

R5.1. CREATIVITY AND SOFT SKILLS FOR XXI CENTURY

ORANGE: CREATIVITY, INNOVATION & TECHNOLOGY PROJECT
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1 Introduction

R5.1 Result’s Report describe the process of creation of a Competence Schema with rubrics that can help evaluate the soft skills achieved by the students while creating multimedia items related to cultural and natural heritage elements in O-City Platform.

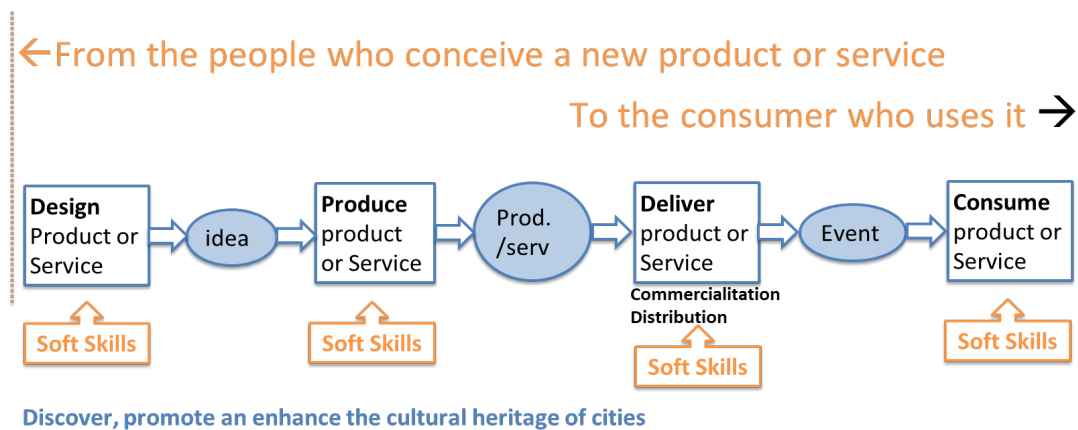
Ten soft skills have been chosen as the most important in the whole creative value chain and making aware them to the students and developing them through the courses could improve the future professional of the students.

The competency schema defines a common framework in the structuration of the rubrics so that it defines a robust evaluation method for soft skills related with the creation of multimedia items of cultural and natural heritage.

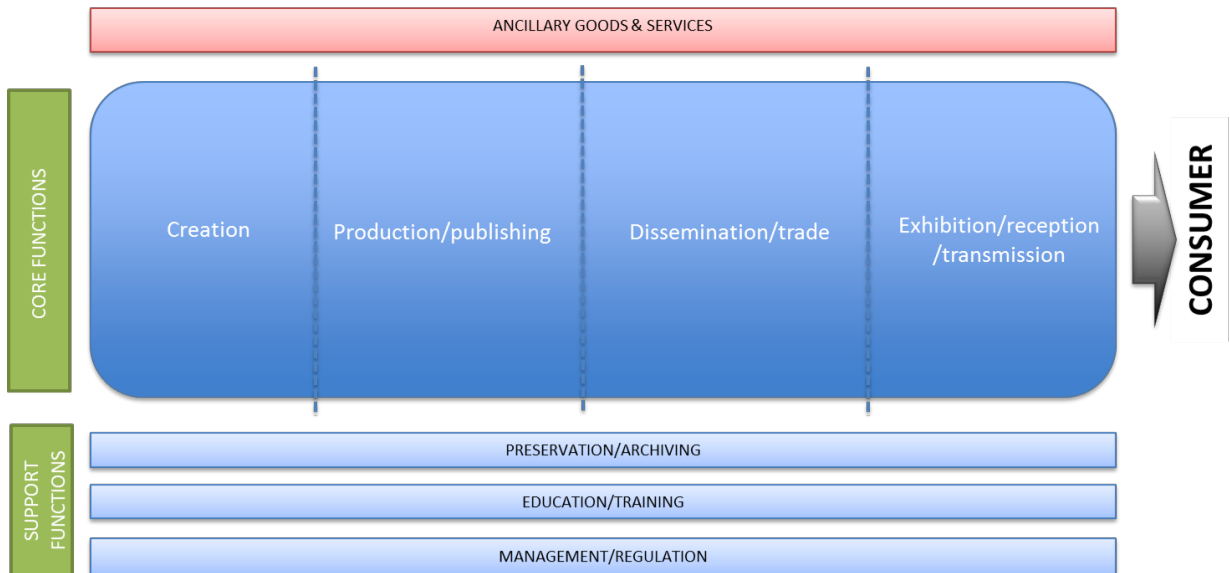
R5.1, Result’s report define the competency schema in O-city and develops the rubrics of the 10 competencies chosen.

2 The creative Value Chain

- Competencies for the whole **creative value chain:**



After a reviewing different value chains related with the creative processes, we conclude to use as a framework, a mixture between the value chain model of Porter (1985) and the Culture cycle by UNESCO (2009), defined by the EU in 2017:



That starts with the conception of the idea (Creation) and ends with the creative product or service consumed by the consumer.

