Global piloting implementation report

EXECUTIVE SUMMARY

This document is a publicly available synthesis of the piloting phase reports presented by all FACTIVE members and the Intellectual Output number 5 of the FACTIVE project. Its aim is to gather the users' opinions on the experience with the developed materials and methodology (IO2: FACTIVE Learning Methodology on Flipped Classroom, IO3: MOOC and IO4: FACTIVE Handbook) in order to ensure the effectiveness and applicability of the already stated resources and to make changes (if needed) before they are distributed or offered widely.

The FACTIVE Global Pilot Report collects the experience and conclusions of the piloting of the project lessons. 102 VET students and textile workers were trained with the FACTIVE lessons and activities which were focused on Textile Sustainability. Furthermore, these lessons were designed to follow the Flipped Classroom methodology.

In order to get feedback on the proposed activities, surveys were handed out to the participants. The results of the surveys were then analysed in order to see the degree of success of the lessons and whether or not some concrete improvements were possible.

Finally, all the lesson activities can be found in the appendix in case someone wants to use them.

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1. INTRODUCTION

Now that the FACTIVE Project comes to an end, it is time to review all the piloting experiences and reinforce the feedback loop between the students and trainees and the organisers. The FACTIVE IO5 is the culmination of this project. After four IOs dedicated to the preparation of a Textile Sustainability course using the Flipped Classroom methodology, this IO is set on the execution of these activities and their evaluation.

To this end, and following the steps set on previous stages of this project, each partner has prepared and executed a lesson of the project using the Flipped Classroom methodology:

1. Previous knowledge assessment.
2. Survey on the previous expectations of the trainees and students.
3. Visualisation of the lesson videos.
4. Learning consolidation activity.
5. Course satisfaction survey.

In this document the results of each partner's surveys are reviewed and analysed. This is precisely our main way of assessing the strengths and weaknesses of this project, and to reinforce the feedback loop.

Furthermore, all the partner's thoughts and conclusions of this experience are also compiled in the conclusion section. Evidence of the lesson planning and executed activities can be found in the annex.

All in all, all the partners agree that the piloting had positive results and the feedback from students and trainees was overwhelmingly positive.

2. PILOTING PHASE

The purpose of piloting is to make sure about the effectiveness and applicability of the resources (Factive Learning Methodology, MOOC and Factive Handbook), and to make changes before it is distributed or offered widely.

In order to evaluate the response of the students and the strengths and weaknesses of the FACTIVE project, a pilot test was conducted. Each partner would implement a full unit. In total, 8 learning units were tested and it was distributed like is shown in the following table. Note that the first unit is an overview, so it was not tested.

Learning Units	Partner
Learning Unit 1: **Course Overview**	-
Learning Unit 2: **Sustainability scope**	Ciape and LCU
Learning Unit 3: **Textile & Clothing sustainability**	IVOC
Learning Unit 4: **Sustainable textile materials**	Modatex
Learning Unit 5: **Process and new technologies**	AEI Tèxtils
Learning Unit 6: **Environmental social governance**	Ins. Terrassa
Learning Unit 7: **Design for circularity**	Cre Thi Dev
Learning Unit 8: **New business models**	Citeve
Learning Unit 9: **Bringing sustainability to the consumer**	Step

Each partner would implement their lesson with a minimum of 10 students or trainees. This unit would be worked in two sessions of 90-120 minutes. The first session is previous knowledge assessment. Afterwards, students would watch the unit videos from home, following the flipped classroom methodology. The second session is the consolidation of the unit they have learned.

All partners and cooperative organisations made sure that the important features of the piloting phase were planned, followed up and recorded in an homogenic manner. In the annexes you will find several documents that partners made to ensure all participants use the same methodology to plan and compile evidence of the piloting sessions they have implemented.

The target audience for this training was vocational training students and workers in the textile and fashion industry. 102 trainees between 16 to 54 years old have participated in this piloting.

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The implementation of training sessions with real students/workers using the MOOC (IO3), following the Flipped Classroom methodology (IO2) and applying the FACTIVE Handbook (IO4) is very important for the development of the project, but it would be incomplete without a comprehensive evaluation of the piloting sessions done by the students/workers that attended the lessons and the recording of the impressions of the same learners but also the opinions of the trainers that prepared and provided them.

To assess the pilots' implementation results we will use an evaluation based on levels 1 and 2 of the Kirkpatrick model.[1] Kirkpatrick's Four-Level Training Evaluation Model can be used to determine how well some team members or students have learned from the training, to evaluate the impact of the training objectively, and to enhance their future learning. This model integrates a sequence of four evaluation levels; but only 1 and 2 should be used for this project:

- Level 1: Evaluates the first reaction of the participants to the training (questions: What is the trainees background and knowledge on the subject? To what extent were the trainees motivated with the training?)
- Level 2: Evaluates the lessons learned (question: To what extent did the trainees learn from the training and find its methodology useful?)
- Level 3: Evaluates behaviours in the actual context of work. (Does not apply)
- Level 4: Evaluates the training results. (Does not apply)

Two surveys have been created in order to compile the trainees' opinions on the lessons they will attend/have attended. The first one (based on level 1) would be completed before students/workers start the training sessions, as it focuses on assessing the reactions of trainees to the program. The purpose of assessing this dimension is to ensure that trainees are motivated and interested in learning. The second one (based on level 2) would be done at the end of the learning unit because it is centred on measuring acquired knowledge, improved skills and the changed attitudes as a result of training.

In order to facilitate the analysis of data, an online survey has been created and available in the Moodle platform of Link Campus University, so trainees will be able to answer it directly online. These questionnaires have been translated into each partner's native language to make sure students/workers fully understand what they are being asked, enabling us to obtain more accurate results

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[1] Link to the article: "The Kirkpatrick model: A useful tool for evaluating training outcomes" by Smidt, A., Balandin, S., Sigafoos, J. and Reed, V.
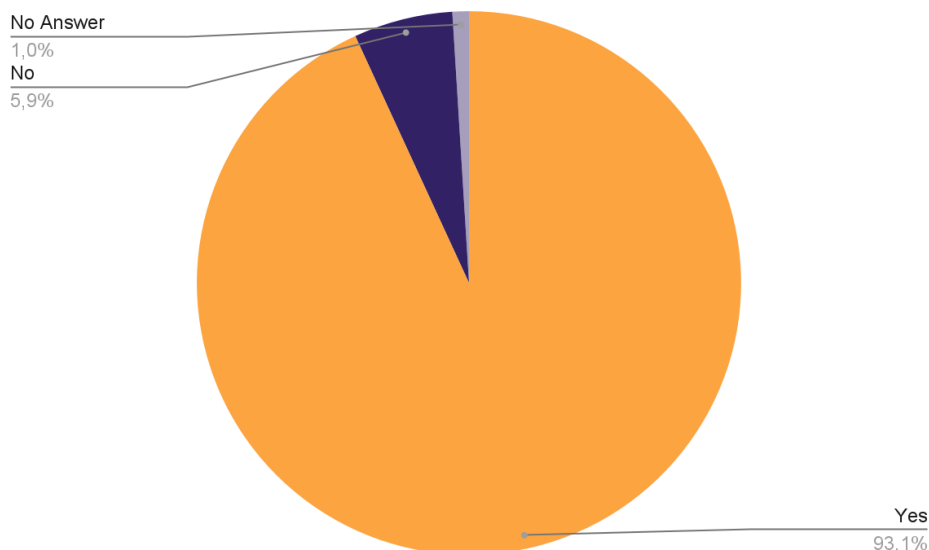
3. ASSESSMENT AND RESULTS

In order to assess the expectations of the participants and their satisfaction after the training the students/workers were given an "initial expectations and starting knowledge" questionnaire before the piloting and a "satisfaction" survey once the course had finished. The graphics that follow are the summary of the results obtained through these questionnaires.

From the answers obtained, we can make a profile of the participants stating that over 60% of them are women aged between 16 and 54 years old. Around 55% of the respondents are students, 15% of them work in the textile industry, 12% work in another industry and 8% are looking for a job.

3.1 Initial expectation and starting knowledge

102 participants from Belgium, Greece, Italy, Portugal, Slovenia and Spain answered the "Initial expectations and starting knowledge" survey.

- **Do you think that the programme planned for this training is in line with your training needs?**

No Answer 1,0%
No 5,9%
Yes 93,1%

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- **What do you consider most important to learn or deepen in this training?**

From all the answers obtained on this open question the ideas that appear repeated several times are the following:

- Some participants talk about the fact of learning in general, considering the positives of acquiring any new knowledge; while others are more specific referring to their willingness to deepen concepts like the environmental impact of fashion, sustainability, pollution, recycling, reusing, circular economy…
- The concern about the future of fashion and the textile industry.
- Networking and opportunities to discuss the subject with similar professionals.
- New production technologies and processes.
- Market trends in the fashion industry.
- Development of new textile fibres.
- And, lastly, we see some opinions related to the learning methodology used in the training and their interest in gamification and the videos of the course.

- **What is your starting knowledge in relation to this training?**
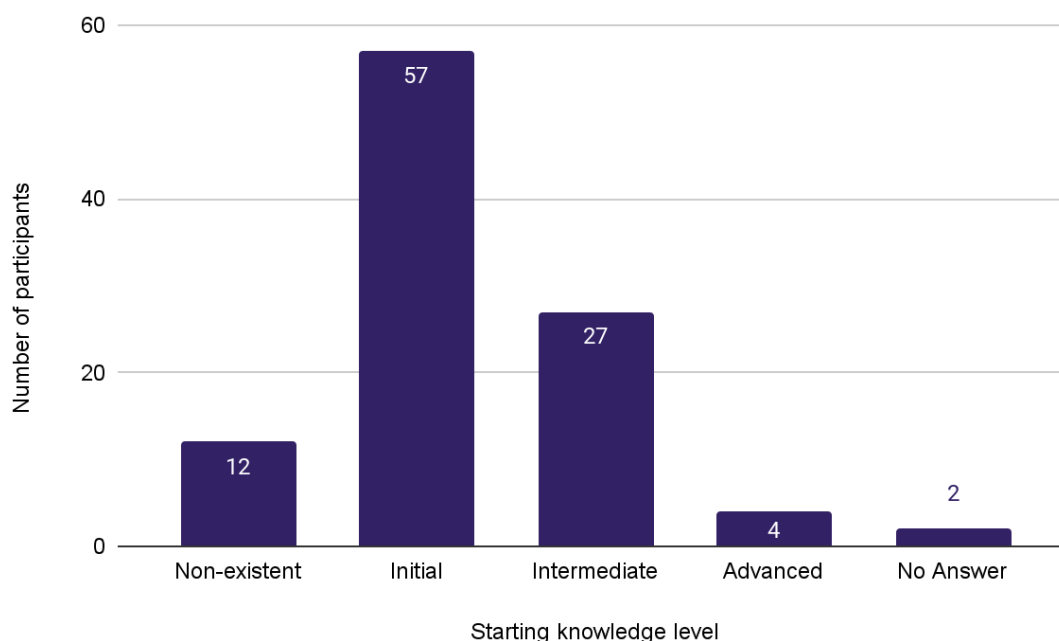
- **How many years of study have you dedicated to the T&C industries previous to this pilot?**
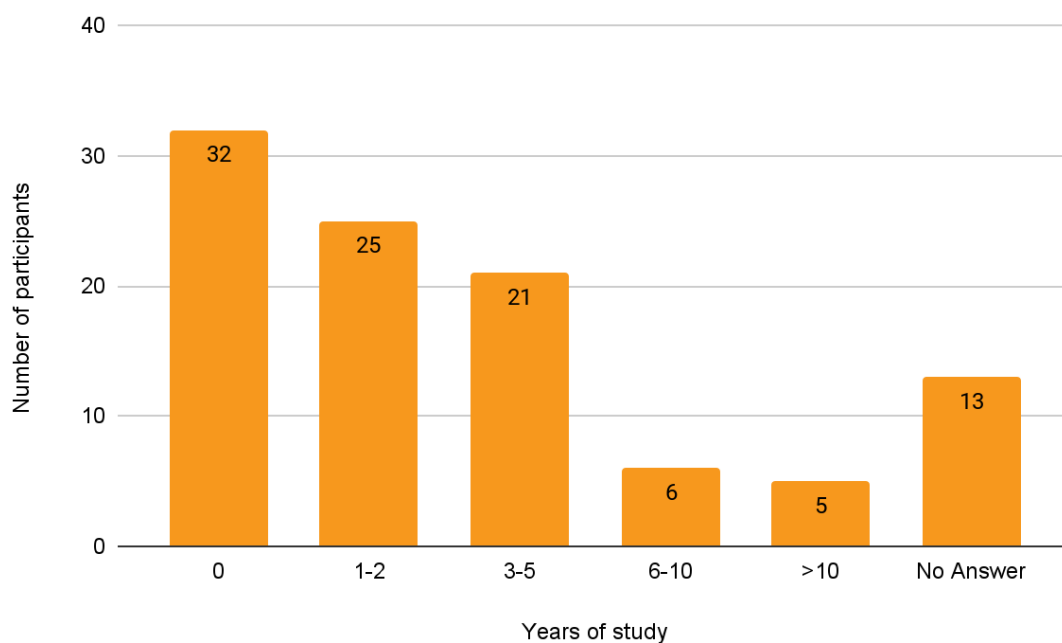
- **How many years of work experience have you dedicated to the T&C industries previous to this pilot?**

