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Live Skills

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Cultural Entrepreneurship

D3.6 Trainers' manual

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Authors

Giorina Maratsi

Diomidis Georgas

Introduction



Live Skills is an EU project aiming to design and pilot three Vocational Education and Training (VET) curriculum within the Audiovisual (AV), Live Performance (LP) and Creative Industry (CI) sectors.

These courses are for existing professionals as well as those wishing to develop a career who currently work within the sectors stated above.

The project's key objectives are to upskill practitioners including entrepreneurial and management skills and use of cutting-edge digital technologies.

The focus is on transversal and soft skills that will allow learners to develop their careers further.

The three main courses are:

- Arts Management
- Cultural Entrepreneurship
- New and Digital Technologies

This document is a **trainers' manual** for tutors participating in the **Cultural Entrepreneurship Course**. It will introduce tutors to the blended learning methodology of the curriculum and will provide guidance on:

- how to manage the classroom in face-to-face lessons
- how to manage theoretical virtual classes
- how to monitor online individual learning
- how to monitor and evaluate work-based learning.

Refer to the accompanying **Final Curriculum plans** and **Outline of teaching Methodologies and modes of delivery** to find the specific details of the Cultural Entrepreneurship course.

Course Overview

The Cultural Entrepreneurship course is designed to upskill current practitioners within the Creative Industry Sectors in four main areas:

1. Innovation
2. Creativity
3. Strategy
4. Business models

The four modules within this course will allow participants to develop and enhance their skills with regards to innovation, leadership and creativity, as well as, evaluate and assess different business models depending on current market needs and latest development in the cultural industry.

The course will take place over a total of 44 days and will include the use of Blended Learning techniques and Work-Based Learning which will allow the participant to work on a project based on a live brief to be developed with the respective employer.

Number of days	Theoretical face-to-face	Theoretical Virtual Classes	Theoretical Online individual learning	Total Days
Innovation	3	2	1	6
Creativity	3	2	1	6
Strategy	3	2	1	6
Business models	3	2	1	6
Total theoretical days	12	8	4	24
Cultural Entrepreneurship Work-based learning	20			20
Total Days				44

Number of hours based on 6 hours per day	Theoretical face-to-face	Theoretical Virtual Classes	Theoretical Online individual learning	Total Days
Innovation	18	12	6	36
Creativity	18	12	6	36
Strategy	18	12	6	36
Business models	18	12	6	36
Total theoretical days	72	48	24	144
Cultural Entrepreneurship Work-based learning	120			120
			Total Hours	264

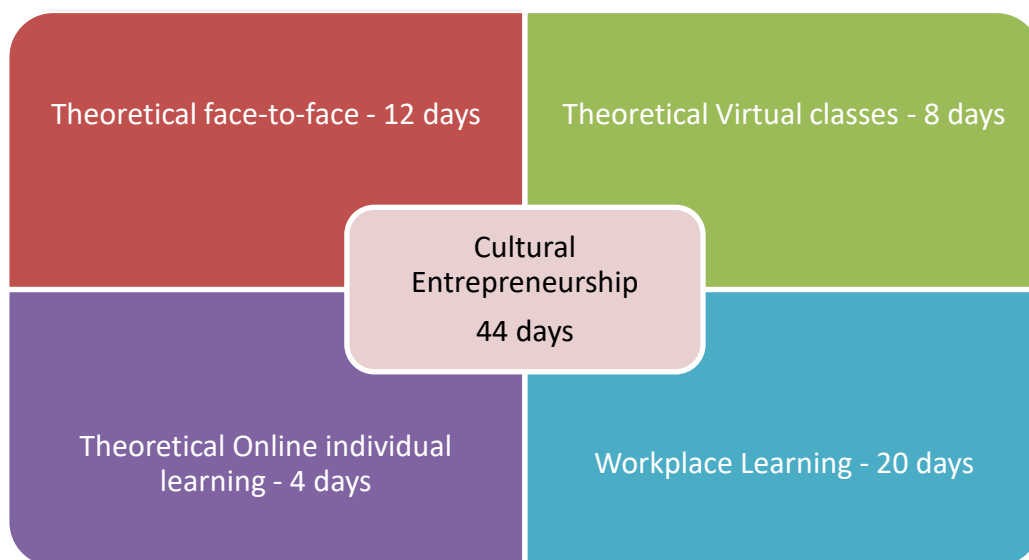
Blended Learning

The Cultural Entrepreneurship course is to be delivered by employing blended learning techniques.

