by the students.

As trainers, we should avoid having each trainee correspond to a value on an evaluation sheet. Each trainee is different. Each trainee carries with them different experiences, needs, and abilities.

This "life baggage" must be valued, always! And this is where the importance of qualitative assessment comes in - using other instruments and other criteria to assess and value the trainee. Thus, we leave here an example of an observation grid, with some examples of criteria to observe/assess that can be a useful tool to be used during the entire training process:

Here you have an example of Overall evaluation of the learning experience, that must be filled up by the trainer (grade from 1 to 5)*

Observed aspects	Intermediate assessment	Final assessment
Motivation		
Participation		
Level of attention		
Personal organisation		
Teamwork		
Collaboration		
Proactivity		
Self-learning		
Students' progress		

- *1 = poor / 5=very goodWhat are the strengths of the lesson?
 - How could the lesson be improved?
 - Additional Comments:

See, Think, Wonder (we think that this kind of activity could also be very productive at the intermediate level of assessment).

After watching the following video, each student has to fill the table below.

https://www.ted.com/talks/janine_benyus_biomimicry_in_action? utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare (FACTIVE Lesson Plan)

Learning Unit No. #9 - Bringing sustainability to the consumer Session No. #3 - Green marketing and services

See What do you see?	Think What do you think is going on?	Wonder What does it make you wonder?

By filling this table, the students have to think about what they know about this topic, thoughts they have about it and wonder and ask questions.

After filling out the table, they must share their answers with all the students and write down all the observations, interpretations and wonderings, in order to fulfil them during the study of the new topic.



PROJECT WORK PROCESS MONITORING CHECKPOINT

The following is a checklist that is intended to help you guide the work you propose your trainees do as part of the Project Work activities. It highlights some key issues that should be addressed in any Project Work.



NAME IT

PROVIDE A SHORT, PROMOTIONAL SLOGAN IN THE LANGUAGE USED IN THE WORKPLACE. USE A VERB.



VISUALIZE IT

MAKE IT EASY FOR YOURSELF, USE THE LOGO OF YOUR COMPANY OR ORGANIZATION, SLIGHTLY MODIFIED TO VISUALIZE THE PROJECT.



TARGET IT

STATE IN CLEAR AND SIMPLE LANGUAGE WHAT YOU WANT TO ACHIEVE. WHAT SHOULD BE DIFFERENT AND BETTER AT THE END OF THE PROJECT.



DETERMINE A START AND END DATE. IN PRINCIPLE, YOU MAY NEVER CHANGE THE END DATE. ON THAT DAY YOU MAKE THE BALANCE SHEET OF THE PROJECT. PROVIDE TIME FOR THIS AND INVITE THE TEAM AND TARGET GROUP TO JOIN.



TIME IT

CREATE A CALENDAR. IN ITS SIMPLEST FORM, THIS IS A LIST OF TASKS AND TO DOS. WHO DOES WHAT IN WHAT WAY BY WHEN, ARE THE FOUR ESSENTIAL BUILDING BLOCKS. CHECK OFF WHAT WAS DONE.



DETERMINE HOW YOU WILL MONITOR PROGRESS IN THE PROJECT. OPT FOR A COMBINATION OF MEETINGS (BUT LIMIT THESE TO THE STRICTLY NECESSARY) AND COMMUNICATION MOMENTS, IN WHICH YOU INFORM ALL THOSE INVOLVED (SEE BELOW) ABOUT THE PROGRESS. ALWAYS ASK FOR FEEDBACK.



EVALUATE IT

DECIDE HOW YOU WILL ASSESS PROGRESS. SET DEADLINES FOR THE ESSENTIAL ASSIGNMENTS AND MAKE ENOUGH TIME ON THOSE DAYS TO DETERMINE WHERE YOU STAND, BUT ALSO TO MAKE ADJUSTMENTS IF NECESSARY. ALWAYS INVOLVE THE TARGET GROUP.



