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Resources  
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*O4- A1 – Learning scenarios –  
Partner 2 – UPB – Germany*

**EU-StORe**  
**Research paper**  
**Developing EU-Store Learning Scenarios with OER**  
**Partner 2- University of Paderborn**

**Project Titel:** European Standard for Open Education and Open Learning Resources

**Project Acronym:** EU-StORe

**Titel of the task:** Developing EU-Store Learning Scenarios with OER

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## Learning scenario 1: Sales conversation and sales pitch

<p>Title of the learning scenario</p> <p>Sales conversation and sales pitch</p>	<p>Target group</p> <ul style="list-style-type: none"> <li>- Vocational school students</li> <li>- Commercial training students</li> </ul>	<p>Time frame of the learning scenario:</p> <ul style="list-style-type: none"> <li>- 45minutes</li> <li>-</li> <li>90 minutes</li> </ul>
<p>Short description of the learning scenario</p>	<p>In this learning scenario the learner will be introduced to the process of sales conversations and the main parts of a sales pitch. Who are the actors? What is important of the wishes of the customer? How to present the products and to legitimize the price of the product? How should the salesman act in this sales situation. What are the benefits and USPs of the product and what is the value etc.?</p>	
<p>Short description of the OER</p>	<p>The OER about “sales conversation and sales pitches” describes in a step-by-step online video a sales situation between a salesman and customer. In 8 phases, the learner gets the main information regarding the sales process. In an authentic scenario, the learner will be guided through a sales conversation.</p> <p>At the end of this learning video the learner will be educated in the AIDA and ACCA model. AIDA is an acronym used in marketing and advertising that describes a common list of events that may occur when a consumer engages with an advertisement. ACCA model defines advertising goals for measuring advertising results, short DAGMAR.</p>	<p>URL of the OER: <a href="http://seel.eduproject.eu/microunits/doku.php?id=m3-p4-en">http://seel.eduproject.eu/microunits/doku.php?id=m3-p4-en</a></p> <p>Author of the OER: Marc Beutner</p> <p>Creation date: 01.12.2015</p> <p>Other information: Results of the European project SEEL</p>
<p>Structure of the learning scenario with OER</p>	<p>Methods, use of media and didactical design</p>	

Introduction	The vocational school students will be introduce in marketing activities in companies. Students will be invited to discuss the main aspects of sales conversations they notice in their organization.	Classical lecture format and group discussion
Main Part	Teacher shows the online video (OER) to introduce the students to the topic sales pitch. Before the teacher starts the video he/ she ask the students to take notice about the phases of the sales conversation and the marketing models.	Online Video, classical lecture format and take notice
Last Part	<p>After the online video about sales pitch the students should describe an sales situation about the products their company sales to customer. They should work in groups and develop authentic sales dialogs. Results should be present via power point presentations.</p> <p>Interdisciplinary opportunities: In computing lessons, the students will be teach in creating micro units and to upload OER to online platforms.</p>	Create power point presentations, group work,
Reflection of the learners	<ul style="list-style-type: none"> <li>- Short feedback of the students about the usefulness, quality (etc.) of the video</li> <li>- What could be improve?</li> <li>- What are chances of the OER?</li> <li>- Etc.</li> </ul>	

## Learning scenario 2: The basics of Pedagogy

Title of the learning scenario (Main elements of the topic and content) The basics of Pedagogy		Target group Vocational school students, X <sup>th</sup> class, Pedagogical High School	Time frame of the learning scenario: - 90 minutes
Short description of the learning scenario	The learning scenario will first introduce the learner in a short history of Pedagogy, with the “father” Ian Amos Comenius. What are the teaching styles? What are the teaching methods? What means collaborative work. What are the differences between direct Instruction and Inquiry-based learning ?	Outcomes of the learning scenarios: At the end of the lesson, all the students will know: - What are the differences between teacher approach and student centred approach; - What kind of methods can we use in our teaching lessons; - The strengths and weaknesses of individual and collaborative learning - The differences of direct instruction and inquiry based learning	
Short description of the OER	The OER present a crossword puzzle with different notions from the lesson. There is used knowledge from the new lesson. The students must know about Jan Amos Comenius, teaching styles, learning styles and collaborative work	URL of the OER: <a href="http://www.didactic.ro/materiale-didactice/rebus-la-pedagogie">http://www.didactic.ro/materiale-didactice/rebus-la-pedagogie</a>	
		Author of the OER: Teacher Rozaura Simion	
		Creation date: 27.11.2014	
		Time frame of the OER: - 15 minutes?	
		Other information:  The OER is from the Romanian teachers portal: didactic.ro	
Structure of the learning scenario with OER		Methods, use of media and didactical design	
Introduction	The students will be asked to answer if they know something about Comenius,	Questions and answers, group discussion, expository methods	