Blended learning in the Live Skills context includes classroom based face-to-face delivery combined with tutor-led online sessions, individual online learning and workplace learning.

Blended learning has the advantage of the flexibility of online distance learning, but with the support provided by classroom sessions, including important teacher and peer contact.

The following is the Live Skills Blended Learning model for **Cultural Entrepreneurship**.



How to manage the classroom – face-to-face



12 days have been allocated to face-to-face sessions for Cultural Entrepreneurship. It is anticipated that face-to-face will be delivered to the full group of enrolled learners in a **classroom setting**.

Face-to-face is an opportunity to lay the foundations of the module. It is crucial that face-to-face time is used for the most difficult elements of the module. Less demanding theory can be self-guided through online individual learning.

Learners should begin the course with some prior subject knowledge for the flipped classroom method to be successful.

Learners will also be active throughout the class, with the tutor facilitating learning, rather than leading.

Refer to the ***Outline of teaching Methodologies and modes of delivery***, which contains the specific details of the Cultural Entrepreneurship.



Here are some **flipped classroom** methods for delivery:



Group mini projects: Think-pair-share, team matrix, games and simulations, role-playing, group working, discussions and debates.

Networking an important skill to address within Live Skills, and such group mini projects will allow learners to network with other people in the industry while they are learning

Practical workshops: Practical workshops will be key to some of the modules, particularly those involving the learning of software applications.



Peer instruction:

This method improves engagement and retention of knowledge by allowing learners to teach each other. Presentation skills are particularly important to the Live Skills programme. This is the ideal way to encourage students to hone those skills.

Problem-based learning:

Problem based learning is a good way to improve creativity, which is central to the Live Skills project. It is useful not only in the classroom, but also in a workplace learning setting. The learning is structured around problems that the learners can solve together in groups. There is no right answer, but by becoming active investigators learners will gain a deeper understanding of the topic. The trainer becomes a facilitator in this setting, encouraging inquiry and understanding.



Tutor presentations: Case-studies, mini-lectures, demonstrations, tutorials and seminars.

Face-to-face Learning Considerations:

Face to face is important for Cultural Entrepreneurship because of the “creative” character of this module.

This is an opportunity to get to know the learners and to understand their strengths and areas for development. Use these sessions to encourage peer support and networking.

Students should be encouraged to present to the group as much as possible - presentation skills have been identified as skills gaps within the industry. Generally, this is the ideal time to motivate the learners and to prepare them for the periods of distance learning. Face-to-face is also an opportunity for you to lay the foundations for other modes of delivery.

It should be noted that not all students are comfortable with giving presentations in front of peers, especially those with special educational needs. An alternative should be provided in these cases which could include the use of video.



How to manage virtual classes

The Cultural Entrepreneurship course is made up of 8 days of theoretical virtual learning, 2 for each module. Webinar technology should be used to deliver these classes.

Equipment for Virtual classes



A VLE solution will be provided by Live Skills for the Cultural Entrepreneurship virtual classes. [VLE to be confirmed.]

The following VLE tools are useful for delivering these online classes:

- A VLE with real-time audio, video and whiteboard capabilities is ideal for connecting with your learners one-to-one or in groups.
- Attaching multimedia audio and video messages to personal messages, assignments, discussions and marked work by VLE is a useful way of communicating with students. These tools can also be used to assess online individual learning.
- Viewing, marking and providing feedback on student submissions on a VLE is helpful for online virtual classes and online individual learning assessments. If you use the VLE for this, you will avoid time-consuming downloads or uploads by e-mail, particularly for video productions.