3 Definition of the schema of competencies

Among the aims of the project we state that we wanted “to train professionals with digital creative skills that will be integrated into the labor market”. This is the reason why we agree that digital skills and entrepreneur skills are so important in the creative process and, again, agree in the election of those two models as the framework

- Skill is a combination of
 - knowledge,** ← Tests
 - ability** ← Exercices / Portfolio
 - and **experience** ← Evidences
 that enables a person to do something well
- **Performance evaluation:** Skills are developed by practice
- **Domain oriented:** A Skill describes an integrated transaction between the person and the environment

3.1 Entrecomp and DigiCom as foundations

We founded that there were two models of competencies developed by the European Union that could be used as a framework to develop the entrepreneurial, creative and digital skills the practitioners in cultural and creative industries will need:

- [EntreComp: The entrepreneurship Competence Framework](#)
- [DigiCom 2.0: The Digital Competence Framework for citizens](#)

Collaborating with the partners and after studying the definition of all competencies, we conclude to define in the **O-CITY competencies framework (softskills) for students** all the competences from EntreComp and almost all the competences in DigiCom except 3.4 Programming, 4.1. Protecting Devices and 4.3. Protecting health and wellbeing.

Competencies chosen of the two models are described in the following table:

DIGCOMP	ENTRECOMP
1. INFORMATION AND DATA LITERACY 1.1 Browsing, searching and filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content	1. IDEAS AND OPPORTUNITIES 1.1 Spotting opportunities 1.2 Creativity 1.3. Vision 1.4 Valuing ideas 1.5 Ethical and sustainable thinking
2. COMMUNICATION AND COLLABORATION 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity	2. RESOURCES 2.1 Self- awareness and self- efficacy 2.2 Motivation and perseverance 2.3 Mobilizing resources 2.4 Financial and economic literacy 2.5. Mobilizing others
3. DIGITAL CONTENT CREATION 3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences 3.4 Programming	3. INTO ACTION 3.1 Taking the initiative 3.2 Planning and management 3.3 Coping with uncertainty, ambiguity and risk 3.4 Working with others 3.5. Learning through experience

<p>4. SAFETY</p> <p>4.1 Protecting devices</p> <p>4.2 Protecting personal data and privacy</p> <p>4.3 Protecting health and well-being</p> <p>4.4 Protecting the environment</p>	
<p>5. PROBLEM SOLVING</p> <p>5.1 Solving technical problems</p> <p>5.2 Identifying needs and technological responses</p> <p>5.3 Creatively using digital technologies</p> <p>5.4 Identifying digital competence gaps</p>	

3.2 Relation of the Competencies and the creative value chain

Once the definition of the creative value chain has been made, validated by the partners, we distributed the competencies chosen in the previous section through the stages of the chain concluding the next table:

Competence Framework	Creation	Production	Dissemination Reception
ENTRECOMP	<p>1. Ideas opportunities</p> <p>1.1 Spotting opportunities</p> <p>1.2 Creativity</p> <p>1.3 Vision</p> <p>1.4 Valuing ideas</p> <p>1.5 Ethical and sustainable thinking</p>	<p>2. Resources</p> <p>2.1 Self Awareness and self efficacy</p> <p>2,2, Motivation and perseverance</p> <p>2.3 Mobilizing resources</p> <p>2.4 Financial and economic literacy</p> <p>2.5 Mobilizing Others</p> <p>3. Into action</p> <p>3.1 Taking the initiative</p> <p>3.2 Planning and management</p> <p>3.3. Coping with uncertainty, ambiguity and risk</p> <p>3.4 Working with others</p> <p>3.5 Learning through experience</p>	<p>2. Resources</p> <p>2.5 Mobilizing others</p> <p>3. Into action</p> <p>3.1 Taking the initiative</p> <p>3.2 Planning and management</p> <p>3.3. Coping with uncertainty, ambiguity and risk</p> <p>3.4 Working with others</p> <p>3.5 Learning through experience</p>
		<p>1. Information and data literacy</p> <p>1.1. Browsing, searching and filtering data, information and digital content</p>	<p>2. Communication and collaboration</p>

<p>DIGCOMP</p>	<p>1. Information and data literacy 1.1. Browsing, searching and filtering data, information and digital content 1.2. Evaluating data, information and digital content</p>	<p>1.3. Managing data, information and digital content 2. Communication and collaboration 2.1. Interacting through digital technologies 2.2. Sharing through digital technologies 2.4. Collaborating through digital technologies 2.5. Netiquette 3. Digital content creation 3.1. Developing digital content 3.2. Integrating and re-elaborating digital content 3.3. Copyright and licenses 5. Problem solving 5.1. Solving technical problem 5.2. Identifying needs and technological responses 5.3. Creatively using digital technologies 5.4. Identifying digital competence gaps</p>	<p>2.1. Interacting through digital technologies 2.2. Sharing through digital technologies 2.3. Engaging in citizenship through digital technologies 2.4. Collaborating through digital technologies 2.5. Netiquette 4. Safety 4.2. Protecting personal data and privacy 4.4. Protecting the environment</p>
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3.3 Proposed 10 competencies for O-City