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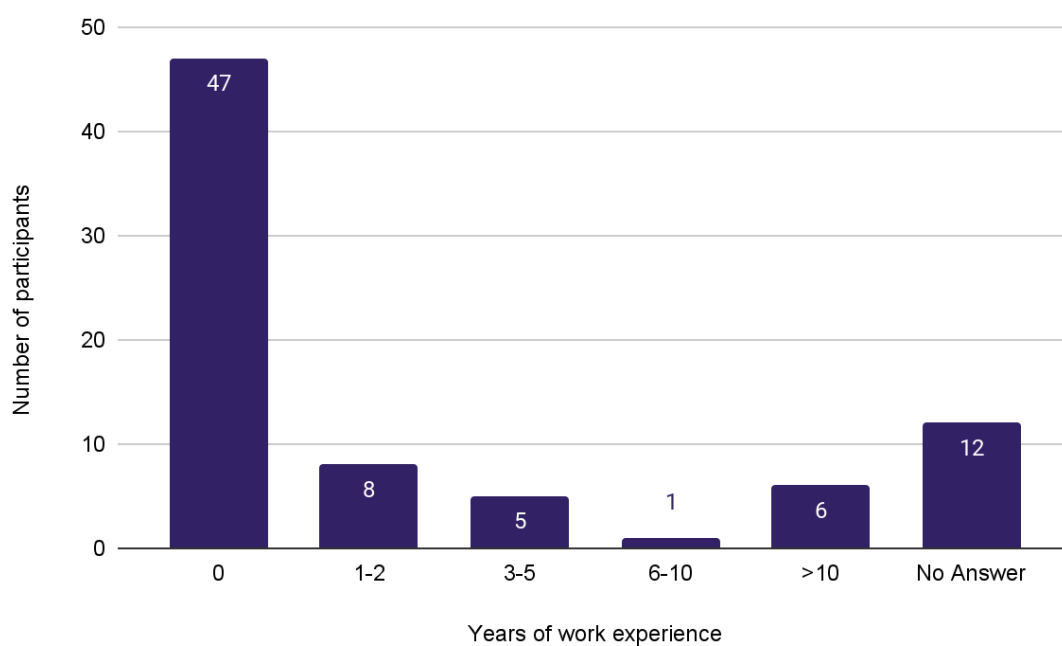
- **What do you expect to improve with this training?**
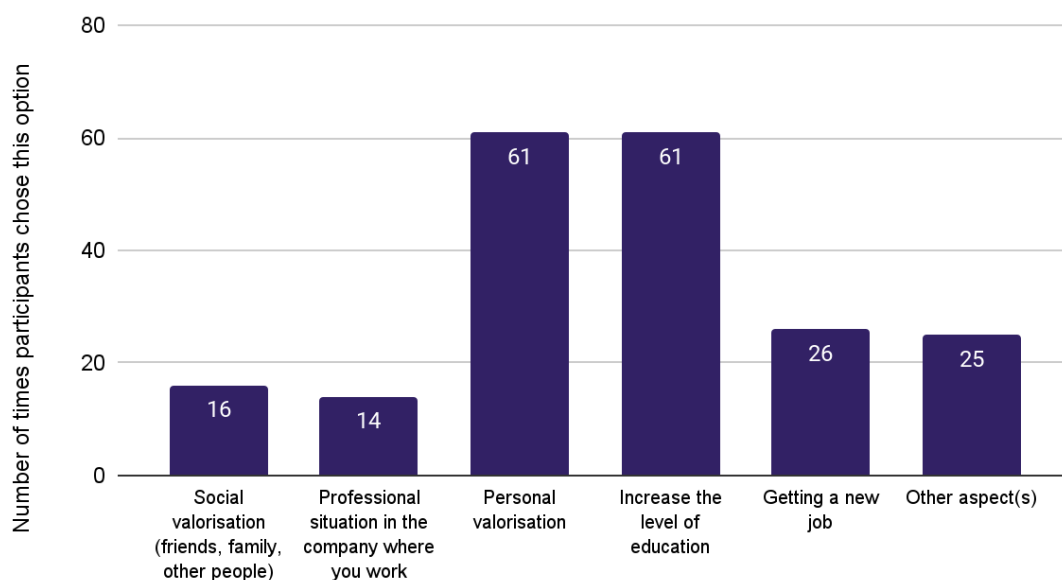
Participants could chose more than one option

- **Quantify your motivation for this course on a scale from 1 to 6 :**
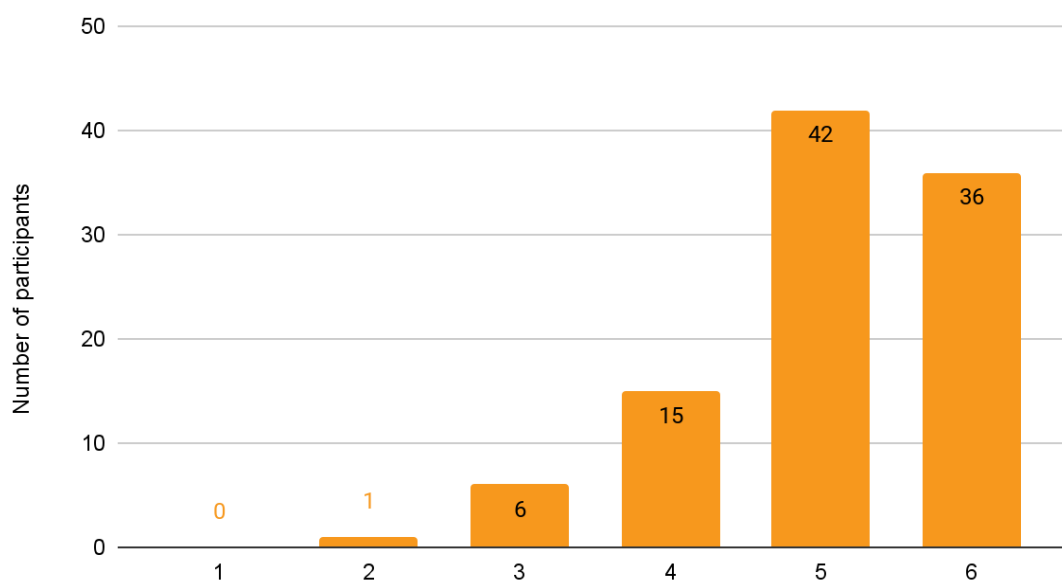
Motivation: 1=not motivated at all, 6=totally motivated

3.2. Satisfaction

94 participants from Belgium, Greece, Italy, Portugal, Slovenia and Spain answered the "Satisfaction" survey.

3.2.1. Global assessment

- **What evaluation do you attribute to this training?**
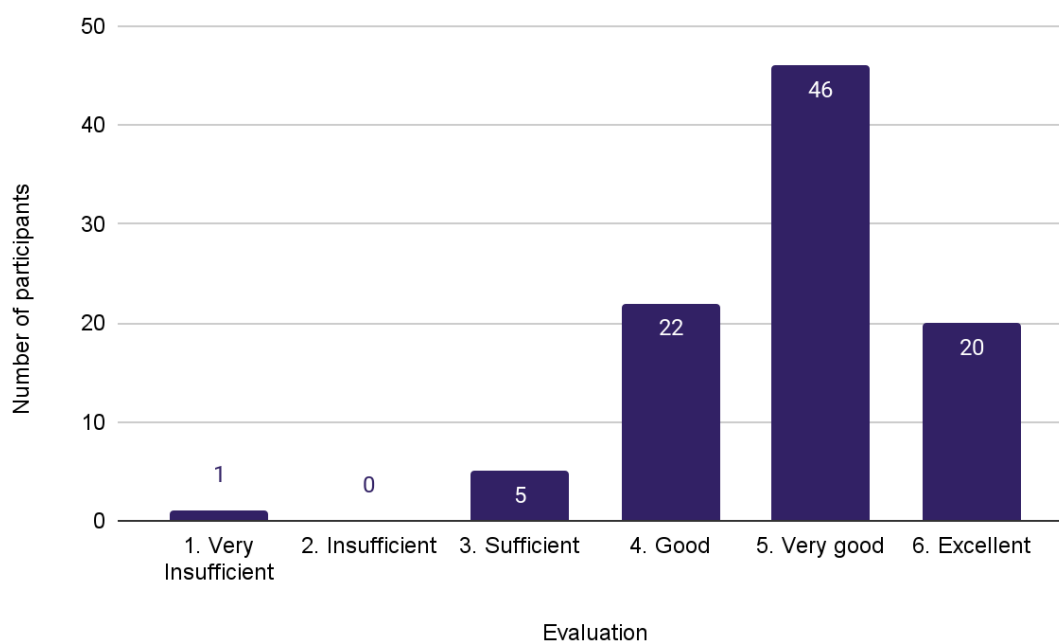
- **Has this training been useful to you?**

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No Answer
2,1%

Yes
97,9%
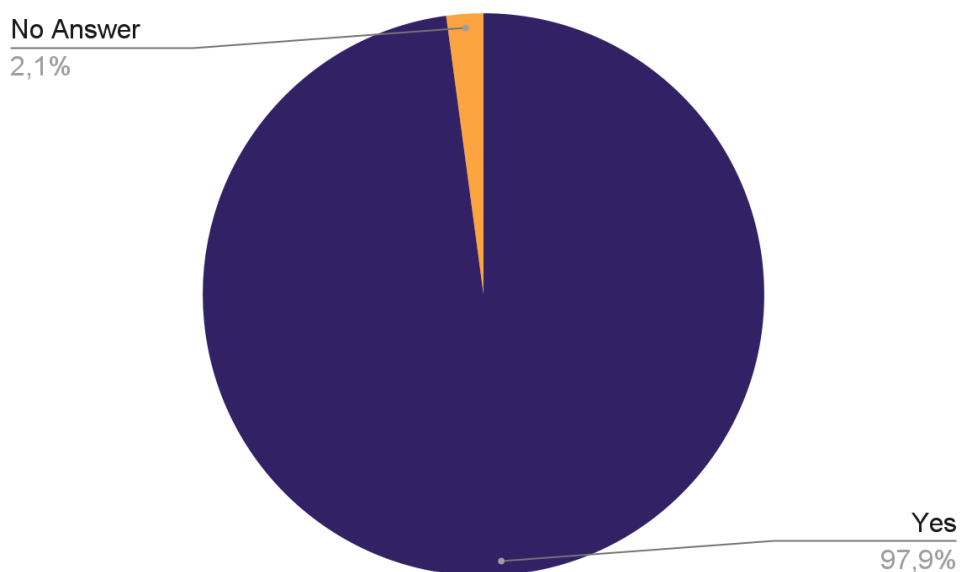
- **Would you recommend this training?**

No Answer
4,3%

Yes
95,7%
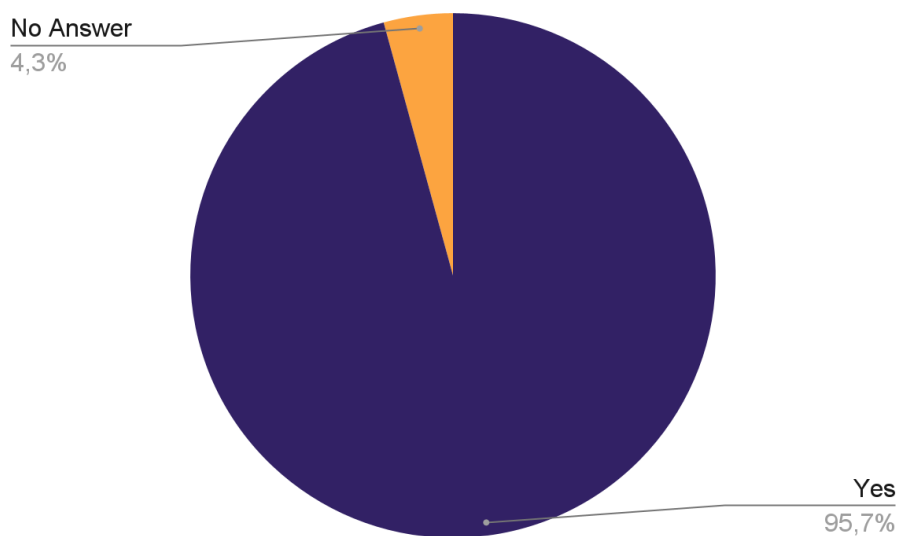
3.2.2. Conception and organisation of training

Participants evaluated the following aspects of training from 1 to 6. 1 being the most negative value and 6 being the most positive one.

- **The quality of the didactic resources [documents, books, presentations, tests]**
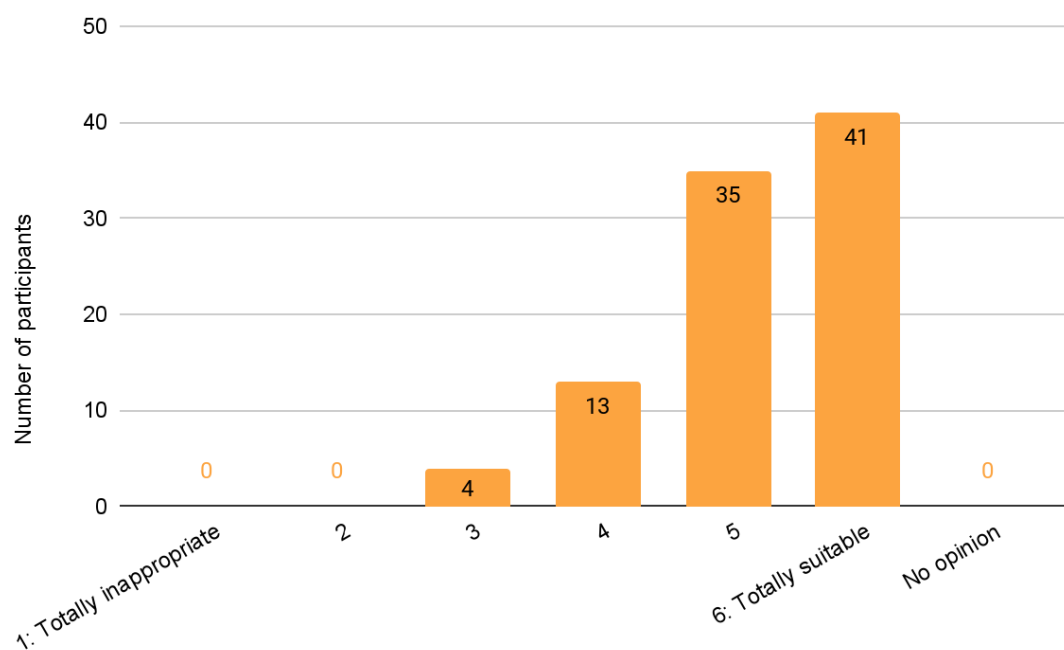
- **The adequacy of the equipments or tools used during the training**
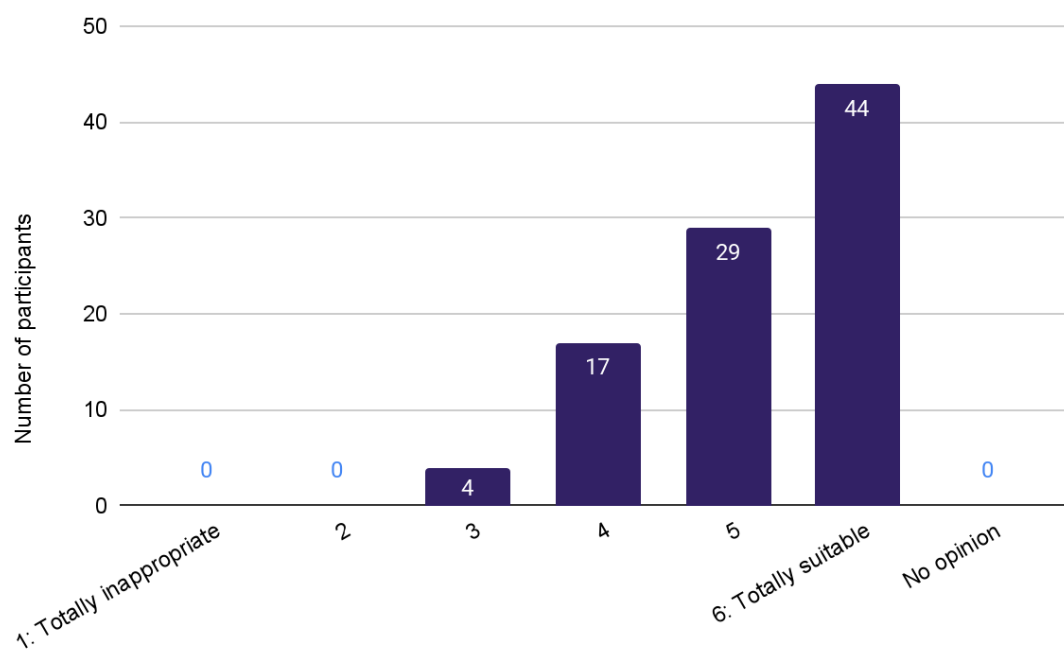
- **The quality of facilities (classical training)**