Methodologies for virtual classes

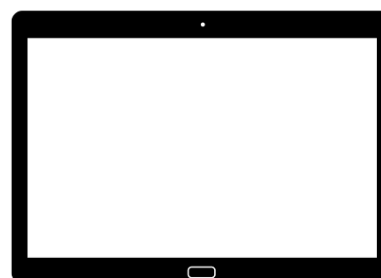
Your main objective during these sessions will be to retain the attention of your learners, who will be in a separate location from you.

Some ideas to retain the engagement of the learners are:

- Interactive quizzes
- Digital responses
- Live surveys

Theoretical virtual class considerations

Learners involved in conducting web-based virtual learning and training need to have access to a computer, a web browser and an internet connection. Learners should be made aware of this before signing up to the Cultural Entrepreneurship course. This should be clearly stipulated in any learner resources.



Theoretical virtual classes can take place at home and in the workplace and are therefore flexible for both the learner and tutor, however you should be aware of the technical difficulties associated with setting up virtual classes.

Below are some **tips for running a successful virtual class:**

- Have a **response mechanism** in place so that you can retain the attention of your learners. Ask for continual feedback. This can be done electronically using various VLE applications.
- Test the technology in advance.
- Introduce students to the technology during their face-to-face classes.
- Set out expectations and guidelines from the beginning to avoid delays.
- Ask the learners to come up with suggested guidelines for webinars to guarantee their buy-in.

Here are some **suggested guidelines**:

1. Learners should be on time for virtual classes
2. Learners should have their video turned on throughout the class (unless the video causes delays)
3. Learners should mute their mic to avoid background interference if using a telephone connection.
4. Learners should have access to a back-up plan in the event of internet failure.



Webinar back-up plan



Things can go wrong within a webinar if you don't have a back-up plan.

If you are using a presentation method such as PowerPoint, email the presentation to all participants before webinar begins, preferably when you are scheduling the webinar.

Prepare a back-up task for the students to complete if the internet connection goes down.

Again, this should be considered when scheduling the webinar.

If the internet fails and you are working with a small group, you may wish to call each individual by telephone. If, however, you have a large class, it is advisable to set a **self-learning task** that should be completed within the time set for the virtual class.



e.g. you may advise the learners to read information that has been sent in advance. Refer to the **Outline of teaching Methodologies and modes of delivery**, which contains the specific details of the Cultural Entrepreneurship modes of delivery.

How to monitor online individual learning

Learners on the Cultural Entrepreneurship course will spend at least **4 days** learning on their own through online individual learning.

This learning can be carried out at home if the learner has the appropriate equipment, or in an open access computer suite at the VET provider's location.



Due to the nature of the Cultural Entrepreneurship curriculum, it is more likely that OIL will take place at home.

It is important that the learners' resources pack includes information on the computer technology required to complete the course.

Resources:

There are a number of ways of creating the resources for online individual learning. The Live Skills Programme will already have these resources in place.

1. **Provide the learners with links to open-access video materials**(e.g.Youtube, Lynda.com). All of these resources can be found in the ***Outline of teaching Methodologies and modes of delivery*** document accompanying the Cultural Entrepreneurship course. The Live Skills programme will also provide a portfolio of video resources for learners, which will include materials specifically made by the Live Skills team.
2. **Send learners your own video resources via the VLE.** You should have all the materials you need to deliver the Live Skills course, but if you wish to add your own videos to suit your learners' needs, you can make a digital recording of your activity on screen. Such technology is particularly useful for teaching software applications. Examples of 'screencast' applications are: Cam Studio, Camtasia, Screenr, Screen-o-Matic, Screenflow, Adobe Captivate. Check your VET provider's applications to see what is available.