With the collaboration of all partners, 10 competences were chosen to develop as the key softskills in O-City project:

1. **Spotting Opportunities** (Entrecom: Spotting Opportunities and vision)
2. **Creativity** (Entrecom: Creativity & Valuing ideas)
3. **Working with others** (Entrecom: Working with others and mobilizing others)
4. **Sustainable Thinking** (Entrecom: Ethical and sustainable thinking)

5. **Critical Thinking** (Entrecom: Ethical and sustainable thinking)
6. **Planning & Mangement** (Entrecom: Planning & Mangement and self awareness and self efficacy)
7. **Learning Through Experience** (Entrecom: Learning through experience)
8. **Information & Data literacy** (Digicom: Information & Data Literacy)
9. **Communication and Collaboration in digital environments** (Digicom: Communication & Collaboration Through Technical means)
10. **Digital content creation** (Digicom: Digital content creation)

4 Definition of the rubrics

4.1 Competency schema

WP5: Skills Development & Accreditation

IDEAS AND OPPORTUNITIES: CREATIVITY

Use your imagination and abilities to identify opportunities for creating value

- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.
- Identify needs and challenges that need to be met.
- Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.

RUBRICS	KNOWLEDGE	ABILITY		
CREATIVITY	LEVEL 1	LEVEL 2	LEVE 3	LEVEL 4
Be curious and open.				
Develop ideas.				
Define problems.				
Design value.				

COURSES / TEST

DOMAIN ORIENTED

PORTFOLIO O-CITY (Activities & Multimedia Items)

PERFORMANCE EVALUATION, "by doing"

In the competency schema in O-City, 4 levels are defined for the evaluation of each competence.

The first one, “knowledge”, Demonstrates the basic understanding of concepts, facts and techniques of this competence, and is domain oriented. Passing the test of each o-city course will lead you to achieve the Knowledge level. If students doesn’t do the courses themselves, the teacher can use the activities during his/her course to transmit the basic concepts of each competency and evaluate its achievement at the end to the creation of a new multimedia item by the authors.

Levels 2-3-4 correspond to performance levels that could be achieved while creating a multimedia item and will be evaluated in the moment of the uploading in the platform. Levels 2 and 3 correspond with examples done in class and guided by the teacher, and level 3 of ability corresponds.

COMPETENCY	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
		Demonstrate basic understanding of concepts, facts and techniques of this competence Evaluation: Test of content	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher Evaluation: Performance In class	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher Evaluation: Performance In class	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher Evaluation: evaluation of evidences or final work
Creativity.... ... in the process of creating multimedia items of cultural and natural heritage elements Develop novel and purposeful ideas	Develop several ideas to answer to challenges in the preservation, creation, expansion, promotion or education in cultural and natural heritage	I know that it is necessary divergent thinking in order to begin a creative process I know various tools and know how to ask open questions to promote the generation of multiple ideas to answer a challenge or problem and generate value for the preservation, creation, expansion, promotion or education in cultural and natural heritage	I can see several examples to solve challenges that add value in the preservation, promotion or education in cultural and natural heritage I can generate alternative ideas or multiple solutions that use multimedia items as a solution for enhancing cultural and natural heritage	I can approach open-ended problems in many ways as to generate multiple solutions for preservation, creation, promotion or education in cultural and natural heritage. I recognise the potential and idea has for creating value and identify suitable ways of making the most of	I can define a project to develop the best idea to create value, creating a multimedia item for helping preserve, create, promote or educate in cultural and natural heritage
	Explore and experiment with multimedia elements to achieve valuable effects... ... for preserving, creating, expanding, promoting, or educating in cultural and natural heritage	I recognise different elements of natural and cultural heritage and know about different multimedia items for enhancing cultural and natural heritage			I can develop a project that implements the best idea to add value through the creation of a multimedia item of a natural and cultural element. Some phases of experimentation or prototyping could help in the continuous enhancement of the final version.
	Evaluate the creativity in the solution proposed to the challenge... ..of the preservation, creation, expansion, promotion or education in a cultural and natural heritage through a creative multimedia element	I know that the creativity of an idea can be measured by both, the effectiveness of the solution and the novelty of the solution. I know that the intellectual property of an idea or creation can be protected by several procedures that I have learned	preservation, creation, expansion, promotion or education of a cultural or natural heritage through its effectiveness and novelty I learn examples of protection of the intellectual property of a solution and I respect its value	I recognise the value of the ideas of others and respect their open or restricted use. I share or protect my idea through the intellectual property measures that correspond	I develop creative solutions to a challenge of the preservation, creation, expansion, promotion or education of natural and cultural heritage through multimedia items. I recognise differentiation of the idea and value the use of the corresponding measures to protect it.

