# EU-StORe

# IO Code: O4-A1

# Developing EU-Store Learning Scenarios with OERs

# Partner 5- Meath Partnership

**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

**Activity Code:** O4-A1

**Partner:** Partner 5 – Meath Partnership

# Developing EU-Store Learning Scenarios with OER

## *Learning Scenario 1 - Ireland*

| Title of the learning scenario | Target group | Time frame of the learning scenario: |
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| Foreign Language Learning for Pre-school Children | Pre-school workers and professionals | 2 hours |

| **Short description of the learning scenario** | In this learning scenario the learner will be introduced to the topic of polylingualism in pre-school aged children.  Following on from this learning scenario, learners will gain theoretical and practical know-how of the benefits of polylingualism in early years' education, and will understand how to use digital alphabet books and interactive activities. <br><br> In this learning scenario, the OERs will be integrated into pre-school language development course, Tiny Talk, delivered by Meath Partnership as part of the Tiny Talk initiative.  This course provides pre-school teachers and professionals with a curriculum of enriched speech, language and communication resources to help to respond to the language development and communication needs of children aged 0-6.  This OER will be integrated in stages as part of a 2-day training programme. | |
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| **Short description of the OER** | The OER comprises a practical PowerPoint Presentation to be delivered in F2F format, with a Guide that explains the theory behind polylingualism in pre-school children.  So that pre-school workers can complete coursework autonomously, learning content and resources are also hosted on the project's Moodle platform (http://alphaeu.org/index.php/train ing-for-adults).  On this platform, pre-school teachers and professionals can log on, to complete quizzes and exercises, as well as to access the digital alphabet books in English, Greek, Italian, Portuguese, Romanian and German.  These can be used | **URL of the OER:** <br><br> http://alphaeu.org/index.php/training-for-adults |
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| | | **Author of the OER:** <br><br> AlphaEU Project Consortium, led by the Centre for the Advancement of Research and Development in Educational Technology (Cyprus) |
| | | **Creation date:** <br><br> 01.05.2014 |

| | with their pre-school groups. | **Other information:**<br><br>Results of the European project AlphaEU |
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| **Structure of the learning scenario with OER** | | **Methods, use of media and didactical design** |
| **Introduction** | The pre-school workers and teachers will be introduced to the topic of polylingualism for pre-school children.  This will include some information on language awareness, intercultural appreciation and competence. Learners will then be invited to discuss the main aspects of polylingualism for pre-school children in an informal group chat. | PowerPoint presentation which introduces the main topics to be discussed. Learners will also be given a copy of the Adult Mediator Handbook which will support their learning and their use of the tools once the training has been completed. |
| **Main Part** | The tutor will log onto the AlphaEU website and Moodle platform and will introduce learners to the digital alphabet books and activities for pre-school aged children.  A few sample games will be played, and the tutor will also play the audio from some of the digital alphabet books.  Using the PowerPoint Presentations, the tutor will also introduce the learners to the benefits of polylingualism, the benefits of using IT in the pre-school classroom and will also introduce the learners to the two characters in the books, Alpha and Zara. | Use of online Moodle Platform and digital alphabet books and activities; use of PowerPoint Presentation and the Adult Mediator Guide. |

| Last Part | The tutor will now focus on how to integrate the digital alphabet books into the pre-school curriculum. The tutor will use the PowerPoint presentation to support learners in lesson planning using the digital alphabet books.<br><br>Learners will be split into smaller working groups to brainstorm and complete the lesson plan template. | PowerPoint Presentation, create a template for a sample lesson plan. |
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| **Reflection of the learners** | Learners will be asked to provide feedback on the design, content, relevance and usefulness of the training tools and the digital alphabet books and interactive activities.  They will also be asked to identify potential uses for these OERs in the future.<br>- | |

## *Learning Scenario 2 - Ireland*

| Title of the learning scenario<br><br>Sales and Marketing for Entrepreneurs | Target group<br><br><br>Adult learners who are considering setting up their own business and need to develop a marketing strategy. | Time frame of the learning scenario:<br>2 hours |
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| **Short description of the learning scenario** | In this learning scenario the learner will be introduced to the topic of marketing.  This scenario will comprise watching a series of four 15-minute video lectures, a formal input by the tutor, followed by a group discussion about the content of the video lectures.  Learners will then complete short individual exercises where they identify the 4P's (Price, Product, Place, Promotion) in relation to their business idea and create an outline of their business marketing strategy.<br><br>In this learning scenario, the OER has been integrated into the Business Options training programme, which is a start-your-own-business course delivered by Meath Partnership. | |
| **Short description of the OER** | This OER which comprises four 15-minute video lectures all on the topic of marketing for businesses is one module of a longer 6-module entrepreneurship course.  This programme was designed for beginners or nascent entrepreneurs, | **URL of the OER:**<br><br>http://undermywing.eu/ie/elearning/modules/:displaycategory/4 |

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| | and is accessible to anyone with an interest in setting up their own business, or anyone who needs to develop a marketing strategy for business.<br><br>In this module, learners will examine the essential marketing activities required for building business success and explore the channels of communication that can be exploited to deliver marketing messages. Learners will identify the benefits of having a brand and begin the process of creating and maintaining both their personal and their business brand. As well as this, the skills, techniques and selling styles of the most successful sales people, will be studied in this module. Following the successful completion of this module, learners will begin to develop their own selling style and techniques. | **Author of the OER:**<br><br>Under My Wing Project Consortium, led by Meath Partnership (Ireland) |
| | | **Creation date:**<br><br>01.05.2014 |
| | | **Other information**:<br><br>Results of the European project Under My Wing |
| **Structure of the learning scenario with OER** | | **Methods, use of media and didactical design** |
| **Introduction** | The tutor will introduce the topic of marketing and will play the short 15-minute video – Introduction to Marketing. This contains a definition of marketing; as well as some information for entrepreneurs to identify their target market, examine their market competition and identify the resources available to their business. Following this video, the tutor will lead a short group discussion to reflect on the main points of the video and answer any questions arising. | Video lecture which is synced with a PowerPoint Presentation on the topic of marketing; a short group discussion. |