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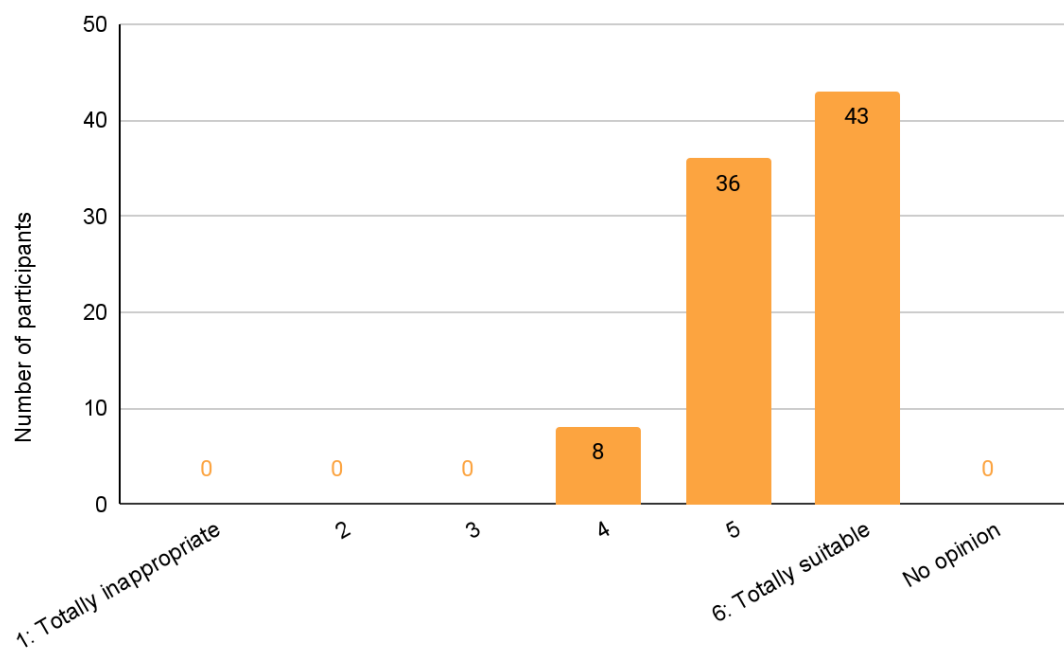
-   **The accessibility of the contents and activities in the e-learning platform (on-line training)**
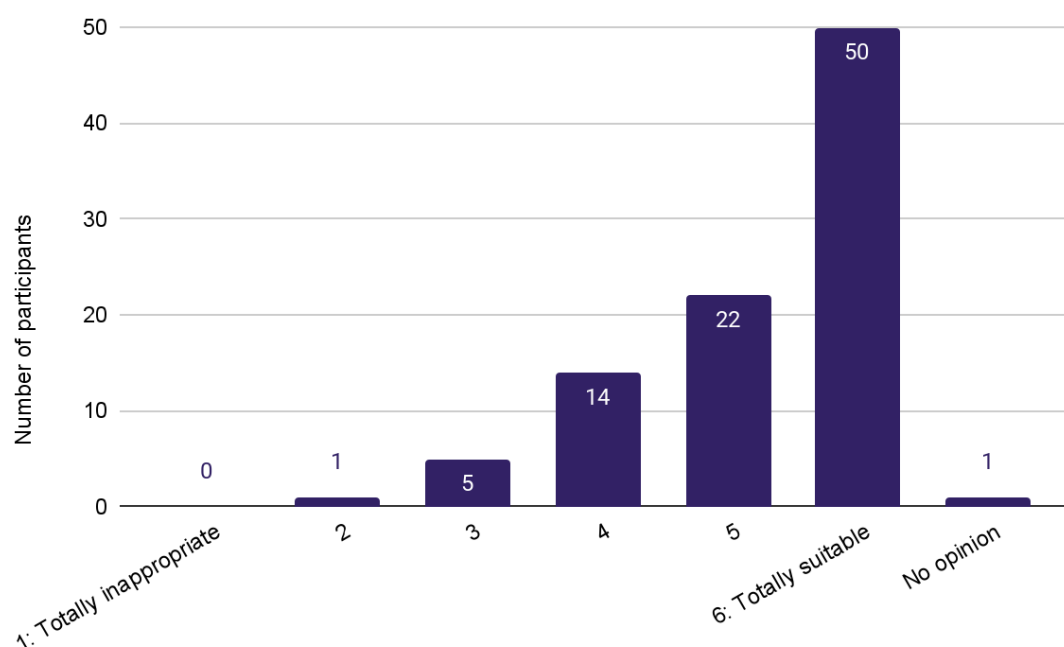
-   **The navigation structure on the e-learning platform (on-line training)**
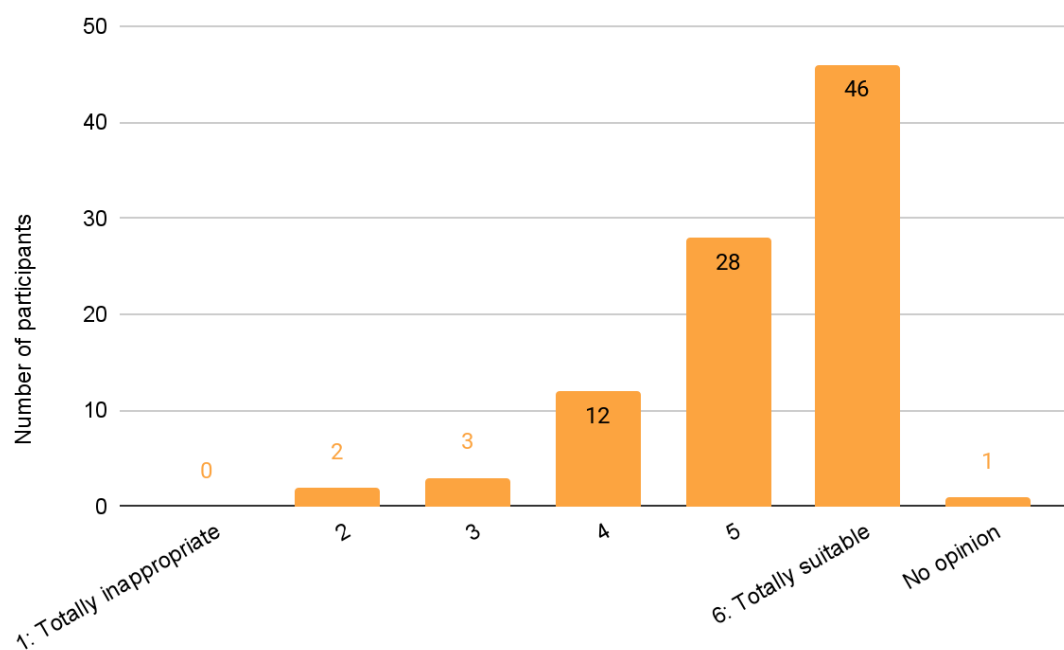
- **In case you were asked to do collaborative activities during on-line training sessions, was it difficult to solve them through the platform?**
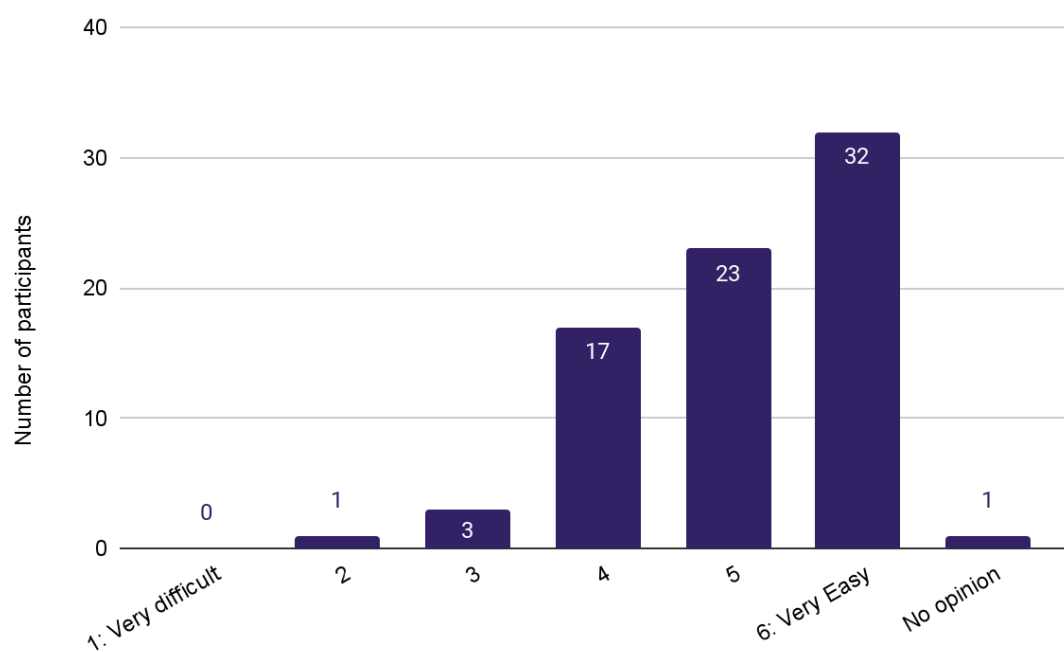
- **The language used in the learning resources.**
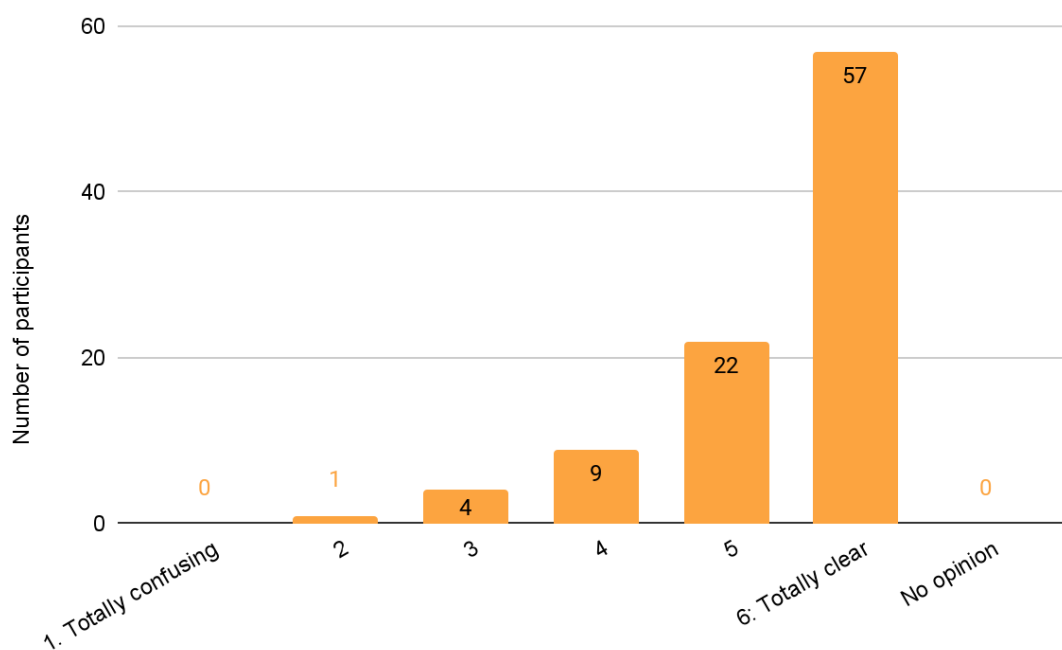
- **How do you classify the training duration?**
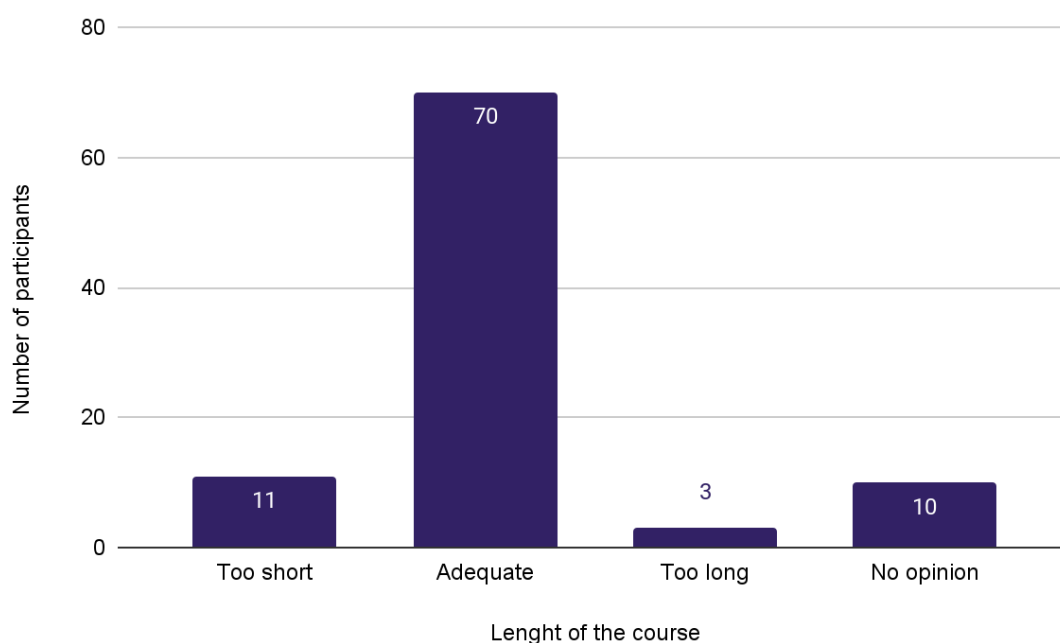
3.2.3. Development of training