Demonstrate the basic understanding of concepts, facts and techniques of this competence

Level “Knowledge” of the competency

COMPETENCY	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
Creativity.... ... in the process of creating multimedia items of cultural and natural heritage elements Develop novel and purposeful ideas	multimedia elements to achieve valuable effects... ... for preserving, creating, expanding, promoting, or educating in cultural and natural heritage	I know that it is necessary divergent thinking in order to begin a creative process	I can see several examples to solve challenges that add value in the preservation, promotion or education in cultural and natural heritage	I can approach open-ended problems in many ways as to generate multiple solutions for preservation, creation, promotion or education in cultural and natural heritage. I recognise the potential and ideas for creating value and identify suitable ways of making the most of	I can define a project to develop the best idea to create value, creating a multimedia item for helping preserve, create, promote or educate in cultural and natural heritage
	Develop several ideas to answer to challenges in the preservation, creation, expansion, promotion or education in cultural and natural heritage	I know that it is necessary divergent thinking in order to begin a creative process	I can see several examples to solve challenges that add value in the preservation, promotion or education in cultural and natural heritage	I can approach open-ended problems in many ways as to generate multiple solutions for preservation, creation, promotion or education in cultural and natural heritage. I recognise the potential and ideas for creating value and identify suitable ways of making the most of	I can define a project to develop the best idea to create value, creating a multimedia item for helping preserve, create, promote or educate in cultural and natural heritage
	Evaluate the creativity in the solution proposed to the challenge... of the preservation, creation, expansion, promotion or education in a cultural and natural heritage through a creative multimedia element	I know that the effectiveness of the solution and the novelty of the solution can be measured by both, the effectiveness of the solution and the novelty of the solution. I know that the intellectual property of an idea or creation can be protected by several procedures that I have learned	I know that the effectiveness of the solution and the novelty of the solution can be measured by both, the effectiveness of the solution and the novelty of the solution. I know that the intellectual property of an idea or creation can be protected by several procedures that I have learned	I can experiment with different multimedia techniques to prove alternatives of solution in order to test the impact of the solution in the preservation, promotion or education in cultural and natural heritage	I can test the value of the solutions with different techniques with end users I evaluate the impact of the idea in the stakeholders that will benefit of the solution. I recognise the value of the ideas of others and respect their open or restricted use. I share or protect my idea through the intellectual property measures that correspond

Levels "Ability 1-2" of the competency

COMPETENCY	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
Creativity.... ... in the process of creating multimedia items of cultural and natural heritage elements Develop novel and purposeful ideas	Develop several ideas to answer to challenges in the preservation, creation, expansion, promotion or education in cultural and natural heritage	I know that it is necessary divergent thinking in order to begin a creative process	I can see several examples to solve challenges that add value in the preservation, promotion or education in cultural and natural heritage	I can approach open-ended problems in many ways as to generate multiple solutions for preservation, creation, promotion or education in cultural and natural heritage. I recognise the potential and ideas for creating value and identify suitable ways of making the most of	I can define a project to develop the best idea to create value, creating a multimedia item for helping preserve, create, promote or educate in cultural and natural heritage
	Explore and experiment with multimedia elements to achieve valuable effects... ... for preserving, creating, expanding, promoting, or educating in cultural and natural heritage	I know that it is necessary divergent thinking in order to begin a creative process	I can see several examples to solve challenges that add value in the preservation, promotion or education in cultural and natural heritage	I can approach open-ended problems in many ways as to generate multiple solutions for preservation, creation, promotion or education in cultural and natural heritage. I recognise the potential and ideas for creating value and identify suitable ways of making the most of	I can define a project to develop the best idea to create value, creating a multimedia item for helping preserve, create, promote or educate in cultural and natural heritage
	Evaluate the creativity in the solution proposed to the challenge... of the preservation, creation, expansion, promotion or education in a cultural and natural heritage through a creative multimedia element	I know that the effectiveness of the solution and the novelty of the solution can be measured by both, the effectiveness of the solution and the novelty of the solution. I know that the intellectual property of an idea or creation can be protected by several procedures that I have learned	I know that the effectiveness of the solution and the novelty of the solution can be measured by both, the effectiveness of the solution and the novelty of the solution. I know that the intellectual property of an idea or creation can be protected by several procedures that I have learned	I can experiment with different multimedia techniques to prove alternatives of solution in order to test the impact of the solution in the preservation, promotion or education in cultural and natural heritage	I can test the value of the solutions with different techniques with end users I evaluate the impact of the idea in the stakeholders that will benefit of the solution. I recognise the value of the ideas of others and respect their open or restricted use. I share or protect my idea through the intellectual property measures that correspond

Level "Ability 3" of the competency

Following that schema, all ten rubrics were developed, and revised and corrected by the partners. After that process the following section will show the final definition of the rubrics.

One of the critical factors of the competency schema in O-city is that the referred knowledge and skills acquisition would be achieved “by doing”. With “by doing,” we mean that the student will work those competencies while he/she is learning how to create different multimedia items based on natural or cultural heritage and uploading in the platform.

