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*O4- A1 – Learning scenarios –
Partner 4 – ELN - UK*

EU-StORe

IO Code: O4-A1

Developing EU-Store Learning Scenarios with OERs

Partner 4- ELN

Project Title: European Standard for Open Education and Open Learning Resources

Project Acronym: EU-StORe

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

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Learning scenario 1:
Business Studies and/or TEFL English teacher taking
Marketing module

<p>Title of the learning scenario Business Studies and/or TEFL English teacher taking Marketing module</p>	<p>Target group</p> <ul style="list-style-type: none"> - VET Business English skills - Commercial training students 	<p>Time frame of the learning scenario:</p> <ul style="list-style-type: none"> - 45minutes - 90 minutes
<p>Short description of the learning scenario</p>	<p>In this learning scenario the Business English teacher will introduce the marketing module as part of a series of lessons. In total the entire module is to be covered over 4 lessons (or more depending upon the ability of their learners) covering the 4 main aspects of marketing in order to build the learner’s knowledge about general business, business terms and leading up to the development of a business plan.</p> <p>Questions focused on:</p> <ul style="list-style-type: none"> - What is marketing? Why is it important? Who is responsible? Should it be managed by senior managers or should the decision be left to junior staff? - What is marketing mix? How do you manage this marketing mix? What strategies should you employ? 	
<p>Short description of the OER</p>	<p>The OER about “marketing mix the basics of 4Ps” is a light-hearted song uploaded on YouTube by and for GCSE students in UK. It describes in a step-by- step light-hearted slide show with the song in the background what the 4Ps are and how they are important for any business. The importance of USP (unique selling point) is also explained and takes the learners through the 4Ps in a repeated cycle to reinforce the idea about 4Ps and their importance in the growth of any business success story.</p>	<p>URL of the OER: https://www.youtube.com/watch?v=zFENz_nnrq8</p> <p>Author of the OER: ShearerToon on You Tube</p> <p>Creation date: 31.10.2010</p> <p>Other information: Aimed at GCSE level students aged 14-16 but can be used in EAL or TEFL</p>

		(English as an Additional Language or Teaching English as a Foreign Language) classes
Structure of the learning scenario with OER		Methods, use of media and didactical design
Introduction	The VET sector learners will be introduced to marketing activities in companies. Students will be invited to discuss the main aspects of marketing that they may have come across in their daily activities either as consumers or observers via TV channels.	Typical lecture format via Q&A and five minutes group discussion
Main Part	<p>Teacher shows the online video (OER) to introduce the students to the topic of 4Ps. After the 5 minutes video, the teacher will recap the idea and concept through a short Q&A session.</p> <p>To reinforce the ideas there is then a more formal video on 4Ps which lasts about 20 minutes that is detailed in explanation covering all the 4Ps such as:</p> <ul style="list-style-type: none"> - Perception, packaging, warranty of the product - Promotion related to education, information and persuasion - Price indicating product quality <p>and so forth. This is a comprehensive and in-depth discussion on 4Ps. https://www.youtube.com/watch?v=dV1LbZg0if4</p>	<p>Online Video, classical lecture format and taking notes and build on knowledge via Q&A. https://www.youtube.com/watch?v=dV1LbZg0if4</p>
Last Part	After the online videos on marketing Mix and the 4Ps the learners are asked to form groups for a hands-on learning	Create power point presentations, group work, final

	<p>experience. They are asked to choose a particular product form a list of items that the teacher has pre-prepared and shares with the learners via overhead projector.</p> <p>Having chosen their products, the groups are asked to present the complete marketing mix for their chosen organisation/ product.</p> <p>Interdisciplinary opportunities: In TEFL / EAL classes the focus would be on the correct use of language. A typical IT class would allow learners to create a marketing strategy that could be put online.</p>	<p>part of the lesson lasting about 15 minutes with a plenary of Q&A to reinforce learning.</p> <p>Homework could be an in-depth PPT which could then be used for subsequent lessons to complete the modules which lead to eventual development of the business plan.</p>
Reflection of the learners	<ul style="list-style-type: none"> - Short feedback from the students about the usefulness, quality (etc.) of the video - What could be improved? - How useful was the OER? - and so forth. 	

Learning scenario 2:
Citizenship and/or TEFL English teacher taking Globalisation and other societal topics

<p>Title of the learning scenario Citizenship and/or TEFL English teacher taking Globalisation and other societal topics</p>	<p>Target group</p> <ul style="list-style-type: none"> - TEFL English skills - GCSE preparation for students of Citizenship and PSHE subjects 	<p>Time frame of the learning scenario:</p> <ul style="list-style-type: none"> - 45minutes - 90 minutes
<p>Short description of the learning scenario</p>	<p>In this learning scenario the teacher will introduce the concept of values as part of a series of lessons. In total the entire module is to be covered over 4 lessons (or more depending upon the ability of their learners) covering the 4 main aspects of self, family, country and global society in order to build the learner’s knowledge about general issues related to Values and concept of values. Questions focused on:</p> <ul style="list-style-type: none"> - What are Values? Why is are they important? Who is responsible? Should it be managed by teachers or should the decision be left to oneself and family? - What is marketing mix? How do you manage this marketing mix? What strategies should you employ? 	
<p>Short description of the OER</p>	<p>The OER about “Citizenship and Character” is a paper based activity and instruction sheet to develop debates and discussions about Values Education for GCSE students in UK. It describes in a step-by- step narrative on values in society and one’s role in society.</p>	<p>URL of the OER: http://www.learnforlife.org.uk/wp-content/uploads/2010/06/Citizenship_and_Character.pdf</p> <p>Author of the OER: Character Education</p> <p>Creation date: 2008</p> <p>Other information: Aimed at GCSE level students aged 14-16 but can be</p>