- **The interest aroused by the training**

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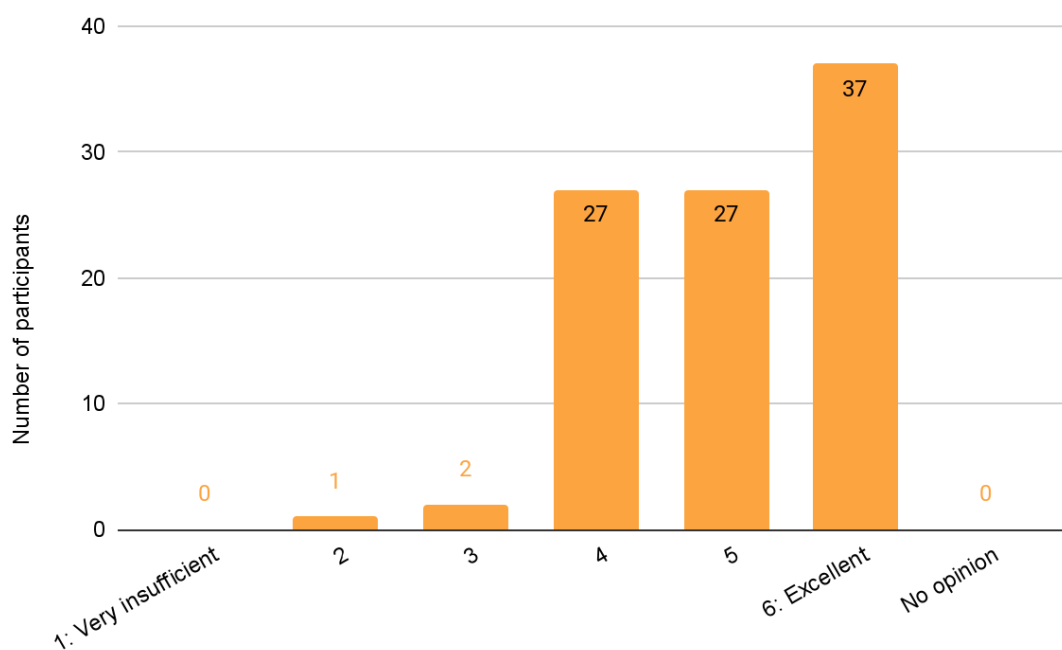
- **The performance of the trainer(s)**
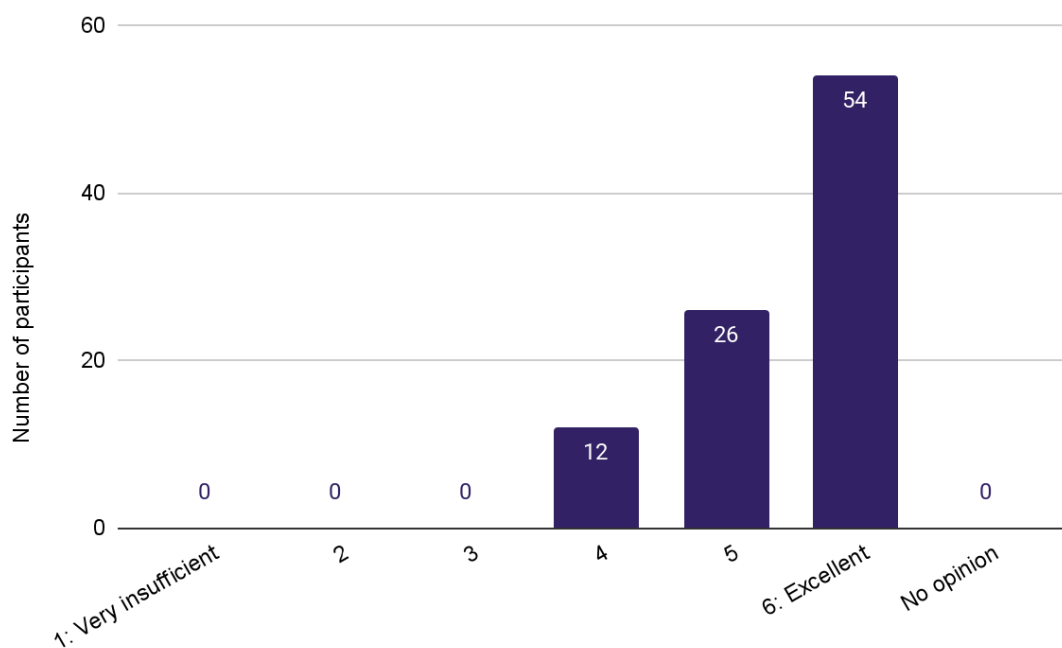
- **How do you rate the experience of having prior access to class content?**
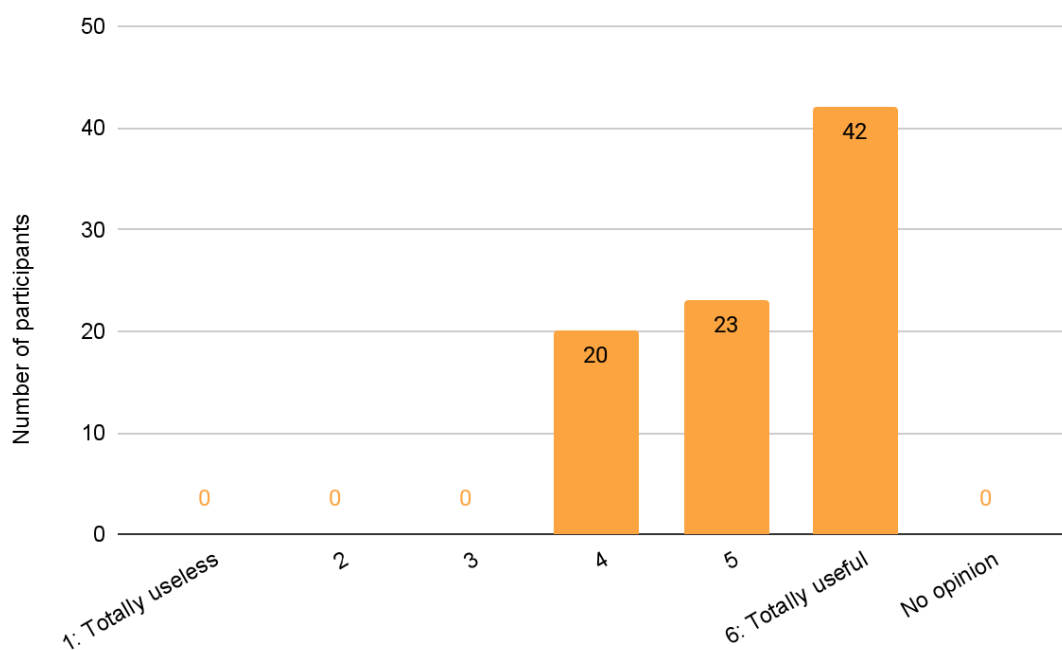
- **Was the content viewed/analysed through the platform useful for your learning?**
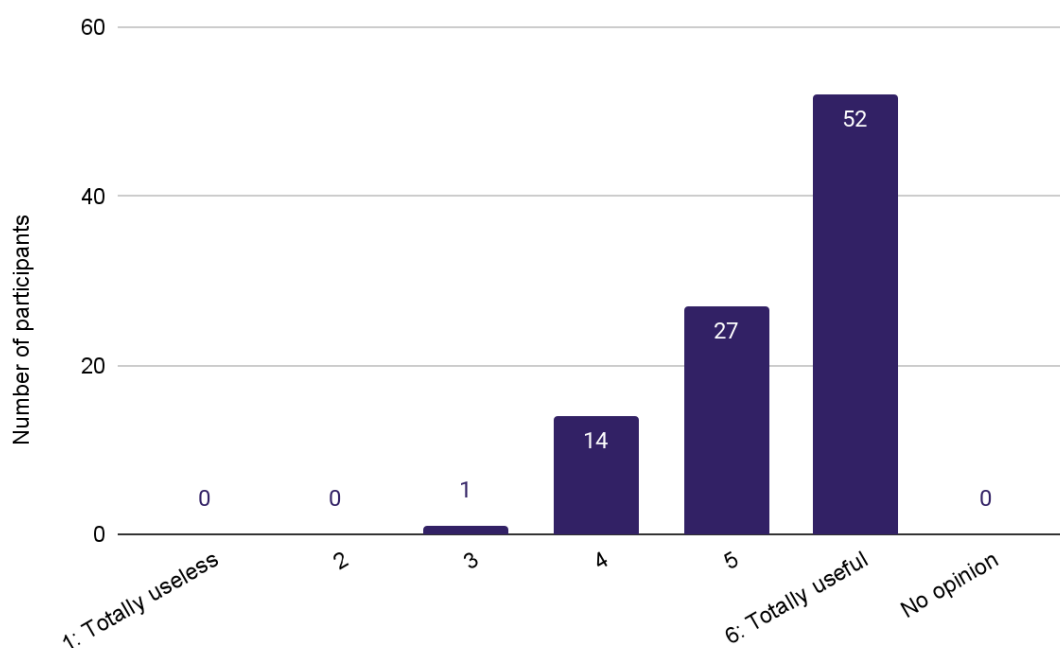
- **The adequacy of the learning contents**

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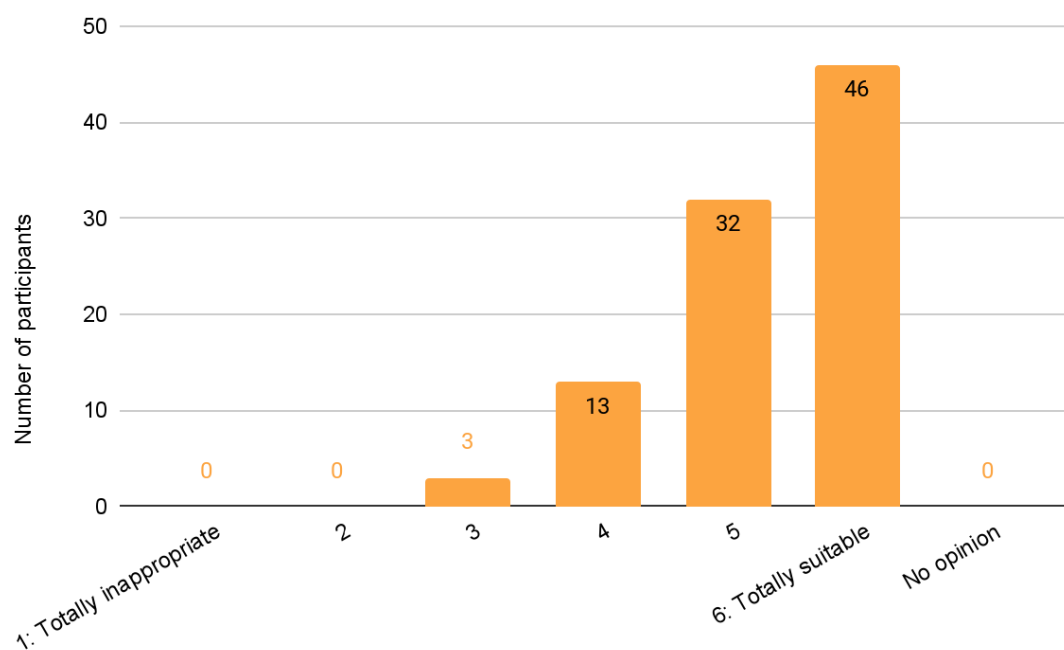
- **The adequacy of the evaluation activities**
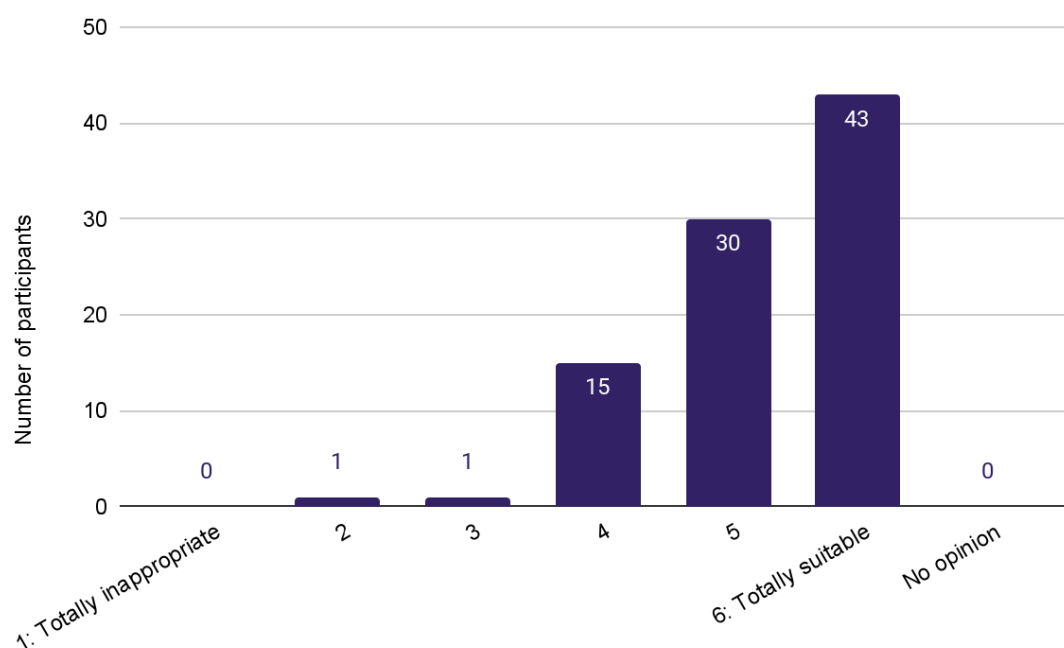
- **The relationship between participants/ trainees (classical training)**