MEASURE IT

MAKE SURE YOU CAN MEASURE PROGRESS. YOU NEED MEASURING POINTS FOR THIS. THE NUMBER VALUE IS USUALLY LOWER BEFORE THE TASK'S EXECUTION, AND HIGHER IF A TASK WAS SUCCESSFULLY EXECUTED. WITHOUT NUMBERS. YOU WORK IN THIN AIR



COMMUNICATE

ALREADY BEFORE THE START OF THE PROJECT, YOU PREPARE A PROJECT MEMORANDUM, INTENDED FOR EVERYONE WHO HAS A ROLE IN THE PROJECT. THIS CHECKLIST MIGHT GET YOU A LONG WAY ALREADY. A PROJECT NOTE IS DYNAMIC AND IS UPDATED AT EACH DEADLINE.



COMUNICATE BIS

COMMUNICATE EXTERNALLY TOO! NOTHING IN YOUR PROJECT IS SECRET. ANY OUTSIDER MAY KNOW WHAT YOU ARE DOING. PROVIDE A FLYER, A PAGE ON THE COMPANY WEBSITE, A BLOG,... WITH FEEDBACK POSSIBILITIES. WHY NOT A CALL TO ACTION.



DOCUMENT IT
PAPERWORK IS PART OF EVERY PROJECT. DON'T HIDE IT ON A HARD DRIVE, BUT MAKE EVERYTHING ACCESSIBLE TO ALL TEAM MEMBERS ON A GOOGLE DRIVE OR ANOTHER CLOUD SERVICE.



LEAD IT

ALWAYS WORK WITH ONE PROJECT LEADER.

SOMEONE WHO CONTROLS THE ENTIRE PROCESS AND IS ALWAYS APPROACHABLE. PROVIDE EMAIL ADDRESS AND MOBILE NUMBER.



WORK TOGETHER

BUILD A SMALL TEAM TO CARRY OUT THE PROJECT. YOU CAN DESIGNATE PEOPLE, BUT IT IS BETTER TO ASK THEM.



TARGET GROUP

MAKE GOOD AGREEMENTS ABOUT THE TARGET GROUP. WHO BENEFITS FROM THE PROJECT THIS CAN BE PEOPLE INSIDE AND OUTSIDE THE COMPANY. ONLY THE TARGET GROUP CAN VALIDLY AND MEANINGFULLY EVALUATE THE PROJECT.



EVERY PROJECT COSTS TIME AND ENERGY AND THEREFORE NEEDS A MANDATE. THIS CAN BE FROM THE COMPANY MANAGER, AN EXTERNAL SPONSOR OR PARTNER ORGANIZATIONS. IT IS BEST TO RECORD THIS FORMALLY



EVERY PROJECT COSTS MONEY. MAKE THE MOST ACCURATE ESTIMATE POSSIBLE OF THE COSTS FOR MATERIALS, RAW MATERIALS, EXTERNAL INVOICES, TRAVEL OR JUST COFFEE DURING THE MEETINGS. IN PRINCIPLE, THE BUDGET MUST ALSO BE APPROVED BY THE MANDATOR



CAN YOU DO IT?

EVERY PROJECT MUST BE FEASIBLE AND REALISTIC. TAKE ALL THE TIME NEEDED FOR PROPER PREPARATION. DON'T START A PROJECT IF YOU'RE NOT READY. THAT IS THE CASE IF YOU CANNOT CHECK OFF THE ITEMS FROM THIS CHECKLIST.





FACTIVE CHECKLISTS SUPPORT KIT

In this chapter we leave some suggestions for checklists for different phases of implementation and exploration of the methodology developed in this manual.

There are checklists that will support the evaluation of the trainer's work/performance and others that will help to evaluate the trainees' performance and involvement before, during and after the training sessions.

AFTER Everything Happened!

The four pillars of the flipped classroom: FLIP* - Flipped Learning Network Checklist

Flexible **Learning Culture Environment** Lestablish spaces and time frames that I give students opportunities to engage permit students to interact and reflect in meaningful activities without the teacher being central; on their learning as needed; I scaffold these activities and make them I continually observe and monitor students to make adjustments as accessible to all students through differentiation and feedback; appropriate; I provide students with different ways to learn content and demonstrate mastery; Intentional Content Professional Educator I make myself available to all students I prioritise concepts used in direct for individual, small group and class instruction for learners to access on their feedback in real time as needed; own: I conduct ongoing formative I create and/or curate relevant content assessments during class time through (typically videos) for my students; observation and by recording data to inform future instruction; I differentiate to make content accessible and relevant to all students; I collaborate and reflect with other educators and take responsibility for transforming my practice;

Self-preparation

Before the magic of the Trainer happens!