3. Provide written materials for self-study including materials provided on the Live Skills VLE, or links resources.

Assessment:

Your guide for assessment of online individual learning is the ***Outline of teaching Methodologies and modes of delivery***, which contains ideas for assignments for each learning outcome.

How to monitor and evaluate work-based learning



Each learner will complete **20 days** of work-based learning. This will take place after the theoretical learning.

Your role will be to set a **Live Brief** for the learner to complete in the workplace and assess the learner on their learning outcomes.

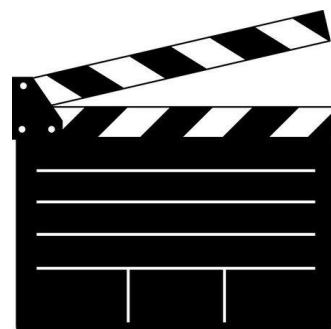
The work placement is an extension of the learning that will take place during the theoretical learning.

Your relationship with the employer

- The Live skills project manager will recruit employers before the course begins.
- You will have the opportunity to meet the employer at an information session for all participating employers.
- You will develop the live brief in full with the employer at least one week before the course begins.
- The employer will be provided with an Employer's Handbook, which will provide details on how to manage the placement student.
- You will communicate weekly with each learner and the learner's mentor in order to assess the learner's performance and understand any concerns about the placement or the live brief.

The Live Brief

You will work with the employer to create a live brief that meets the learning outcomes for each module.



Here are some Live Brief scenarios:

- A small production company has been approached by a diabetes charity to provide a promotional video which will be placed on online platforms including You Tube and social media. The Live Skills Student will create the video from concept to completion using the skills they have developed within the Cultural Entrepreneurship Course.
- A theatre production company and has been invited to contribute one of their productions as part of a one-off outdoor culture night. The Live Skills placement student has been tasked with creating a logo for the performance and a series of marketing materials suitable for print including leaflets and posters which will be distributed.
- A local community group wishes to run a short music festival. The company wishes to create an online marketing campaign, As part of this the company requires the student to create a series of memes and short videos which can be added to social media platforms. The student will create these materials using the skills they have developed within the Cultural Entrepreneurship course.

A Live brief form will be provided contain the following:

1. Aims and objectives
2. Learning outcomes
3. Assessment criteria

The employer will appoint a mentor to guide the student. You will communicate with the mentor by skype/telephone/email/face-to-face at the start of the placement and then communicate once a week in order to assess the learner's performance. The role of the mentor will be to supervise the Live Skills placement student and the 'Live Brief.'

Assessment ideas

The assessment criteria will be included in the live brief and will depend on the particular subject and learning outcomes. Here are some ideas:

- You could ask your learner to complete a short online weekly appraisal of their activities. This would take no longer than five minutes. The placement student should assess his or her own progress and complete the survey alongside the mentor.
- Learners could complete an online log book, blog or vlog.
- A weekly appraisal by the Work Placement Mentor through a short questionnaire.

Final presentation

The learner will conclude their work placement and live brief with a final presentation. This does not necessarily mean a PowerPoint presentation. It could be a video, an internal meeting or even a presentation to an external stakeholder. The placement student should be as innovative as possible in the delivery.

Some video presentations may be used by the Live Skills teams for promotion of the Live Skills project.

Learning resources:

Module 1: Innovation

<https://www.youtube.com/watch?v=qDrMAzCHFUU>

<https://www.youtube.com/watch?v=7qRYESxJR5g>

https://www.researchgate.net/publication/301677580_Theories_in_Innovation

<https://www.dataprojections.com/dp-audio-visual-integration/the-importance-of-audio-visual-innovations/>

Module 2: Creativity

<http://www.edudemic.com/foster-creative-mindset-students/>

<https://www.ebu.ch/publications/innovation-and-creativity-in-the-audiovisual-and-radio-sector>

<https://www.audencia.com/en/articles/news/emerging-technologies-in-the-cultural-amp-creative-industries/>