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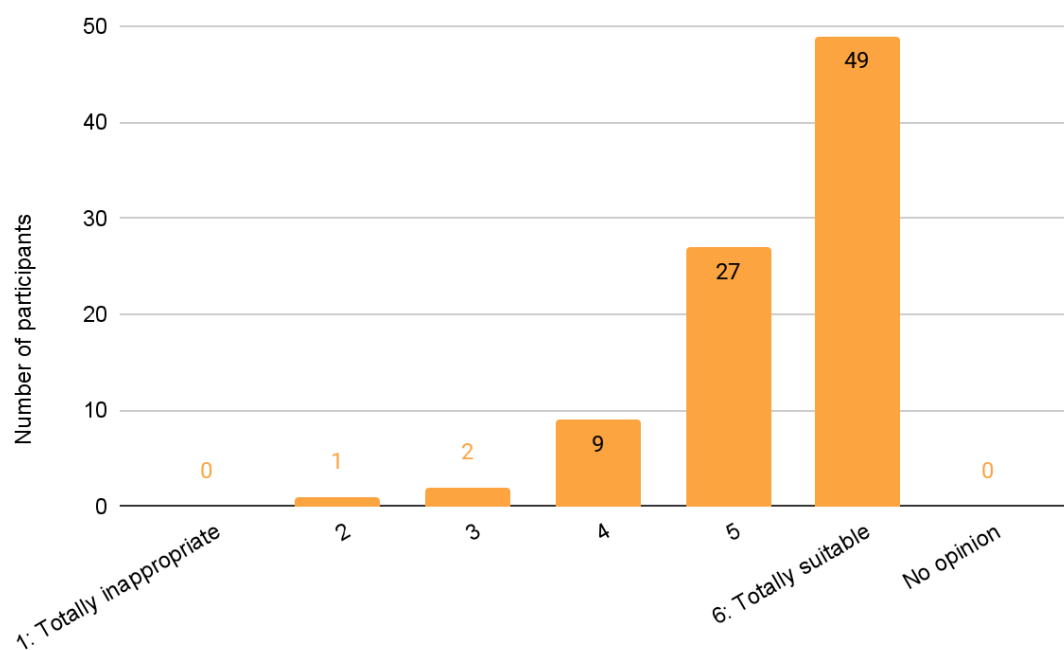
- **The degree of interaction during training (on-line training)**
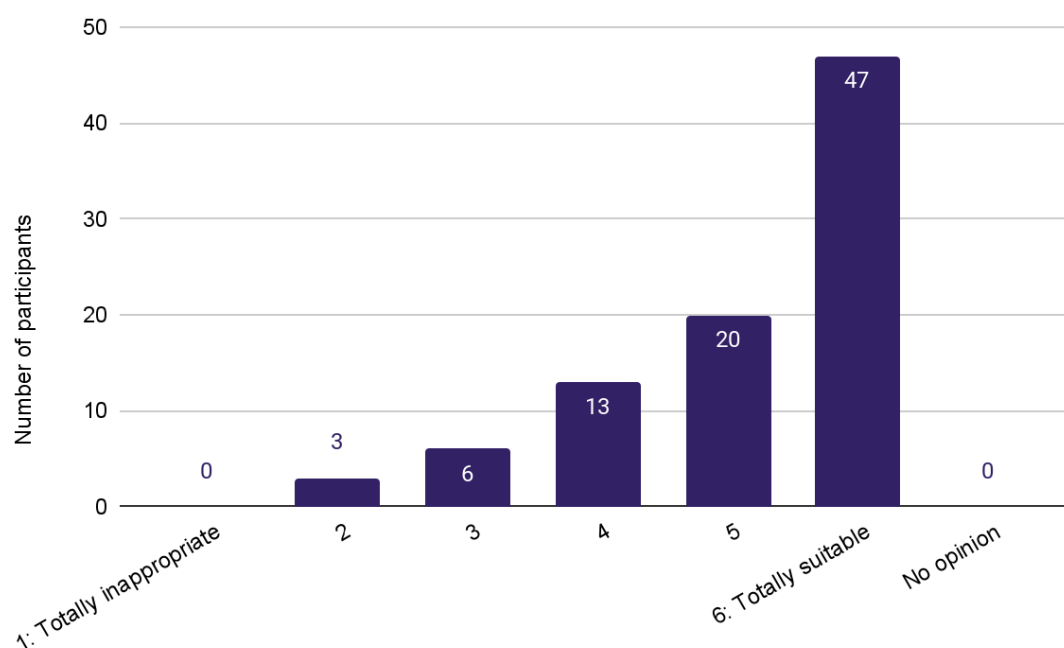
- **In the classroom, were you able to clarify doubts about the content previously seen on the platform.**

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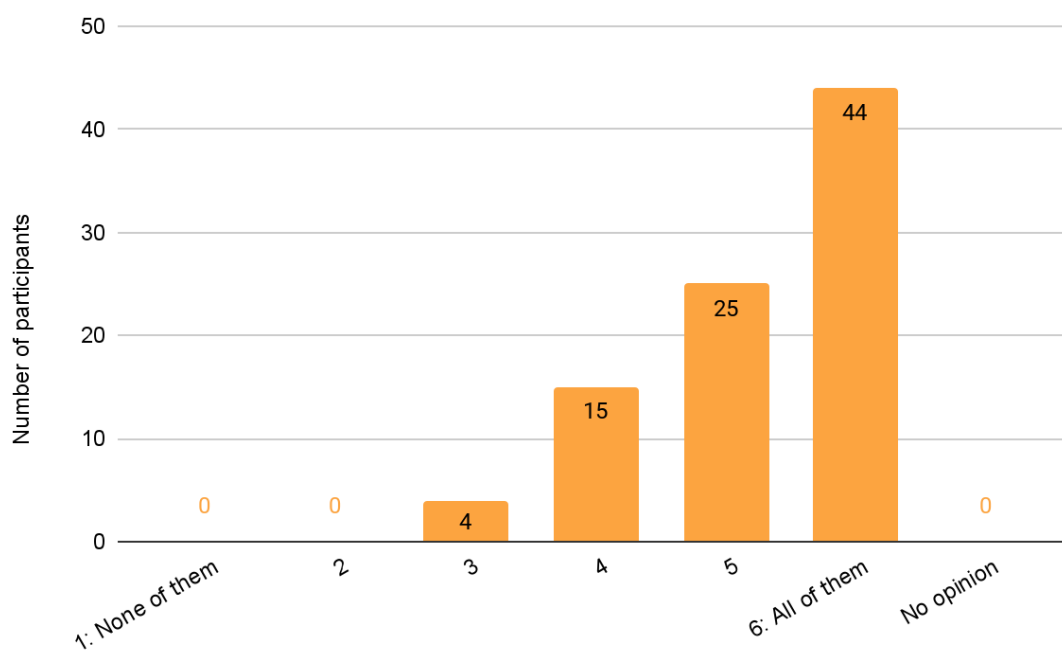
- **The participation in this training has enhanced my awareness and knowledge on the subject addressed.**

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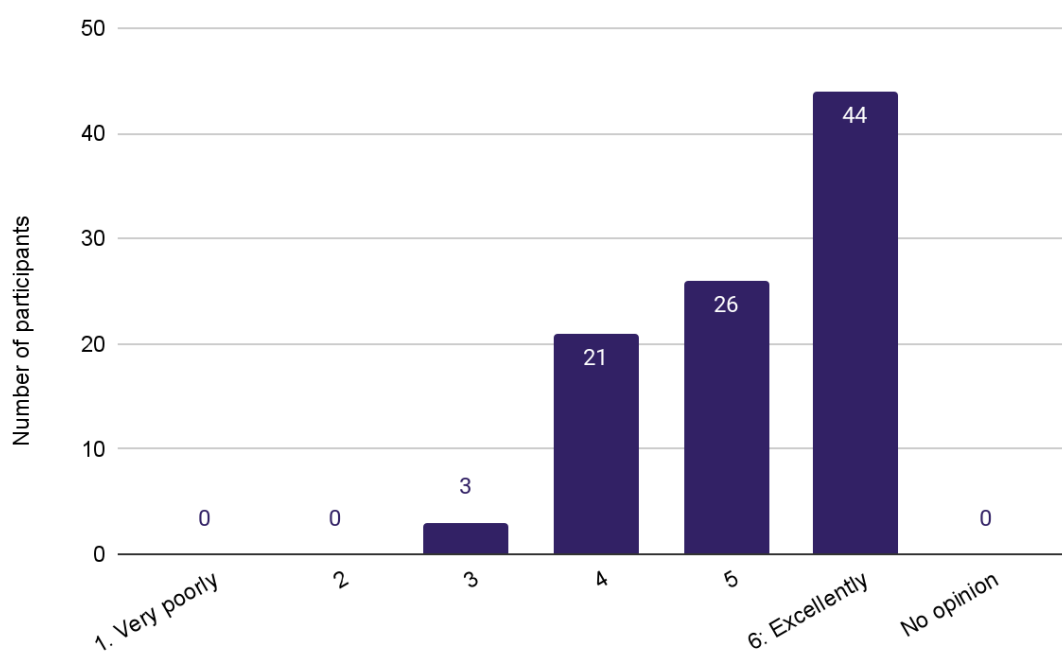
- **How would you evaluate your experience regarding this teaching/learning methodology ?**
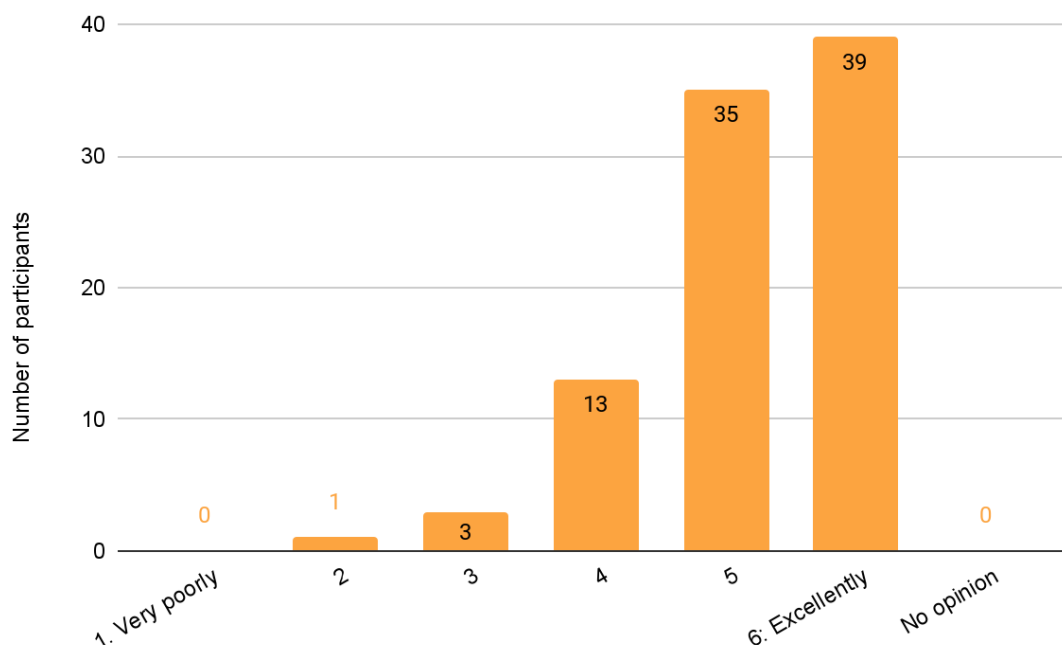
3.2.4. Comments and suggestions for improvements

Here we detail the most representative and repeated answers obtained on the satisfaction survey for the questions related to what trainers liked the most in the training and their suggestions for improvement.

What did you like the most in this training experience?

Methodology:
- The methodology used: having to watch the videos and read the contents before class. It allowed me to study in an autonomous manner, identify my doubts and ask about them later.
- The flipped classroom, work in groups and having to organise our own study time.
- Discussing the subject and learning the concepts through the platform.
- The possibility of doing the study and evaluation activities whenever we wanted.
- The possibility to search for information about a topic for ourselves.
- The creative methodology based on the use of LEGO bricks.
- The challenge of re-designing a traditional conference bag was very interesting.
- The possibility to experience new design thinking techniques.
- The analysis of the proposed case study.
- To get involved and try to concretely solve a real problem.
- I have really appreciated the initial online training that allowed me to have a specific knowledge about the contents to be treated during the workshop.
- The connection between the theoretical and practical parts.
- The novelty of the approach

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Materials:
- The links and references provided by the trainer to learn more about the subject.
- The videos and the exercises were very interesting. I also find Kahoot and games a very interesting way to have students' attention. It was fun.
- Everything was very easy to understand and the unit had very good material.
- The fact that it can be accessed by everyone. Its openness.

Class dynamics:
- The group exercises to create a product.
- The training was very pleasant and fun.
- The subject was taught in a very clear manner.
- The interest of both parties (students and instructors) is well received.
- Interactivity, dynamism of the lessons.
- The opportunity to work with people having different backgrounds.
- The teamwork.
- The division of the participants into small groups allowed to share ideas and permitted an effective teamwork
- Collaborate with other students and with the teachers.
- The way students and professors interact
- The expertise and openness to discussion of trainers
- Being able to participate actively.

Others:
- Learn in depth about sustainable textile materials.
- The treated subject and the importance it has.
- The comparison between different solutions to the same problem.

What do you think could be improved?

Timing:
- The course should be longer, with more time between sessions.
- More time between the first lesson and the preparation of the final work in order to get a deeper product.
- A longer course. It was very interesting and there is much more to discover from this subject.
- In my opinion the workshop should be structured into two face to face sessions instead of only one.
- More time to discuss the content of the video lessons.
- Having more time to study the video lessons and the preparatory materials
- Have more time to view case studies and delve deeper into the topics covered

Language:
- Having all the materials in our own language.
- Translation of the materials.

Technology:
- The access to the platform was a little bit confusing.
- The accessibility to the materials.

- More accessibility to everyone.
- The use of the Moodle platform: this allows the student to proceed with the units gradually and only after completing the previous ones, thus ensuring the those students actually follow the lessons.