		used in EAL or TEFL (English as an Additional Language or Teaching English as a Foreign Language) classes
Structure of the learning scenario with OER		Methods, use of media and didactical design
Introduction	The GCSE and TEFL sector learners will be introduced to values in society and issues related to Character Education. Students will be invited to discuss the main aspects of character that they may have come across in their daily activities either as members of their families, schools and wider community.	Typical lecture format via Q&A and five minutes group discussion
Main Part	<p>Teacher shares the good character / bad character prompt cards (OER pack) to introduce the students to the topic of Values and Character and Active Citizenship. After the 5 minutes chat, the teacher will recap the idea and concept through a short Q&A session. To reinforce the ideas there is then a more formal Q&A which lasts about 20 minutes that is detailed in explanation covering all issues related to character and values:</p> <ul style="list-style-type: none"> - Is it easy to decide who is good and bad citizen? - How could you describe a good citizen in five words? - What are the common characteristics of people they put in the good citizen pile and the bad citizen pile? <p>and so forth. This is a comprehensive and in-depth discussion.</p>	<p>Online Video, classical lecture format and taking notes and build on knowledge via Q&A.</p> <p>http://www.learningforlife.org.uk/wp-content/uploads/2010/06/Citizenship_and_Character.pdf</p>

<p>Last Part</p>	<p>After the discussions the learners are asked to read and reflect on the “good samaritan” parable (OER pack).</p> <p>Interdisciplinary opportunities: In TEFL / EAL classes the focus would be on the correct use of language. A typical IT class would allow learners to create a storyboard that could be put online.</p>	<p>Create power point presentations, group work, final part of the lesson lasting about 15 minutes with a plenary of Q&A to reinforce learning.</p> <p>Homework could be an in-depth PPT which could then be used for subsequent lessons to complete the modules which lead to eventual development of the character education plan.</p>
<p>Reflection of the learners</p>	<ul style="list-style-type: none"> - Short feedback from the students about the usefulness, quality (etc.) of the video - What could be improved? - How useful was the OER? - and so forth. 	

Learning scenario 3:
Geography and/or TEFL English teacher taking Globalisation and other societal topics such as climate change

<p>Title of the learning scenario Geography and/or TEFL English teacher taking Globalisation and other societal topics such as climate change</p>	<p>Target group</p> <ul style="list-style-type: none"> - TEFL English skills - GCSE preparation for students of Geography, Citizenship and PSHE subjects 	<p>Time frame of the learning scenario:</p> <ul style="list-style-type: none"> - 45minutes - 90 minutes
<p>Short description of the learning scenario</p>	<p>In this learning scenario the teacher will introduce the concept of climate change as part of a series of lessons. In total the entire module is to be covered over 8 lessons (or more depending upon the ability of their learners) covering the main aspects of sustainable tourism and climate change. Questions focused on:</p> <ul style="list-style-type: none"> - What are Values? Why is are they important? Who is responsible? Should it be managed by teachers or should the decision be left to oneself and family? - What is sustainable tourism? How do you manage this? What strategies should you employ? 	
<p>Short description of the OER</p>	<p>The OER about “Sustainable Tourism” is an internet based resource to teach sustainable tourism and climate change concepts. Licensed under Creative Commons the resource has been accessed over 10,000 times!</p>	<p>URL of the OER: http://wikieducator.org/Sustainable_Tourism/Resources/Lesson_Plans_1-8</p> <p>Author of the OER: Wikieducator</p> <p>Creation date: 04.04.2016</p> <p>Other information: Aimed at GCSE level students aged 14-16 but can be used in EAL or TEFL (English as an Additional Language or Teaching English as</p>

		a Foreign Language) classes
Structure of the learning scenario with OER		Methods, use of media and didactical design
Introduction	<p>The GCSE and TEFL sector learners will be introduced to values in society and issues related to Climate Change. Students will be invited to discuss the main aspects of climate change that they may have come across in their daily activities either as members of their families, or wider community.</p> <p>https://www.youtube.com/watch?v=r8XmsSQwQQ8#t=41</p>	Typical lecture format via Q&A and five minutes group discussion
Main Part	<p>Teacher shares the simple video (OER pack) to introduce the students to the topic of Sustainability. After the 5 minutes chat, the teacher will recap the idea and concept through a short Q&A session.</p> <p>To reinforce the ideas there is then a more formal Q&A which lasts about 20 minutes that is detailed in explanation covering all issues related to climate change and sustainability:</p> <ul style="list-style-type: none"> - What is sustainability? - What is carbon trading or carbon foot print? - What are renewable resources? <p>and so forth. This is a comprehensive and in-depth discussion. The class also watch the video about Daintree Rain Forest -</p> <p>https://www.youtube.com/watch?v=llZjdA12CQg</p>	Online Video, classical lecture format and taking notes and build on knowledge via Q&A. http://wikieducator.org/Sustainable Tourism/Resources/Lesson Plans 1-8
Last Part	After the discussions the learners are asked to read and reflect on the “good sustainable tourism” using the expectations concept (OER pack).	Create power point presentations, group work, final part of the lesson lasting about 15 minutes with a

	<p>Interdisciplinary opportunities: In TEFL / EAL classes the focus would be on the correct use of language. A typical IT class would allow learners to create a storyboard that could be put online.</p>	<p>plenary of Q&A to reinforce learning.</p> <p>Homework could be an in-depth PPT which could then be used for subsequent lessons to complete the modules which lead to eventual development of the sustainable tourism policy.</p>
<p>Reflection of the learners</p>	<ul style="list-style-type: none"> - Short feedback from the students about the usefulness, quality (etc.) of the video - What could be improved? - How useful was the OER? - and so forth. 	