- Have I prepared the required learning resources and/or made them available?
- Are they of an appropriate scope?
- Do I have all the information to hand that I plan to provide to students during the first class?
- Are the tasks and the roles of the members established, before, during and after the sessions?
- Am I prepared and secure?

Communication & Objectives

First (virtual) classroom session

- Have I clearly communicated to the students the learning objectives of my course?
- Is it clear what is expected of them during the classroom and independent study phases?
- The channels we will use to communicate during the course and the communication timeframes are available?
- Are the tasks and the roles of the members established, before, during and after the sessions?
- What learning resources are available?
- What forms of assessment and proof of course participation will be used?
- How and when can they obtain feedback from me or their peers?
- That they are expected to actively seek feedback on their achievements?
- How do I know that the students have absorbed this information correctly?
- How can I tell whether the students are negotiating the (digital) learning environment with confidence?



Learning Opportunities

Independent study phases

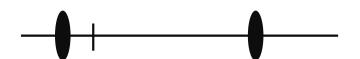
- Am I giving the students the opportunity to reflect on and develop their learning strategies, their motivation and the way they handle resources (time management, collaboration with peers, use of media and other tools)?
- Have I obtained feedback from the students on the time required to complete the individual learning activities?
- Which sources should the students use and how can they access them?
- How do I offer students guidance and support (online office hours, FAQs, etc.)?
- Have I planned learning activities that encourage exchange between students?
- Is there a clear relationship between the learning and the responsibility of each member?
- Is it clear how to make decisions among the group?
- What opportunities do I offer for students to independently assess their learning progress?
- Can students test the assessment environment beforehand?



Interactivity

(Virtual) classroom phases

- Do I address questions arising from the independent study phase in a way that is beneficial for everyone?
- What examples of good academic practice do I show to the students?
- Is the kind of leadership to provide (e.g. more directive or more facilitative), clearly defined?
- Have I designed authentic questions with practical and/or research applications?
- How do I discuss the criteria for evaluating student achievements with the students?
- How do I facilitate student interaction and peer feedback?
- How do I enable students to apply the knowledge and skills they have acquired?
- How do I ensure that students have gained a reasonable understanding of the content?
- Do the students know what will be expected of them in the next independent study phase?



Global Reflection

Final (virtual) classroom session

- Are there any remaining questions about the content that need to be clarified (before the summative assessment)?
- What are the most important skills that students have acquired during this course?
- Why are they important?
- What role do they play for their future studies, personal development and place in society?
- How can students apply the skills and knowledge they have acquired during this course in the future?

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- How can students apply the skills and knowledge they have acquired during this course in the future?

By the *Trainee's Eyes*



This checklist helps Trainees to understand if they have been able to touch essential points of the different phases/sessions associated with the training they are involved in, according to the objectives defined by the trainer, at different stages of the training (inside and outside the training session).

They create openness for reflection on possible improvements that could be implemented, or aspects that have already been highlighted but could be further improved to provide a better performance.

Preparation phase	Improvements
Listen and discuss	
 Organise themselves for the activities to be done 	
Start brainstorming	
Exhibit enthusiasm about the topic	
Make questions	

Home Session	Improvements			
•Work individually / in teams at home				
Explore the resources suggested by the teacher				
 Research and collect resources 				
● Take notes to brainstorm in the classroom				

By the Trainee's Eyes



Class session

Improvements

- Share resources and observations with classmates
- Analyse and record comments on the findings
- Work collaboratively creating mind map and/or other summarising products
- Analyse issues through direct collaborative experience
- Share ideas with the others about what they have learned
- Share video/documents/presentations with other students
- Appear to be prepared





Regarding this topic, it is important to mention that the certification conditions will depend on each entity/institution that delivers the training (MOOC's). That is, it will be up to each entity to define the validation and certification criteria. These criteria may include the definition of the framework of final competencies that the trainees are expected to acquire, and the successful attendance of the Learning Units.

A comparison chart of input skills (access to the syllabus) and output skills (after attending the training) can be created. It will be important to consider the results gathered by the trainers at different stages of the process (as discussed in the previous chapter). It will be this evidence that will help define whether or not the trainee has succeeded and, consequently, whether or not he or she will be able to go through any process of certification of competencies.