Materials:
- The contents are quite basic if you already work in the textiles industry. It would be good to talk about new and more controversial fibres.
- I expected to be shown physical samples of the new textile materials we were talking about. I like the personal interaction and the learnings that can be achieved in class.
- More examples of pollution.
- Making materials more visual.
- It would be useful and also stimulating to insert summary tests in the middle or at the end of each unit, to assess the student's learning objectives and allow them to test themselves having an active learning.
- More specific contents, support of sectoral technical personnel to follow the project idea development process.
- The course could be improved by adding more training contents (articles, resources etc).
- Having more preparatory videos to watch.

Methodology:
- The lack of textile knowledge makes it difficult to study on your own.
- More in class lessons, debates, technical visits and practical essays could be very valuable for this training.
- More practical exercises.
- Having more basic information prior to our work at home, otherwise we can feel lost.
- Not everybody will do the work at home if this person is not motivated. Sometimes it is difficult for us to do the homework, let alone a whole lesson.
- Maybe a presentation at the beginning of the lesson showing us what type of results were expected.
- A better introduction.
- I would have appreciated a bigger class with more students.
- Considering the results developed by each group, I would have appreciated to have more information about processes and solutions effectively adopted by existing enterprises.
- It would have been better to have in-person training instead of online.
- More explanations about the topic of the challenge.

4. CONCLUSIONS

The piloting of this project has been very useful to see the students/trainees' interest in this subject and how they responded to the methodology. The assessment surveys have helped to read and quantify this response and show very positive results. Apart from said questionnaires, video testimonials of trainers and trainees from all the participant countries giving their opinions on the sessions have been recorded and will be published together with this report.

Students/trainees were interested in the course and thought it could be good for their training. Once they finished it, the participants met their initial expectations and enjoyed the course; stating it had helped them enrich their knowledge on sustainable issues and practices applied to the T&C industry. All aspects related to the organisation and development of the training and the relevance of the topic were very highly evaluated (the average response in all questions is at number 5 out of 6: "very good"). The usefulness of the training received the highest average score, which is a very rewarding finding. The very positive comments in open-ended questions corroborated this analysis, since several participants mentioned that they intend to continue and deepen the subject, and that the use of this methodology facilitated their learning.

We can say that participants particularly appreciated the methodology: the possibility to have prior access to the training contents and spending the time in the class doing something practical. This gave them the possibility to directly apply what they had learned, challenging themselves with a real case study, sharing ideas with peers and discovering new stimulating design thinking techniques. They appreciated the opportunity to actively collaborate with other participants with the support and supervision of the instructor and the use of gamification to review theoretical topics studied in the self-study phase.

Pilotings allow us to find out any possible faults and determine what could be improved. Participants indicated that they would have liked to have had more time to study the video lectures and preparatory materials, with enough time between lessons and with longer in person sessions instead of online ones. Some problems were encountered accessing the MOOC through the Moodle platform and several students found it easier to do it via Youtube.

Although we have been evaluating pilot sessions, whose time duration is limited, it was possible to test the FACTIVE methodology, developed in the intellectual outputs 2 and 4, and understand its effectiveness in learning. The findings of the first surveys to companies and VET professionals about the most relevant subjects in the textiles and clothing industries nowadays, fit in the intellectual output number 1, have also been reassured through this training; as students have manifested sustainability to be a highly important and interesting issue. We can tell that the FACTIVE methodology was positively implemented and accepted by the trainees and the trainers and the materials elaborated (the MOOC on sustainability created for the 3rd intellectual output) will be of great use to other students, workers, companies and VET professionals.

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5. ANNEXES

Learning Unit 2: Sustainability scope - Ciape

FACTIVE Lesson Plan Design (Session 2)

Date: 31/05/2022	**Learning Unit No**. #2	**Session No**. #2
Target Audience: VET students	**Session Mode:** face to face	**Time**: 3h

Programmatic Content:	**Didactic Resources**:
1st part - Individual online preparation (self-learning phase) - Introductory presentation of Factive project and LEGO prototyping process - Case study presentation and explanation - Division of the participants into 3 groups - Brainstorming process - Idea development (strategy) phase - Selection of the best ideas - Prototyping with LEGO bricks 2nd part - Plenary presentation of the prototype (storytelling) - Discussion and Q&A	- FACTIVE MOOC on Youtube - Case study - Presentation of the methodology - LEGO bricks

Pedagogical Objectives:

- To understand the three pillars of sustainability and their connections
- To recognise the corporate sustainability aspects and their benefits
- To understand the major sustainability issues in the T&C sector; the economic, environmental and societal impacts and related solutions that could be applied
- To get to know the United Nation sustainable development goals
- To analyse a case study having in mind sustainability challenges T&C businesses are currently facing, the constraints and the available solutions
- To apply LEGO serious play as a design thinking technique
- To develop a concise and effective storytelling to present the solutions/ideas

Pedagogical Techniques/Activities:

- Case study analysis
- Team work
- Brainstorming and idea development
- Prototyping using LEGO bricks
- Storytelling

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- Oral presentation
- Debate

Introduction:	**On Going**:	**Conclusion**:
General presentation of FACTIVE project objectives and results.	After presenting a case study related to a TCLF enterprise facing environmental, economic and social sustainability problems (*see below), participants were divided into 3 groups of 3 people. Each group brainstormed possible solutions and developed a shared idea, that was prototyped using LEGO bricks. The solution consisted on a new product / solution or a strategy to be developed on a 2/3 years lifespan. A storytelling explaining the developed prototype was conceived by each team.	In plenary each group presented to the others the realised prototype, sharing ideas and comments. After the presentation, opinions about the flipped classroom methodology were shared; ex -post evaluation questionnaires were collected.

Assessment:

Working in groups and presentations

Observations:

Trainees were very participative during the entire process, they worked well in team sharing ideas and comments and collaborating for the realisation of the prototypes. Even if it was not required to find a solution to all the issues raised in the case study, all the groups straggled to conceive articulated and completed sustainable strategies both from the environmental, economic and social points of view, coming up with high valuable projects.

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	To define the case study and plan the lesson according to the trainees profile, the expressed training methodologies preferences and expectations.	To introduce the work, guide the session and answer the questions	To analyse the evaluation questionnaires to understand what worked and what did not
Trainee (T&C Trainee)	Watch the MOOC lessons, deepen the contents with the recommended resources	Brainstorming, select ideas, prototyping and present the work	

*CASE STUDY

A T&C company is not applying sustainability in its production processes, has a poor waste disposal system and therefore it is causing damage to the local ecosystem. This has an impact on the company reputation

Alfa company based in Mestre is a company in the textile and footwear sector that produces sportswear using fabrics made of NC blends (88% Cotton and 12% Nylon).

The company also produces a line of sports shoes using mainly nylon, leather, polyurethane and vulcanized rubber, the various parts are assembled using glue.

Due to problems in the poor waste disposal of the dyeing process, and in the mismanagement of waste from the manufacturing processes, the company was accused of not respecting sustainability standards causing damage to the local ecosystem.

The news, thanks to the media, spread both locally and nationally, causing a negative impact on the corporate image and consequently on sales and profits.

TASK

Create one or more solutions (strategies, products, processes) capable of making Alfa company more sustainable (from an economic and / or environmental and / or social point of view), also taking inspiration from the sustainable development goals defined by the United Nations.

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Evidences

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Learning Unit 2: Sustainability scope - LCU
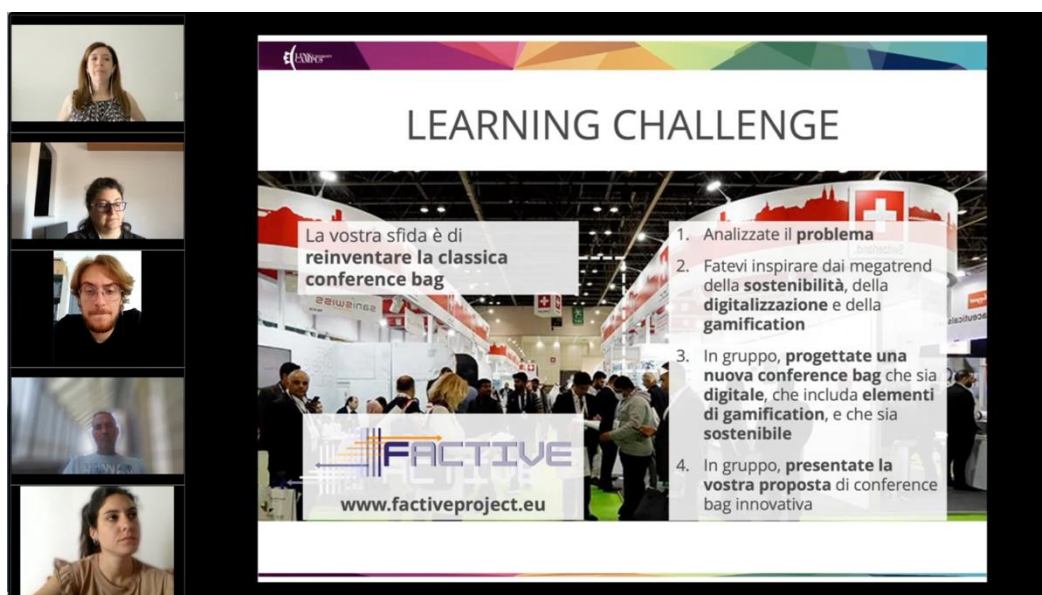
FACTIVE Lesson Plan Design

Date: 02/07/2022	Learning Unit No. #2	Session No. #2
Target Audience: VET students	Session Mode: online	Time: 8h

Programmatic Content:	Didactic Resources:
1st part Preparatory synchronous session (duration 90 minutes approx..) 2nd part Individual study (duration 2 hours approx.) 3rd part Learning challenge group work (duration 4 hours approx.)	- FACTIVE MOOC on Youtube - Case study - Presentation of the methodology - Kahoot! (gamified self-assessment)

Pedagogical Objectives:
- To understand the three pillars of sustainability and their connections
- To recognise the corporate sustainability aspects and their benefits
- To understand the major sustainability issues in the T&C sector; the economic, environmental and societal impacts and related solutions that could be applied
- To analyse a case study having in mind sustainability challenges T&C businesses are currently facing, the constrains and the available solutions
- To understand how digital innovation can be applied to enhance sustainability in the T&C sector
- To develop a concise and effective storytelling to present the solutions/ideas

Pedagogical Techniques/Activities:
- Case study analysis
- Gamified self-assessment using kahoot!
- Team work
- Brainstorming and idea development
- Oral presentation
- Debate

Introduction:	On Going:	Conclusion:
General presentation of FACTIVE project objectives and results. Presentation of Flipped learning methodology.	After presenting some case studies, the teachers presented a learning challenge to the class (*see below), participants were divided into 2 groups of 4 people. Each group brainstormed possible solutions and developed a shared idea.	In plenary, each group presented to the others the concept they defined, sharing ideas and comments. After the presentation, opinions about the flipped classroom methodology were shared; reaction/satisfaction evaluation questionnaires were collected.

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Assessment:

Gamified Self-assessment using Kahoot

Working in groups and presentations

Observations:

The participants were very attentive and very involved in the group work phase. They actively interacted to come up with an effective solution to the learning challenge, making use of all the knowledge gained in the self-study phase.

Each group managed, in the time available, to come up with a complete concept and present it clearly and convincingly to the class.

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	To define the case study and plan the lesson according to the trainees profile, the expressed training methodologies preferences and expectations.	To introduce the work, guide the session and answer the questions	To analyse the evaluation questionnaires to understand what worked and what did not
Trainee (T&C Trainee)	Watch the MOOC lessons, deepen the contents with the recommended resources	Brainstorming, select ideas, prototyping and present the work	

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Learning Unit 3: Textile & Clothing sustainability - IVOC

FACTIVE Lesson Plan Design (Session 1)

Date: 20.12.21	Learning Unit No. 3	Session No. 1
Target Audience: Student in fashion education (bachelor level)	**Session Mode:** Online preparation of a live classroom workshop https://www.helmo.be/Institution/Instituts/HELMo-Mode/Accueil.aspx	**Time**: 9.00 – 16.00

Programmatic Content:	Didactic Resources:
● Individual online preparation of the workshop ● Case presentation by an expert in circular fashion ● Hands-on activity by practicing techniques for cutting and assembling circular textile products	● FACTIVE-MOOC's on MOODLE and on Youtube ● Business case https://www.instagram.com/slow31asbl/ ● Reusable textile fabrics & other materials, tools and machines for cutting and assembly

Pedagogical Objectives: Deepening of the knowledge and principles of circular fashion and of the skills that are useful in the development of circular fashion items.

Pedagogical Techniques/Activities: Training, case-study, project work

Introduction: Individual training in preparation	**On Going**: explanation of a business case and concrete elaboration of a circular textile product	**Conclusion**: integration of what has been learned into broader fashion education

Assessment: Informal only

Observations: ● We work in several steps and in collaboration with different actors (project partner IVOC, external trainers, experts). It is important to integrate things and to keep an overview. ● An individual effort is required of the trainees. People are not used to this. We note that the pilot set-up is highly dependent on the engagement of the trainees.

FACTIVE Lesson Plan Design (Session 2)

Date: 24.3.22	Learning Unit No. 3	Session No. 2

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Target Audience: Student in fashion education (secondary level)	Session Mode: Online preparation of a live classroom workshop http://www.s2j.eu/formations/mode/	Time: 9.00 – 16.00

Programmatic Content:	Didactic Resources:
● Individual online preparation of the workshop ● Case presentation by an expert in circular fashion ● Hands-on activity by practicing techniques for cutting and assembling circular textile products	● FACTIVE-MOOC's on MOODLE and on Youtube ● Business case https://www.lagadoueatelier.com/la-gadoue ● Reusable textile fabrics & other materials, tools and machines for cutting and assembly

Pedagogical Objectives: Deepening of the knowledge and principles of circular fashion and of the skills that are useful in the development of circular fashion items.