The teacher of the different technical skills (multimedia means) can apply different learnings, activities and pills available in the o-city courses to enhance the experience of the students in their class. The objective of the course is creating a multimedia item concerning a natural or cultural heritage element in o-city but additionally (and transversally) the teacher could strengthen some other soft skills such as: teamwork, critical thinking, Creativity... etc.

O-city Platform has a repository of 14 courses of technical, management and soft skills available for the teacher to enhance apprenticeship, experience and awareness of the students.

In order to make the linkage between the competences and the different contents in O-city, partners were asked to relate each activity in each course with the competence and level of the soft skill that a student could achieve while doing each particular activity.

To see examples of the implementation of the competences in O-City, please refer to the R5.2 Badges for creativity and soft-skills end report.

4.2 Rubrics

SPOTTING OPPORTUNITIES... for orange economy in cultural and natural heritage

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher
		Evaluation: Test of content	Evaluation: Performance In class	Evaluation: Performance In class	Evaluation: evaluation of evidences or final work
Spotting Opportunities... ...for orange economy in cultural and natural heritage Use your imagination to identify opportunities for creating value in cultural and natural heritage through orange economy	Envision the relevance of orange economyin the preservation, expansion, promotion and education of cultural and national heritage	Learners recognize the different types of cultural and natural heritage. Learners know about the value that could have for the community by preserving, creating, expanding, promoting, or educating in cultural and natural heritage	Learners understand and appreciate by examples given in class or in O-city platform the value that orange economy could suppose in any of the different projects of: <ul style="list-style-type: none"> ● Preserving ● Creating ● expanding ● Promoting ● educating natural or cultural heritage	With the support of the teacher and his/her feedback: Learners analyse the context and understand the different values that each idea /opportunity could create through the preservation, creation, expansion, promotion, or education of a cultural or natural heritage element.	Learners can imagine and shape specific opportunities and applications where the orange economy can suppose a high added value for the preservation, expansion, promotion, and education of cultural and national heritage. Learners can visualize future scenarios where these ideas can turn into steps of action to achieve the goals.
	Identify and seize opportunities to create value by preserving, creating, expanding, promoting or educating in cultural and natural heritage	Learners can identify different needs that create opportunities of value using orange economy processes in natural and cultural heritage elements Learners can enumerate different stakeholders who can benefit from a solution to a given problem where cultural and natural heritage is involved	Learners learn about different examples of best practices or opportunities created for preserving, creating, expanding, promoting, or educating cultural and natural heritage explained in class by the teacher and/or in o-city platform	Learners can identify new opportunities for creating value for a singular cultural or natural heritage element to be resolved with the use of orange economy.	Learners can define a plan to create value to preserve, create, expand, promote or educate a singular cultural or natural heritage through the creation of multimedia items. Learners can explain in a statement (objectives, boundaries, stakeholders, timeframe...) the problem to be solved and the impact that that solution could give for the stakeholders
	Identify needs and challenges related with cultural and natural heritage that could be	Learners know different types of multimedia technologies that can be used for preserving, creating,	Learners learn about particular multimedia technologies and that can be used for developing Cultural and natural heritage elements	Learners can identify different alternatives of multimedia technologies and apply them to create examples of multimedia items	Learners can apply the creation (Design) of a multimedia item to create value to a cultural or natural heritage element.

	met through orange economy practices	expanding, promoting or educating in cultural or natural heritage.	Learners understand the value-added of each technique in the creation of value for the community.	related with cultural and natural heritage.	Learners can develop a project that involves the creation of a multimedia item from a cultural or natural heritage element and demonstrate de added value for the stakeholders or community.
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CREATIVITY... for developing multimedia elements of cultural and natural heritage.

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3		
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher	Evaluation: Test of content	Evaluation: Performance In class
Creativity.... ... in the process of creating multimedia items of cultural and natural heritage elements	Develop several ideas to answer to challenges in the preservation, creation, expansion, promotion or education in cultural and natural heritage	Learners know that it is necessary divergent thinking in order to begin a creative process Learners know various tools and know how to ask open questions to promote the generation of multiple ideas to answer a challenge or problem and generate value for the preservation, creation, expansion, promotion or education in cultural and natural heritage	Learners can see several examples to solve challenges that add value in the preservation, promotion or education in cultural and natural heritage Learners can generate alternative ideas or multiple solutions that use multimedia items as a solution for enhancing cultural and natural heritage	Learners can approach open-ended problems in many ways as to generate multiple solutions for preservation, creation, promotion or education in cultural and natural heritage. Learners recognise the potential that the idea has for creating value and identify suitable ways of making the most of it	Learners can define a project to develop the best idea to create value, creating a multimedia item for helping preserve, create, promote or educate in cultural and natural heritage		
	Explore and experiment with multimedia elements to achieve valuable effects... ... for preserving, creating, expanding, promoting, or educating in cultural and natural heritage	Learners recognise different elements of natural and cultural heritage and know about different multimedia tools in order to generate ideas to answer to challenges for the preservation, creation, expansion, promotion, or education of cultural or natural heritage	Learners can experiment with different multimedia techniques to prove alternatives of solution in order to test the impact of the solution in the added-value in the preservation, creation, expansion, promotion or education in cultural and natural heritage	Learners can test the value of the solutions with different techniques with end users	Learners can develop a project that implements the best idea to add value through the creation of a multimedia item of a natural and cultural element . Some phases of experimentation or prototyping could help in the continuous enhancement of the final version.		
	Evaluate the creativity in the solution proposed to the challenge... ..of the	Learners know that the creativity of an idea can be measured by both, the effectiveness of the	Learners see various examples of the evaluation of the creativity of a solution to a challenge for the	Learners value the creativity of my solution and others in order to measure its uniqueness.	Learners develop creative solutions to a challenge of the preservation, creation,		