	<p>who was him, where did they found this name. Then they will be introduced in the history of pedagogy and the importance of the Didactica Magna.</p>	<p>Trials of the movie “Jan Amos Comenius” <a href="https://www.youtube.com/watch?v=6xD3V0ykzho">https://www.youtube.com/watch?v=6xD3V0ykzho</a></p>
Main Part	<p>Teacher will ask students to explain if they have some remarks about the teaching styles of their professors, if they appreciate one more than the others, if they prefer one or other, and why? Teacher present the importance of cooperative and collaborative learning</p>	<p>Working in groups, students must have a comparison between teaching styles, their advantages and disadvantages. Classical lecture, short role play with different teaching styles</p>
Last Part	<p>After theoretical part, students will be asked to fill in the crossword puzzle (OER) and to find the key words of it. They must use the knowledge from the lessons and to find the opportune words for all the sentences. At the end, students will have the opportunity to see what are the advantages of the collaboration.</p>	<p>Working in pairs/teams, students will fill in the crossword puzzle. Will be a competition: the first pair/team will be the winner. We`ll be asked to explain how they feel the others, helpful or embarrassing them</p>
Reflection of the learners	<ul style="list-style-type: none"> <li>- Discussion about the if this OER was useful or not</li> <li>- What kind of OER did they use?</li> <li>- What are the challenges of OER?</li> <li>- if they can find other OER for this lessons for their future work as a teachers</li> </ul>	

### Learning scenario 3: Europe of the 25

<p>Title of the learning scenario (Main elements of the topic and content)</p> <p>Europe of the 25</p>	<p>Target group</p> <ul style="list-style-type: none"> <li>- 15 – 16 year old students (secondary school)</li> <li>- Grade 9/10 high school (German Gymnasium)</li> </ul>	<p>Time frame of the learning scenario:</p> <ul style="list-style-type: none"> <li>- 45minutes</li> </ul>
<p>Short description of the learning scenario</p>	<p>Political classes: What would happen if the EU expanded? In this learning scenario the learner will be introduced to the problems, chances and opportunities of the expansion of the EU. The learners will analyse the specific examples in new member countries and develop an understanding of EU policies.</p>	<p>Outcomes of the learning scenarios:</p> <ul style="list-style-type: none"> <li>- Understanding of the</li> </ul>
<p>Short description of the OER</p>	<p>Themenblätter im Unterricht (Nr.34) Europa der 25 Osterweiterung der Europäischen Union</p> <p>Since the first of May 2004, the European Union comprises 25 Member States. This OER examines the advantages and disadvantages of the enlargement. Hopes of "old" and the "new" EU member states are compared to fears. Using the example of the EU's agricultural policy in Poland, pupils can discuss how policy in the EU should be made to enable the Community to continue to function.</p> <p>The European enlargement is still not complete and more states</p>	<p>URL of the OER: <a href="http://www.bpb.de/shop/lernen/themenblaetter/36725/europa-der-25">http://www.bpb.de/shop/lernen/themenblaetter/36725/europa-der-25</a></p> <p>Author of the OER: Bundeszentrale für politische Bildung / <b>Bruno Zandonella</b></p> <p>Creation date: <b>01.05.2004</b></p> <p>Time frame of the OER:</p> <ul style="list-style-type: none"> <li>- 15 minutes?</li> <li>- 3h?</li> <li>- Etc.</li> </ul> <p>Other information: No direct license, but the hint that you can use the material free and share in your classroom</p>

	want to be included. How large should the European Union be?	
Structure of the learning scenario with OER		Methods, use of media and didactical design
Introduction	The teacher will start the lesson with showing a map of Europe and provide a short quiz about the EU.	You can find the quiz under the following link: <a href="http://www.zum.de/zum/Europäische_Union">www.zum.de/zum/Europäische Union</a>
Main Part	The teacher will provide the learners with the printed version of the “Europa der 25” brochure. The students shall work in groups of 3-5 person and discuss the questions and tasks of the brochure. The results will be collect in a short PowerPoint presentation. All students will present and discuss their results.	<ul style="list-style-type: none"> <li>- Work with PowerPoint</li> <li>- Work in groups of 3- 5 person</li> <li>- Rules for discussion processes and working in groups</li> </ul>
Last Part	At the end of the lesson the students will get the homework to analyse the chances and risks of the enlargement of EU.	<ul style="list-style-type: none"> <li>- Homework and tasks to do for the next lesson</li> <li>- Analytical report about the chances and risks of the expansion of EU</li> </ul>
Reflection of the learners	<ul style="list-style-type: none"> <li>- Feedback of the students regarding the structure of the brochure, the content</li> <li>- Etc.</li> </ul>	-