Pedagogical Techniques/Activities: Training, case-study, project work

Introduction: Individual training in preparation	On Going: explanation of a business case and concrete elaboration of a circular textile product	Conclusion: integration of what has been learned into broader fashion education

Assessment

Expectations: https://s4tclf.typeform.com/to/Ax5XQ7GB

Satisfaction: https://s4tclf.typeform.com/to/kyYlxsHK

Observations:

● The students were enthusiastic about the workshop, but were not willing to personally testify about their experiences, especially when captured on photo or video. They did agree to a collective testimony, although

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FACTIVE Lesson Plan Design (Session 3)

Date: 12.5.22	**Learning Unit No**. 3	**Session No**. 3
Target Audience: All interested (Students, trainers, employees)	**Session Mode:** Online preparation of a live classroom workshop https://sites.google.com/view/cilab-collective/the-story	**Time**: 9.00 – 16.00

Programmatic Content:	**Didactic Resources**:
● Individual online preparation of the workshop ● Case presentation by an expert in circular fashion ● Hands-on activity by practicing techniques for cutting and assembling circular textile products	● FACTIVE-MOOC's on MOODLE and on Youtube ● Business case https://www.joseffa.com/ ● Reusable textile fabrics & other materials, tools and machines for cutting and assembly

Pedagogical Objectives: Deepening of the knowledge and principles of circular fashion and of the skills that are useful in the development of circular fashion items.

Pedagogical Techniques/Activities: Training, case-study, project work

Introduction: Individual training in preparation	**On Going**: explanation of a business case and concrete elaboration of a circular textile product	**Conclusion**: integration of what has been learned into broader fashion education

Assessment

Expectations: https://forms.gle/tvjpaWWYc5aXEkPT9

Satisfaction: https://forms.gle/hLVByBwowU2D6d72A

Observations:

The session was plagued with many cancellations from participants for a variety of reasons. The month of May was apparently badly chosen

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)**

Project partner IVOC-IREC	• Organisation and announcement of the workshop • Guidance of the participants • Invitation to go through the FACTIVE MOOC	Guiding the trainees and monitoring the progress of the pilot	Evaluation of the pilot
Partner organisation (school, training center, …)	Prepare classroom, provide materials and machines	Logistics & catering	integration of what has been learned into broader fashion education
Expert in circular fashion	• Go through the Factive MOOC, preparation of the case study accordingly, • Design of a project work plan with a concrete elaboration of a circular textile product	Case study presentation and supervision of the project work	Evaluation of the pilot
Trainee (T&C Trainee)	• Make expectations known • Go through the Factive MOOC	Test what has been learned in practice. Learn by actively asking questions	Evaluation of the pilot

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Learning Unit 4: Sustainable textile materials - Modatex

FACTIVE Lesson Plan Design (Session 1)

Date: 11/05/2022	**Learning Unit No**. 4. Sustainable textile materials	**Session No**. 1 Apresentação da ação piloto / FACTIVE MOOC
Target Audience: Formandos que trabalham para a Indústria Têxtil	**Session Mode:** Presencial	**Time**: 120'

Programmatic Content:	Didactic Resources:
- FACTIVE MOOC - Portal Modatex - Avaliação de diagnóstico - Introdução aos temas da ação, palavras chave, sustentabilidade individual e global	MOOC Portal Modatex Computador Gamificação

Pedagogical Objectives:

No final da sessão, os formandos devem ser capazes de assistir aos conteúdos do FACTIVE MOOC e aceder/interagir com o portal Modatex. Devem também ser capazes refletir sobre os temas propostos.

Pedagogical Techniques/Activities:

Introduction:	On Going:	Conclusion:
Envolver os formandos e apoiá-los no diagnóstico das necessidades de aprendizagem.	Apresentação do projeto, metodologia, plataforma e decorrer da ação. Gamificação acompanhada de perguntas (Método ativo e interrogativo).	Síntese (Método expositivo). Atividades de avaliação (Método Interrogativo).

Assessment:

Avaliação Formativa (Níveis de Avaliação da Reação e Aprendizagem).

Questionário de expectativas - O que espera desta formação e o que podemos fazer para ir de encontro às suas expectativas? (Níveis de Avaliação da Reação).

Avaliação adicional da apresentação de cada grupo de pares (trabalho de casa para apresentação na próxima sessão) - escalas de observação - (Níveis de avaliação da aprendizagem e do comportamento).

Observations: As tarefas solicitadas no final da sessão já estão definidas pelo Formador e serão partilhadas durante a sessão e simultaneamente no Portal Modatex. Nesta sessão são incluídas atividades pedagógicas "atividades em sala de aula" para debate de ideias sobre os temas da ação.

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	Preparou os recursos de aprendizagem necessários, bem como os instrumentos de avaliação e pô-los à disposição. Organizou toda a informação que possui sobre o perfil dos formandos e do curso.	Dinamiza as atividades pedagógicas planeadas. Orienta os formandos para a realização das atividades pedagógicas. Promove momentos de Feedback. Encoraja a auto-iniciativa e a investigação. Tutoria.	Fornece orientação para tarefas pós-escolares. Prepara a sessão seguinte.
Trainee (T&C Trainee)	Criou expectativas / questões acerca dos temas da ação.	Faz anotações. Colabora em Atividades Pedagógicas. Partilha experiências e perguntas. Promove a reflexão e realiza perguntas.	Prepara e partilha ideias. Organiza tarefas e recursos. Pesquisa. Organiza, processa e compila informação. Estuda. Prepara a apresentação do trabalho de grupo e cria perguntas para ficha de avaliação.

FACTIVE Lesson Plan Design (Session 2)

Date: 12 a 17/05/2022	**Learning Unit No**. 4. Sustainable textile materials	**Session No**. 2 Elaboração do trabalho de grupo e das perguntas para ficha de avaliação
Target Audience: Formandos que trabalham para a Indústria Têxtil	**Session Mode:** auto estudo (elearning)	**Time**: 300'

Programmatic Content:

- FACTIVE MOOC
- Portal Modatex
- Trabalho de grupo
- Criar perguntas sobre o tema do trabalho

Didactic Resources:

MOOC

Portal Modatex

Computador

Gamificação

Pedagogical Objectives:

No final da sessão, os formandos devem ser capazes de assistir aos conteúdos do FACTIVE MOOC e aceder/interagir com o portal Modatex. Devem ser capazes também de, em auto estudo, elaborar um trabalho sobre a fibra(s) e suas características sustentáveis, certificação e reaproveitamento de materiais / desperdícios.

Pedagogical Techniques/Activities:

Introduction:	**On Going:**	**Conclusion**:
Envolver os formandos e apoiá-los no desenvolvimento das suas atividades de grupo e aprendizagem.	Acompanhar o desenvolvimento do trabalho de grupo. Acompanhar, sugerir e organizar as perguntas para integrar a ficha de avaliação.	Dar feedback acerca dos prazos de entrega, trabalhos e perguntas.

Assessment:

Avaliação adicional da apresentação de cada grupo de pares (trabalho de casa para apresentação na próxima sessão) - escalas de observação - (Níveis de avaliação da aprendizagem e do comportamento).

Observations:

As tarefas solicitadas pelo Formador têm prazos de entrega no Portal Modatex para comprometimento / envolvimento doa formandos nas tarefas e constante interação com o formador. Nesta sessão são incluídas atividades pedagógicas "atividades em autoestudo" para aprendizagem de todo o grupo e debate de ideias sobre os temas da ação.

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	Organizou e orientou toda a informação / prazos de entrega, recolha e avaliação do tema, realização do trabalho de grupo e elaboração de perguntas.	Orienta os formandos para a realização das atividades pedagógicas. Promove momentos de Feedback. Encoraja a auto-iniciativa e a investigação. Tutoria.	Fornece orientação para apresentação. Prepara a sessão seguinte.
Trainee (T&C Trainee)	Criou o grupo e escolheram o tema do trabalho de grupo.	Faz anotações. Pesquisa. Organiza, processa e compila informação. Estuda. Colabora em Atividades Pedagógicas de autoestudo e de grupo. Partilha experiências e perguntas. Promove a reflexão e realiza perguntas.	Prepara e partilha ideias. Organiza tarefas e recursos. Prepara a apresentação do trabalho de grupo.

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FACTIVE Lesson Plan Design (Session 3)

Date: 18/05/2022	**Learning Unit No.** 4. Sustainable textile materials	**Session No.** 3 - Apresentação de trabalhos de grupo, Ficha de avaliação e avaliação da ação
Target Audience: Formandos que trabalham para a Indústria Têxtil	**Session Mode:** Presencial	**Time**: 180'

Programmatic Content:	**Didactic Resources**:
• Fibras têxteis e a sua sustentabilidade • Certificação das fibras têxteis • Reaproveitamento de materiais residuais	Fibras têxteis Computador Gamificação Portal Modatex

Pedagogical Objectives:

Na sessão presencial, os formandos devem ser capazes de em pequenos grupos apresentar exemplos de caraterísticas que tornam as fibras têxteis sustentáveis, certificação das mesmas e reaproveitamento dos artigos /desperdícios referindo aspetos económicos, ambientais e sociais sustentáveis.

Pedagogical Techniques/Activities:

Introduction:	**On Going:**	**Conclusion**:
Envolver os formandos e apoiá-los nas necessidades de aprendizagem.	Breve análise dos casos de estudo apresentados (Método Ativo).	Síntese (Método expositivo). Atividades de avaliação (Método Interrogativo).

Assessment:

Avaliação Formativa (Níveis de Avaliação da Reação e Aprendizagem).

Teste de avaliação da aprendizagem elaborado das perguntas criadas pelos grupos de trabalho - (Nível de Avaliação da Aprendizagem).

Questionário de satisfação da sessão - O que mais lhe agradou e o que podemos fazer melhor? (Níveis de Avaliação da Reação).

Observations:

Nesta sessão são incluídas atividades pedagógicas (atividades em sala de aula) como apresentação dos trabalhos de grupo e realização da ficha de avaliação que deriva das perguntas criadas pelos grupos de trabalho (atividades criadas em casa).

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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	Preparou os recursos de aprendizagem necessários, bem como os instrumentos de avaliação e pô-los à disposição. Organizou toda a informação que possui sobre o perfil dos formandos e do curso.	Dinamiza as atividades pedagógicas planeadas. Orienta os formandos para a realização das atividades pedagógicas. Promove momentos de Feedback. Encoraja a auto-iniciativa e a investigação. Tutoria.	Fornece e recolhe feedback acerca do decorrer da ação. Recolhe opiniões sobre temas para formações futuras.
Trainee (T&C Trainee)	Assistiu à sessão gravada. Fez anotações da gravação e imagens. Em pequenos grupos trabalham tendo por base os temas escolhidos, elaboram apresentação e criam perguntas para integrar a ficha de avaliação.	Faz anotações. Colabora em Atividades Pedagógicas. Partilha experiências e perguntas. Apresenta os trabalhos de casa. Promove a reflexão e realiza perguntas. Responde a ficha de avaliação elaborada das perguntas criadas pelos grupos.	Organiza, processa e compila informação. Procura novidades sobre os temas.

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Learning Unit 5: Process and new technologies- AEI Tèxtils

FACTIVE Lesson Plan Design (Session 1)

Date: 10/03/2022	Learning Unit No. #5	Session No. #1
Target Audience: VET students	**Session Mode:** in person	**Time**: 1h

Programmatic Content:	Didactic Resources:
- Who are we? - What is FACTIVE project? - Situation of the textile industry - What a flipped classroom is? - Content and work for the next session	PowerPoint presentation, Kahoot!

Pedagogical Objectives:

- Let the students know the current situation of the textile industry. Motivation.
- Understand the flipped classroom methodology.

Pedagogical Techniques/Activities:

- Classical presentation (PowerPoint).
- Quiz about what a flipped classroom is (Kahoot!)

Introduction:	On Going:	Conclusion:
The students present themselves, and we also explain who we are and what we do.	Contextualization (Factive, current textile industry situation). Explanation about what a flipped classroom is.	Work for the next session.

Assessment:

No assessment in this session.

Observations:

Although this content was not specifically textile, we thought it was important to detail what the project is about and what a flipped classroom is, so the students felt more motivated, knowing what they were doing during the sessions.

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Plan Support

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

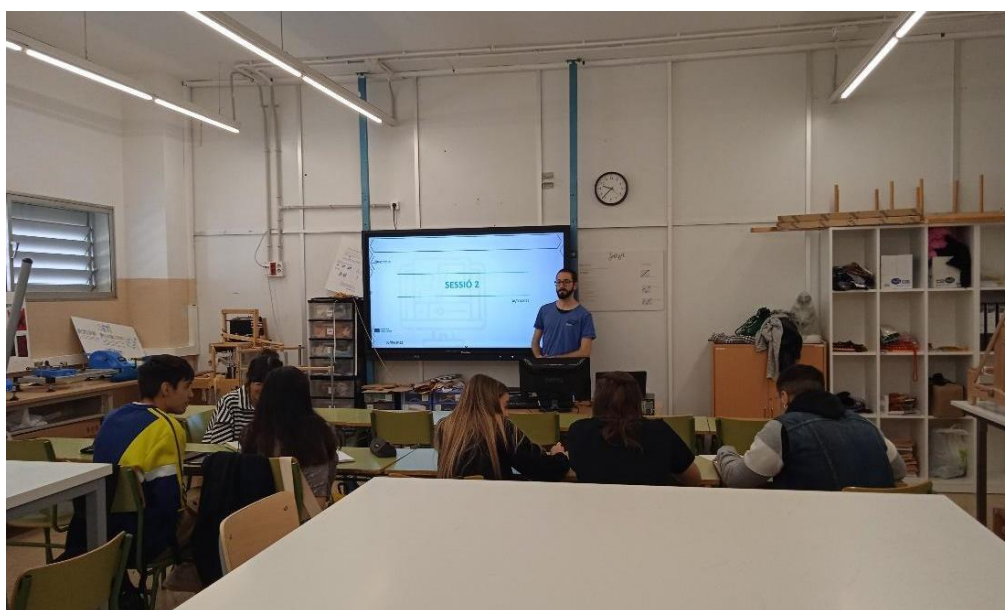| Who Does What and When?	Before Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	Organize both sessions in general. Plan specifically the first session. Prepare the material (presentation, test).	Present the material we have prepared.	Plan the next session according to the first session experience.
Trainee (T&C Trainee)	-	Listen and understand	Watch Lesson 5 videos. Take notes, make a resume of the content of the videos. Write the questions in order to be able to ask them during the next session.

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FACTIVE Lesson Plan Design (Session 2)

Date: 30/03/2022	Learning Unit No. #5	Session No. #2
Target Audience: VET students	Session Mode: in person	Time: 1h

Programmatic Content:	Didactic Resources:
1st part - Split the group in two - Each group has to resume the 3 videos they have seen, using their notes. - Three persons per group explain the videos (3min per video). - Personalised Q&A about the content of the videos. 2nd part - Debate about the flipped classroom methodology. Opinion. - Fill the forms.	- Questions (Mentimeter)

Pedagogical Objectives:
Understand the content of the videos.