	<p>preservation, creation, expansion, promotion or education in a cultural and natural heritage through a creative multimedia element</p>	<p>solution and the novelty of the solution. Learners know that the intellectual property of an idea or creation can be protected by several procedures that they have learned</p>	<p>preservation, creation, expansion, promotion or education of a cultural or natural heritage through its effectiveness and novelty Learners learn examples of protection of the intellectual property of a solution and respect its value</p>	<p>Learners evaluate the impact of the idea in the stakeholders that will benefit of the solution. Learners recognise the value of the ideas of others and respect their open or restricted use. Learners share or protect my idea through the intellectual property measures that correspond</p>	<p>expansion, promotion or education of natural and cultural heritage through multimedia items. Learners recognise differentiation of the idea and value the use of the corresponding measures to protect it.</p>
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WORKING WITH OTHERS... in the process of creating a project to create a multimedia **item bases in a cultural or natural heritage element.**

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3		
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher	Evaluation: Test of content	Evaluation: Performance In class
<p>Working with others:</p> <p>Team up, collaborate and network while developing projects for adding value to cultural or natural heritage through the creation of multimedia items</p>	<p>Set goals and define priorities for a team to work...</p> <p>...for the creation of a multimedia item that helps in the preservation, creation, expansion, promotion or education in a cultural and natural heritage</p>	<p>Learners know how to define and set goals for a multimedia project to be done in group that produces add-value in the preservation, creation, expansion, promotion and education of a natural o cultural element</p> <p>Learners know about tools that help prioritizing activities order to better achieve the end goals of the project</p>	<p>Learners can clarify, as a group, the goals of a concrete project describing them in a clear and active oriented manner understandable for all the teamwork.</p> <p>Learners can desegregate into activities the steps to achieve the goals and define its importance in the critical path to fulfil the end goals of the project.</p>	<p>Learners, as a group, can evaluate the critical path in the desegregation of activities to define priorities and terms in the workload to be done by the team to achieve the defined end goals of the project.</p>	<p>Learners, as a group, define clearly the general objective of a project for the creation of a multimedia item upon a natural or cultural heritage element and desegregate into specific goals/tasks with a clear identification of the critical path and the prioritization and terms of the activities.</p> <p>This project will be done in teamwork and all the team members understand the general objectives and implications of each activity.</p>		
	<p>Plan and organise the workload for the team members...</p> <p>... to develop the multimedia project</p>	<p>Learners know how to define a plan to distribute the activities and the workload among the members of the team, having in mind the final goals.</p> <p>Every member should be aware and committed with their tasks and terms of the different activities</p>	<p>Learners can define, as a group, the tasks that everyone in the team should fulfil and how all will interact to achieve the final goals.</p> <p>Everyone understands the workflow and the tasks in which he/she is part.</p>	<p>Learners can define, as a group, the tasks and responsibilities of each member, and commit with the terms with an open mind on sharing information and giving the most for the common goal</p> <p>Team members are committed with the results and to work in an open collaboration mode.</p>	<p>Learners define a plan, and organise and distribute the workload between the team members, so as everyone knows their role, and responsibilities looking for the best way to achieve the final goals of the project.</p> <p>Every team member is clearly and personally committed with the results and makes the most for achieving the end results.</p>		

	<p>Monitor continuously the progress of the different activities and make the adjustments, when necessary, for the achievement of the final goal...</p> <p>...of the multimedia projects that added value to the cultural or natural heritage</p>	<p>Learners know different tools or procedures for measuring and monitoring the advancement of the tasks in a project.</p> <p>Learners know how to use the tool that is agreed for the group to monitoring the advancement of the different tasks of the project for the creation of the multimedia item related to natural or cultural heritage</p>	<p>Learners can recognise how much progress they have made to my assigned tasks and I am aware of the advancement of the other tasks in my team that are related to mine.</p>	<p>Learners can recognise their progress in their assigned tasks as well as the others and can monitor the global advancement and make or propose adjustments if necessary.</p>	<p>Every member in the team can recognise his/her advancement in the project and there is a tool or procedure for monitoring the global advancement of the project and the possible deviations in order to make adjustments if necessary</p>
	<p>Maintain a good working environment and solve conflicts harmoniously when necessary...</p> <p>...for the better efficiency of the team.</p>	<p>Learners know the importance of a good environment in the group for achieving effectively the end goals.</p> <p>Learners know leadership techniques to envision, empower, enable, and energize team members to make them feel good in the group.</p> <p>Learners know techniques to embrace and cope with conflicts to make the most to resolve them quickly and positively if necessary</p>	<p>Learners participate actively and communicate with respect with the other team members</p> <p>Learners commit myself is making the most to maintaining a good environment in the team.</p>	<p>Learners participate actively and communicate and listen respectfully to others in order to collaborate fully in the achievement of the common goals of the team.</p> <p>If needed, I do my best in solving internally conflicts that affects negatively the work environment in the team</p>	<p>Each Learner, as a member, do my best in maintaining a good working environment by participating actively, communicating and listen positively and respectfully and helping resolving conflicts if needed.</p> <p>Each Learner, as a leaders, inspire, envision, empower, enable and energize the team members creating a positive environment and enabling the development of each member. In case of conflicts, I embrace and cope with them openly and harmoniously looking for the best outcome for the group.</p>