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| **Main Part** | The tutor will play a series of three video lectures for the learners.  These video lectures are on the following topics:<br> 1. The Marketing Mix;<br> 2. Branding – why it's important and how to create a brand;<br> 3. Selling – different styles and techniques<br><br>In between each video lecture the tutor will host a short reflection and discussion to highlight any areas which may have been unclear or any aspects which the group should take note of when creating their marketing strategy. | Video lecture which is synced with a PowerPoint Presentation on the topic of marketing; a short group discussion. |
| **Last Part** | Once all of the online video lectures have been completed, the tutor will present the learners with a document template which will ask them to analyse their business idea to identify the 4P's for their business.  This worksheet will have a series of boxes where learners can write about the Price, Product, Place and Promotion of their business, and can be prompted to write a short outline of what should be in their business marketing strategy.  The tutor will be on-hand to assist the learner in writing this strategy outline.<br><br>After the completion of this module, the learners should understand the important of marketing, should be able to identify their selling style, should know the steps to take to develop their brand and should leave the learning scenario with a clear idea of what their business marketing strategy should look like. | Create a short template for learners to write the 4P's and the outline of their marketing strategy |
| **Reflection of the learners** | Learners will be asked to provide feedback on the design, content, relevance and usefulness of the training tools. | |

## *Learning Scenario 3 - Ireland*

| Title of the learning scenario | Target group | Time frame of the learning scenario: |
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| Health Coaching for VET professionals and front line staff | VET professionals and front line staff working in adult education | 2 hours |
| **Short description of the learning scenario** | In this learning scenario the learner will be introduced to the concept of salutogenesis as a means of combatting the stress and pressures that professionals working in VET and adult education settings can experience.   The material covered in this learning scenario is part of a modular programme for VET and adult education professionals.  This learning scenario will cover the module: 'My Plan'.  Following on from this learning scenario, learners will gain practical information, tips and templates to help them to manage their time and set professional and personal goals more effectively.<br><br>In this learning scenario, the OER has been adapted and integrated into the QQI-accredited Train-the-Trainer Programme which is delivered by Meath Partnership.  This course is targeted at adult education professionals and front-line staff who require a formal qualification in their professional role. | |

| **Short description of the OER** | The OER comprises a practical handbook which the tutor is encouraged to distribute to adult education and VET professionals who attend the training.  This handbook contains all of the content which the tutor needs to deliver the complete curriculum, including an overview of the aims and objective, a description of the modules, the curriculum content and a suite of exercises for the tutor to implement with the learners. Tutors can choose to create their own PowerPoint Presentations based on the content of this handbook – to help them to deliver the course – or they can deliver the course in a less formal workshop setting where the learners complete practical exercises and participate in group discussions. | **URL of the OER:**<br><br>http://www.balanceproject.eu/site/training/Balance_handbook_EN.pdf |
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| | | **Author of the OER:**<br><br>Balance Project Consortium, led by the ttg team training GmBH (Germany) |
| | | **Creation date:**<br><br>01.05.2014 |
| | | **Other information:**<br><br>Results of the European project Balance |

| Structure of the learning scenario with OER | | Methods, use of media and didactical design |
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| **Introduction** | The learners will be introduced to the concept of salutogenesis and the connection of salutogenesis to the topic of goal setting and time management.  Learners will then be asked to complete a short exercise called 'the bucket list'.   This is an exercise to introduce the learners to the topic of goal setting, and how to set goals more effectively. | PowerPoint presentation which introduces the main topics to be discussed – the tutor would have to create this for the session but all of the information required is contained in the introduction to the handbook and in the module content. Learners will also be given a copy of this handbook so that they can complete the rest of the modules autonomously. |
| **Main Part** | Next, the tutor will introduce the learners to the topic of time management.  To deliver this content, the tutor will give a formal input through a PowerPoint Presentation and will then ask the learners to complete a Time Management Matrix – this can be done individually or as a group using a flipchart. The aim of this matrix is to get learners thinking about the 'urgency' and 'importance' of items on their 'to-do' list.  Learners will then be asked to review their 'bucket list' and pick the most important goals using either this matrix, or by using the SMART Goals model. Once this has been completed, learners will then briefly be asked to pick their 3 top goals and list the tasks associated with achieving them. | PowerPoint Presentation (if required). A template for a Time Management Matrix or use a flipchart and marker to draw and complete the matrix as a group. |

| Last Part | Finally the tutor will play a short video on YouTube – this video is called 'Filling the glass jar'. This video introduces the importance of time management for scheduling upcoming tasks. The tutor will then give a short input on the topic of prime-time vs. down-time and will complete the short exercise with the learners.<br><br>On completion of this learning scenario, learners should be better equipped to manage their time, goals and professional tasks more effectively. As a direct result of this training, learners should be better able to cope with the stresses of their jobs and to maintain positive mental health in the workplace. | The YouTube video can be accessed at: https://www.youtube.com/watch?v=6_N_uvq41Pg<br><br>PowerPoint presentation (if required).<br><br>A template for a Prime-Time vs Down-Time worksheet or use a flipchart and marker to draw and complete this exercise as a group. |
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| **Reflection of the learners** | Learners will be asked to provide feedback on the content, relevance and usefulness of the handbook for reducing stress in their professional roles. They will also be asked to identify potential uses for these OERs in the future. | |