CONCLUSION

This handbook represents much more than a set of theoretical explanations and guiding instruments. This document represents the true spirit of the FACTIVE methodology that translates into some expressions such as research, analysis, sharing, experimentation, innovation, transversality, creativity, growth, progress and self-knowledge.

This manual embodies several contributions from different partners, which, by themselves, carry with them an immense experience and an even greater desire to do more and better! It aims to become even greater when used in combination with the FACTIVE Methodology and FACTIVE Toolkit.

We propose that you read and enjoy this manual over time. It should be used according to the different needs you feel, because there is some hidden magic here: the designed contents and tools, despite always having the same visual form, in practice, will allow you to achieve different results! Because we are going to change and because our trainees are going to amaze us with their discoveries and curiosities. We hope that you will make the most of this handbook and that it will enable you to make training more attractive and enjoyable for everyone involved.



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ATTACHEMENTS

FACTIVE Lesson Plan Design – "Ground Zero"

Date: xx/xx/xxxx		Lear	Learning Unit No. #		Session No. #			
Target Audience:		Session	ssion Mode:		Γime:'			
Programmatic Conter	nt:	Didactio	: Resources:					
Pedagogical Objectiv	es:	·						
Pedagogical Techniques/Activities:								
Introduction:		On Goin	g:	Conclus	Conclusion:			
Assessment:								
Observations:								
Plan Support It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.								
Who Does What, and When?	Before ((Home Act		During Class (In-Class Activitie	es) (After Class Home Activities)			
Trainer								
Trainee								

CASE STUDY - Maria

Maria is a 41-year-old woman who has a Vocational Course in Quality Control. She has been working in the Quality department of Global Textile, Inc. for about 10 years. In addition to her professional tasks and responsibilities, Maria has to take care of her 8-year-old son, who is in 4th grade at elementary school. Although she is married, her husband works for a transport company in shifts, which often makes it difficult to reconcile schedules.

Thus, Maria's days start very early, because before punching her company timecard, she has to take care of housework and Mother! Today, when she arrived at the company, around 8:55 a.m., she was approached by her department head - Mr. Eduardo, who told her about the possibility of attending a short training course on Sustainability. Her boss told her that it will be an added value for her and for the department, since the company is in a phase of expansion and technological progress.

Mr. Eduardo knows that Maria is a responsible, punctual, organized and dedicated employee who wants to advance in her career. But he also knows that her life goes on after her 8-hour workday at the company. So, he says that the training will have a maximum duration of X hours and that a large part of the training will be distributed by online sessions. So, if Maria wants, she can dedicate 1 hour a day of her time at the company to dedicate to training. Maria doesn't hesitate and is grateful for the opportunity she is being given.

One week later, the training begins with an online session using Microsoft Teams. In this session, Trainer Gustavo begins by welcoming all the participants and, after a light group dynamic of presentation, he goes on to provide a framework for the training, in terms of contents, objectives, methodologies and assessment.

After the exploration of content planned for this 1st session, Gustavo shares on the task board the tasks that Trainees should complete to prepare for the next session. Maria leaves the session very pleased and motivated to perform the tasks requested.

The next day, after her lunch hour, Maria accessed the platform and watched the video that Trainer Gustavo shared there, as a starting point for preparing the topic they will work on in the next session.

The video is short, which makes Maria pay attention from beginning to end. She should record the notes she took as she watched the video. So, Maria decided to explore the app that the Trainer suggested - Picture Note - which allows us to draw on our own diagrams into the notes. She also manages to make a small mind map, using MindMaster, that is as online mind mapping application, which allows its users to visualize, share and present their thoughts via the cloud.

In the 2nd session, the trainer starts by asking trainees to share their notes from watching the film. He is particularly pleased when Maria, in sharing her notes, associates' moments from the video, pausing it as she shares her thoughts. After this initial sharing, the Trainer proposes that, in small groups, they analyse 4 case studies that represent situations related to the importance and impact of sustainability in companies in the textile and apparel sectors.

As a final result of the task, each group, collaboratively, should prepare a presentation for the class, where they will present the results of their reflections.

To conclude the activity, the Trainer also suggests that each of the Trainees, after the session, share in the Discussion Forum the aspects that they considered most important from this activity.

Including aspects related to their reactions: how did they feel in the different moments of the activity? What do they highlight as positive aspects? What do you think could have gone better? Would you do something different?



ERASMUS+

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