CRITICAL THINKING... in issues related to cultural and natural heritage elements

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher
		Evaluation: Test of content	Evaluation: Performance In class	Evaluation: Performance In class	Evaluation: evaluation of evidences or final work
<p>Critical thinking...</p> <p>... in issues related with the preservation, expansion, promotion and education of cultural and natural heritage</p> <p>Comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</p> <p>Assess the consequences and impact of ideas, opportunities and actions</p>	<p>Define critically a problem / issue...</p> <p>... related with the preservation, expansion, promotion and education of cultural and natural heritage</p>	Learner knows the concept and importance of critical thinking, distinguishes causes vs consequences and break big problems into small ones as a mean to define a clear issue statement	Learner can see several examples of multimedia that addresses the preservation, expansion, promotion and education of cultural and natural heritage.	Learner can think and write an example of statement that describes an issue about cultural and natural heritage that can be addressed through the creation of a multimedia item	Learner can define a problem/issue of... preservation, expansion, promotion and education of cultural and natural heritage...with a clear statement, described comprehensively, delivered with the relevant information for full understanding.
	<p>Select and use facts and evidences to substantiate a point of view or conclusion on an issue...</p> <p>... concerning the preservation, expansion, promotion and education of cultural and natural heritage</p>	Learners know reliable information sources and experts to find relevant and trusted information about the issue. Learner differentiate facts and opinions, questions interpretations and valuations detecting fallacies and ambiguities	Learner, with the help of the teacher, reflects and do research to find objective arguments and evidences that are fundamental to sustain answers to an issue of cultural or natural heritage that could be addressed by the creation of a multimedia item.	Learner analyses and values adequately strengths and weaknesses of other's judgements and opinions and incorporate these ideas in his/her reasoning. Learner deep in an issue with logic and impartiality contrasting information of reliable sources and substantiate his/her arguments and conclusions	Learner take the information from validated sources and systematically and methodically analyzes own and others' assumptions and carefully evaluates the relevance of contexts and evidences when presenting a position.
	<p>Present a position/perspective about an issue...</p> <p>... concerning the preservation, expansion, promotion and education</p>	Learners knows logic reasoning in order to make conclusions about premises or assumptions.	Learner identifies examples of good practices in the preservation, expansion, promotion and education of cultural and natural heritage based on a good definition of the problem or need to address	Learner argues and sustains a personal position of an issue on the preservation, expansion, promotion and education of cultural and natural heritage based on clear arguments that	Learner shows a critical attitude towards reality, substantiates and argues their position leading to robust judgements. Learner's position is imaginative, taking into account complexities and promote a solution for the

	of cultural and natural heritage			could be address by the creation of a multimedia item Learner consults reliable sources and other's judgments and opinions in order to present a personal position respect an issue.	preservation, expansion, promotion and education of cultural and natural heritage
	Values implications and consequences... ... concerning his/her position in the solution through the creation of a multimedia item of a cultural or natural heritage	Learner knows that implications and consequences must be taken into account while define a position about an issue	Learner identifies examples with good (o bad) social or environmental implications of multimedia items created for the preservation, expansion, promotion and education of a cultural or natural heritage	Learner identifies the social or environmental implications and impact that a multimedia item of a cultural or natural heritage could suppose in enhancing (or diminishing) the preservation, expansion, promotion and education of cultural and natural heritage Learner values pros and cons about the implications and consequences of diverse alternatives and reconsider their personal position according to his/her reflections	Learner takes into account consequences and implications in his/her logical reflection and has the ability to place evidence and perspectives discussed previously to consider his/her final personal position for an issue related to the preservation, expansion, promotion and education of a cultural or natural heritage.