Module 3: Strategy

<https://www.inc.com/marcel-schwantes/first-90-days-how-to-teach-your-employees-to-be-good-leaders.html>

<https://www.educationworld.com/tips-teaching-students-become-tomorrow%E2%80%99s-leaders>

<https://www.mindtools.com/pages/article/leadership-theories.htm>

<https://www.verywellmind.com/leadership-theories-2795323>

Module 4: Business models

<https://study.com/academy/lesson/establishing-organizational-hr-strategy-best-practices.html>

<https://www.deputy.com/blog/7-steps-to-strategic-human-resource-management>

<https://www.youtube.com/watch?v=0cMdPH6jZCM>

Sample Live Brief 1

The following document should be completed by the Live Skills tutor.
(This can be transferred to the VLE or adapted for online delivery)

Describe the Live Brief scenario:

The following example is suitable for module 2 Creativity

You have been asked by a cultural organisation to create a short promotional video to highlight the importance of creativity in daily business life. The video will be placed on online platforms including You Tube and Facebook.

The video should last no longer than 30 seconds.

You will create the video from concept to completion using the skills they have developed within the Cultural Entrepreneurship Course including storyboarding, filming and editing.

The video should also include a narrative to explain the importance of creative thinking. This should also be provided as an audio only clip suitable for inclusion within the cultural organisation.

You will present the finished video and audio to the client prior to uploading onto the chosen online platforms.

What are the objectives of the Live Brief?

Using technologies suitable for video production.

Using technologies and software suitable for audio project.

Assessment of Learning (NB Below are examples. Please adapt to suit the requirements of the Live Brief.)

Assessment Method	Describe how the learner will be assessed
Weekly appraisal	The weekly assessment is based on a one-minute presentation by the student of the material of the week.
Vlog/Blog	Prepare a 1-minute Vlog/ Blog on a topic of the week.

Final presentation	The final presentation includes: the developed video and the Vlog/Blog . The presentation is individual to the other learners and the trainer.
Online peer forum	Publish results in closed groups on Facebook.

Sample Live Brief 2

The following document should be completed by the Live Skills tutor.
(This can be transferred to the VLE or adapted for online delivery)

Describe the Live Brief scenario:

Learners are asked to write down ideas on possible sources/new opportunities for innovation and afterwards discuss their feasibility with a manager within the company by using and experiencing the Nominal Group Technique – NGT. The NGT will take place under the guidance of their instructor, acting as “process coordinator”.

The whole NGT process comprises 3 sessions:

1. Process of distillation → Participants are asked to write their ideas anonymously. Then instructor acting as “facilitator” collects the ideas and the group, discuss, elaborate on the ideas and votes on each one.
 2. Brainstorming session → After distillation, the top ranked ideas, participants divided into 2-3 sub-groups for further brainstorming, under the guidance of the facilitator (1 trainee per group properly trained by the instructor).
 3. Ranking session → Each subgroup will come back to the whole group for ranking the listed ideas. Ideas that were previously dropped may be brought forward again once the group has re-evaluated the ideas.
- The role of the facilitator → It is important that the facilitator is trained in this process before attempting to facilitate this technique.

What are the objectives of the Live Brief?

To provide a series of correctly formatted images for both print and online.

Use appropriate software to create the products.

Use suitable methods to source copyright free images or acquire usage rights.

Assessment of Learning (NB Below are examples. Please adapt to suit the requirements of the Live Brief.)

Assessment Method	Describe how the learner will be assessed
Weekly appraisal	The weekly assessment is based on a one-minute presentation by the student of the material of the week.
Final presentation	Presented to the client

Weekly Appraisal

(This document can be adapted by the tutor and mentor as necessary.)

Describe how you met your Live brief objectives this week:

Describe your networking activities – internal and external

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How would you score your performance this week in the following areas?

	Average	Good	Very good
Communication			
Positive Attitude			
Creativity and Innovation			
Using time effectively			