Pedagogical Techniques/Activities:
- Debate - Q&A - Oral presentation - Resume

Introduction:	On Going:	Conclusion:
First impressions about the videos they have seen.	The group is divided in two. Each group check their notes and prepare a resume of each video. 20min after, one person presents each video (3min per resume). With this process, they should realize the doubts they have, and we will answer them.	Opinion about the flipped classroom methodology.

Assessment: Resumes /presentations.

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 Class (Home Activities)	During Class (In-Class Activities)	After Class (Home Activities)
Trainer	Prepare the session according to last day considerations.	Organize, guide the session. Answer questions.	Considerations for next time.
Trainee (T&C Trainee)	Watch the videos, take notes to prepare a resume and prepare questions.	Prepare a resume.	-

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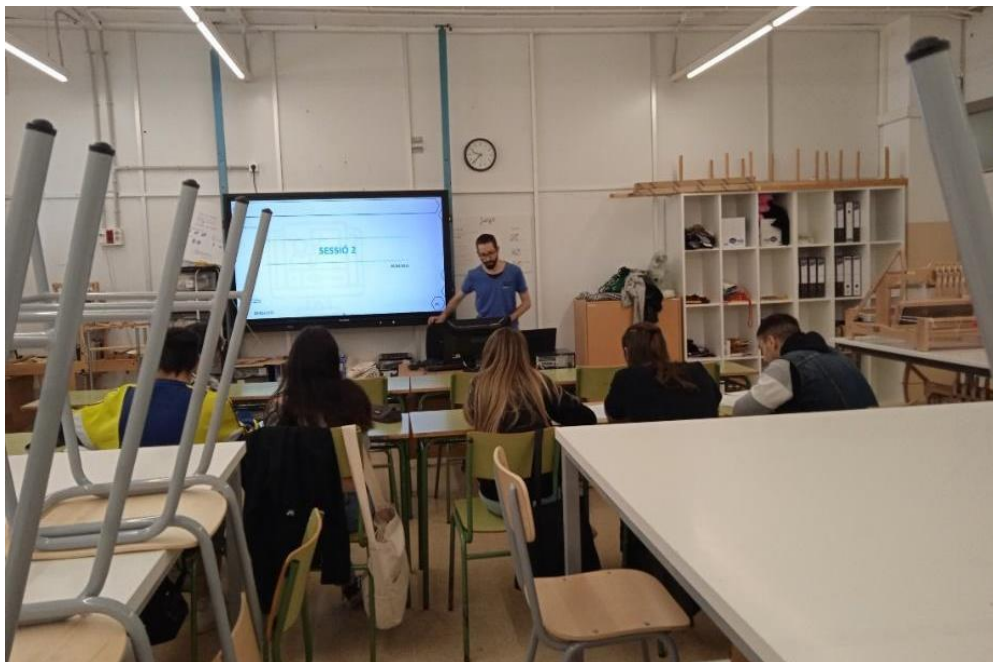
Learning Unit 6: Environmental social governance - Ins. Terrassa

FACTIVE Lesson Plan Design (Session 1)

Date: 20/04/2022	**Learning Unit No**. 6	**Session No**. 1
Target Audience: VET students	**Session Mode:** classroom	**Time**: 60 minutes

Programmatic Content:	**Didactic Resources**:
- The environmental impact of textile companies and new approaches - The social impact of textile companies and new approaches - An overview to the main certifications and companies policies for a better environmental and social impact - Cultural, economic and technological barriers to circularity	MOOC Digital Blackboard

Pedagogical Objectives:

- Identify the problems of the textile and fashion industry
- Generate interest in the new topic/unit
- Understand the dynamics of the Factive MOOC
- Think and be aware of the previous knowledge on this topic

Pedagogical Techniques/Activities:

Introduction:	**On Going**:	**Conclusion**:
The class watches a video about the downside of fashion and the cost of fast fashion.	Each student individually completes the thinking routine "See, Think, Wonder" worksheet. After completing the thinking routine, it is shared with the rest of the class and written down on the digital blackboard.	Summary of all the items written in the shared thinking routine. Focus on what we need to know about this topic (Interrogative Method). Explanation on how to access the MOOC.

Assessment:

Assessment surveys on the Factive MOOC moodle

Observations:

The thinking routine worksheet will be collected and given to each student at the end of the second session, so that they are aware of everything they have learnt during this time.

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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	Prepare and organise the lessons of unit 6	Streamline the planned pedagogical activities. Guide the trainees to carry out the pedagogical activities. Promote Feedback moments. Tutoring.	Prepare for the next lesson.
Trainee (T&C Trainee)	-	Take notes. Collaborates in Pedagogical Activities. Share Experiences and Questions. Promote reflection among themselves/form questions.	Watch the videos of unit 6 of the MOOC

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FACTIVE Lesson Plan Design (Session 2)

Date: 20/04/2022	**Learning Unit No**. 6	**Session No**. 2
Target Audience: VET Students	**Session Mode:** Classroom	**Time**: 60 minutes

Programmatic Content:	**Didactic Resources**:
- The environmental impact of textile companies and new approaches - The social impact of textile companies and new approaches - An overview to the main certifications and companies policies for a better environmental and social impact - Cultural, economic and technological barriers to circularity	MOOC Digital Blackboard Coloured papers (red, green and blue) Textile and sustainability news items printed on paper

Pedagogical Objectives:
- Identify the problems of the textile and fashion industry - Generate interest in the new topic/unit - Understand the dynamics of the Factive MOOC - Think and be aware of the previous knowledge on this topic

Pedagogical Techniques/Activities:

Introduction:	**On Going**:	**Conclusion**:
Feedback from unit 6 visualised in the MOOC	Students will be separated into groups of 2-3. They will be presented with different news and statistics related to topic 6 of the MOOC. In addition, red, green and blue paper will be available for the pupils. With the red ones they will mark what is wrong with the news/situation/statistics they have (red flag). With the green one they will point out the positive and with the blue one they will propose improvements (certifications, company policies, solutions to circularity, etc.).	Summary Explanation of the assessment activities Conclusions

Assessment:
Assessment surveys on the Factive MOOC moodle

Observations:
Students will read the thinking routine they did in lesson 1 to be aware of all the things they have learned.

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colspan	**Plan Support**

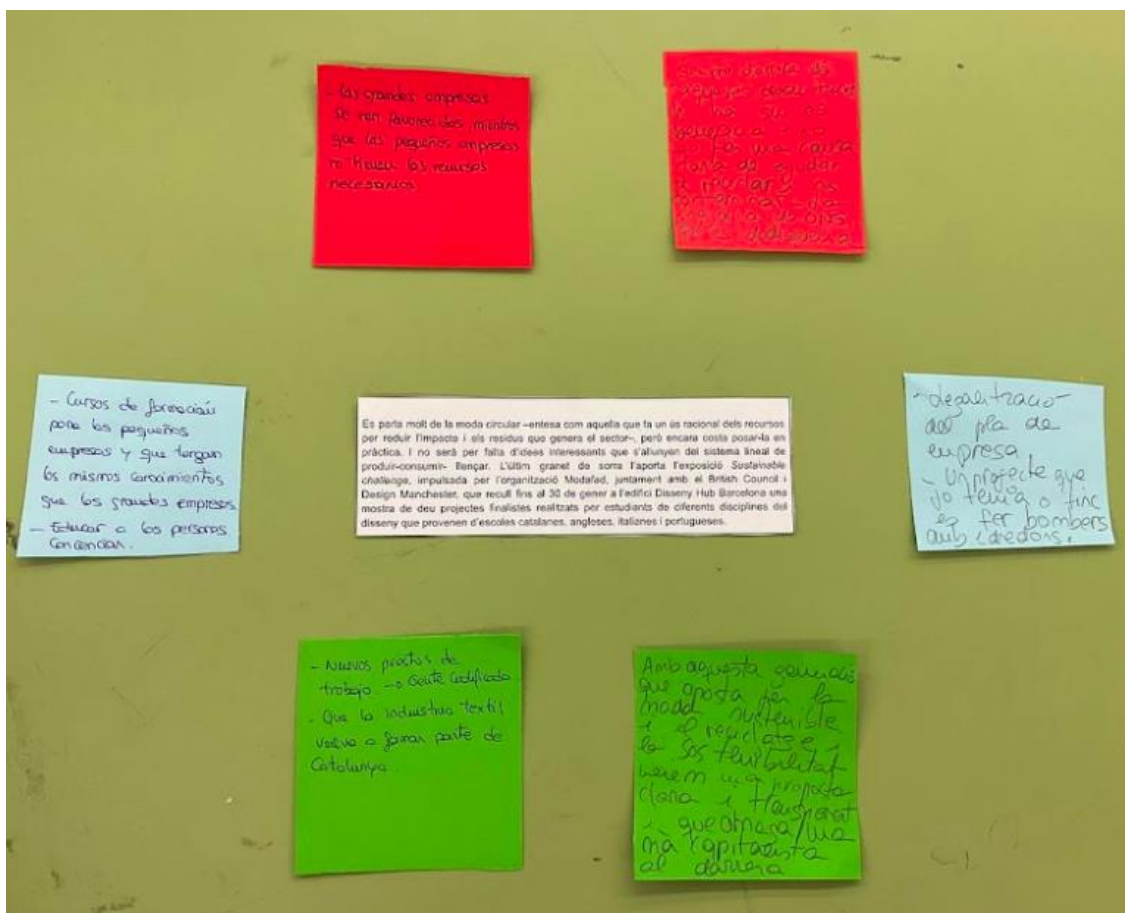*It works as a mini checklist to guide the Trainer in his work and to guide his Trainees in their tasks.*

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.	Streamlines the planned pedagogical activities. Guides the trainees to carry out the pedagogical activities. Promotes Feedback moments. Tutoring.	
Trainee (T&C Trainee)	Watch the recorded lesson.		

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Evidences

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Learning Unit 7: Design for circularity - Cre Thi Dev

FACTIVE Lesson Plan Design (Session 1)

Date: 08/06/2022	**Learning Unit No**. 7	**Session No**. 1
Target Audience: University students	**Session Mode: live**	**Time**: 12:00-15:00

Programmatic Content:	**Didactic Resources**:\
Session 1	Unit 7
• Discuss about Unit 7 – talk about previous knowledge on eco design and advanced textiles • Share 2 videos with class • Assign them with product design based on the two videos presented (40 mins given time) – Outdoor activities company • Discuss results and ideas Session 2 • Q&A based on the flipped classroom approach • Presentation of gamification • Debate about tools such as Kahoot • Fill the documents	Youtube video x2 Questions using cards

Pedagogical Objectives:
Triggering students' creativity through the two videos

Pedagogical Techniques/Activities:
Discussion Knowledge share Oral presentation Videos

Introduction:	**On Going**:	**Conclusion**:
Getting to know each other. Asking students what they study, what they want to do with their studies and moving on to who we are, and what FACTIVE is about.	Presenting the methodology of FACTIVE and explaining its purpose. Discuss it with students. Showing the videos for their exercise after discussing the material from Unit 7. Dividing them in groups to work on assignment.	Discussing the findings of the students of their assignment. Discussing the videos and how much or not helped them in the understanding of the assignment. Discussion about gamification and how it can be implemented in the assignment.

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Learning Unit 8: New business models - Citeve

FACTIVE Lesson Plan Design (Session 1 & 2)

FACTIVE Lesson Plan Design

Date: 26/04/2022 13/05/2022	Learning Unit No. 8	Session No. 1. Fast fashion vs Slow fashion 2. Repair, resale and renting 3. Circular business models 4. Circular start-ups, green supply chain
Target Audience: students and T&C workers	**Session Mode**: b-learning	**Time**: 4h + 2h30m
Programmatic Content: Fast fashion vs Slow fashion – definitions. The fashion industry of today. Rental clothes models. The fashion industry of the future. Linear economy vs circular economy. Principles of circular economy. Pros and cons of a circular fashion economy. Fashion supply chain. Circular start-ups.		**Didactic Resources:** MOOC Digital tools: kahoot, Miro Life-cycle Assessment - Principles and Guidelines Document

Pedagogical Objectives:

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

- Identify the main characteristics of slow fashion and fast fashion.

- 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.

- Characterize and differentiate linear economy and circular economy.

- Identify the different steps of the circular fashion wheel.

- Name the three powerful innovation trends.

- Identify fashion supply chain.

As a final result, they should be able to:

Design a value chain for the product "cotton t-shirt" (assuming a linear economy)

Design an alternative value chain for the same product (assuming a circular economy)

Pedagogical Techniques/Activities:

Introduction:	On Going:	Conclusion:
Group presentation and introduction to the FACTIVE	Explanation of the session contents (Expositive Method) Top case studies and research	Groups' presentations. Session Overview.

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methodology through active dynamics (brainwriting, Miro). Expectation survey.	(Active Method); Class Discussion (Interrogative and Active Methods); Project Work – Teamwork.	Satisfaction survey

Assessment:

Short quiz through Kahoot! – Learning Assessment Level.

Oral questions - Diagnostic Assessment – (Reaction and Learning Assessment Levels).

MOOC quiz.

Project work and presentations.

Observations:

Two face-to-face sessions were held with a two-week spacing between them.

In the first session, a presentation of the methodology was made using practical group dynamics. The learning platform was presented and the work to be developed at home was explained.

The trainees followed the MOOC, viewing the 4 videos of module 8 and took the quiz.

In terms of work, they were asked to design two value chains based on the assumptions of linear economy and circular economy.

In the second face-to-face session, trainees presented their work and the trainer clarified doubts and reviewed all the contents.

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	Preparation of resources (attendance list, PPT, dynamics)	Support in practical activities. Clarification of doubts.	Orientation and clarification of doubts.
Trainee (T&C Trainee)	Watch the recorded lesson.	Participated in the practical activities and discussion.	Deepen knowledge, review the videos and activities.

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Learning Unit 9: Bringing sustainability to the consumer -Step

Pilot planning

Venue: ZMŠT Trbovlje

Agenda:

09.00 - 09.30 Presentation of FACTIVE project

09.30 - 11.00 Presentation of MOOC and Module 9 projekta FACTIVE (World caffe)

11.00 - 11.15 Break

11.15 - 12.45 Workshop on sustainability in the textile industry

12.45 - 13.00 Evaluation (questionnaire, participant list, video recording)

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KA202 - Strategic Partnerships for vocational education and training
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01st October 2020 – 30th September 2021

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