SUSTAINABLE THINKING... in the creation of projects to develop multimedia items for cultural and natural heritage

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher
		Evaluation: Test of content	Evaluation: Performance In class	Evaluation: Performance In class	Evaluation: evaluation of evidences or final work
Sustainable thinking... ... while creating multimedia items Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, the society and the environment	Think sustainably in the design of the creative projects... ... to promote, expand, promote, and educate in cultural and natural heritage elements	Learners know the bases of sustainable development. Learners knows the impact that preserving, promoting, expanding and educating in cultural and natural heritage has in the culture development and well being of society.	Learners can list examples of environmental and socially friendly behaviours that benefit the community. Learners can identify examples of projects on cultural and natural heritage elements where Sustainability is a key factor that creates value for society as a whole. Learners can identify practices that are not sustainable and their implications for the environment and society	Learners, in the process of defining the objective of a multimedia item, produce a clear problem statement that sets the goals and impact on the environment and/or society of the creative project. Learner can discuss the impact that the preservation, expansion, promotion, and education of cultural and natural heritage elements have in the environment and society.	Learner has the ability to discuss the social and environmental impact that a project has. Learner take sustainability issues into account while designing a multimedia element for preserving, expanding, promoting, and educating cultural and natural heritage elements.
	Assess the sustainable Impact of the creative project... ... aimed to promote, expand, promote, and educate in cultural and natural heritage elements	Learners knows "measurement indicators" to monitor and assess the impact of the value-creating activity	Learners see examples of measuring the impact in sustainability of multimedia projects. Learners can reflect on how suitable long-term social, cultural and economic goals are and how projects in preserving, promoting, expanding cultural and natural heritage elements can help in the enhancing of the well-being of stakeholders and society.	Learners can chose adequate methods for Analysing the impact that the creation of multimedia items on cultural and natural heritage can have in promotion of sustainability	Learners can assess the impact that preserving, expanding, promoting, and educating cultural and natural heritage elements has in the environment and social sustainability

LEARNING THROUGH EXPERIENCE... while creating multimedia items of cultural and natural heritage elements

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher
		Evaluation: Test of content	Evaluation: Performance In class	Evaluation: Performance In class	Evaluation: evaluation of evidences or final work
<p>Learning through experience... ... while creating multimedia items of cultural and natural heritage elements</p> <p>Use any initiative for value creation as a learning opportunity.</p>	<p>Learn through experience... ... while creating multimedia items of cultural and natural heritage</p>	<p>Learner knows that developing creative digital contents can be improved by doing and being exposed several times to different challenges or projects. Learner knows that O-city platform permits uploading several multimedia items related to local/regional heritage elements or international ones facilitating a learning opportunity by experience or learning by doing.</p>	<p>Learners can recognize that they learn from taking part in value-creating activities and learn from it. Taking part in the O-city courses continuously permits many opportunities to develop different multimedia items (whether of one type of technique or several ones) and acquire technical, business and soft skills</p>	<p>Learners are exposed to different real challenges while creating multimedia items for the preservation, expansion, promotion and education of cultural and natural heritage elements and, through this creative process, acquire technical, business and soft skills.</p>	<p>Learners can develop opportunities for self-improvement through experiential activities in the O-city platform. Learners can design and put in place a strategy for his/her venture to continue to generate value and enhancing, by doing, their learning in the field of study and broaden his/her point of view.</p>
	<p>Learn from both success and failure, and learn with others... ... while creating multimedia items and exploring the permanent growing O-city platform.</p>	<p>Learners know that knowledge and skills can be enhanced from both success and failure (your own and other people) Learners know that knowledge and skills can be enhance by interacting with others, including peers and mentors</p>	<p>Learners can see examples of temporary failures that have led to valuable achievements, Learners can explore other multimedia items uploaded in o-city platform to see other point of views.</p>	<p>Learners can reflect on failures (his/hers and other people), identifying their causes and learn from them. Learners can judge how he/she (or others in the platform) have achieved the goals so that they can evaluate the performance and learn from it.</p>	<p>Learners are able to expand their knowledge and expertise in creating multimedia items for preserving, expanding, promoting, and educating in cultural and natural heritage, from continuing and successful or fail experiences while learning through O-city platform. Learners can navigate and explore other multimedia items uploaded in O-city platform in order to learn with others and through others and gain other perspectives and expand knowledge</p>

	<p>Believe in yourself and keep developing...</p> <p>...Through lifelong education</p>	<p>Learner knows the importance of continuous upskilling (technically, business and soft skills) in the area of creation of digital contents.</p> <p>Learner knows different learning strategies to enhance their knowledge and abilities</p>	<p>Learner sees examples of different multimedia contents in O-city platform made by other users and through the courses can achieve their goals in acquiring competences for developing multimedia items for the preservation, expansion, promotion and education of cultural and natural heritage elements and, through this creative process, acquire technical, business and soft skills.</p>	<p>Learners can identify their needs, wants, interests and goals and through identifying their strengths and opportunities, make the most of the learning opportunity in the courses and O-city platform.</p> <p>Learner can evaluate his/her changes in his/her own learning and enhance his/her self-esteem in their own abilities for creating multimedia items.</p>	<p>Learner can integrate lifelong learning into his/her personal development strategy and career progress.</p> <p>Learner has a proactive attitude towards continuing learning to enhance knowledge skills and abilities for their future success in professional life.</p>
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PLANNING AND MANAGEMENT... of creative projects to promote cultural and natural heritage elements

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3		
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher	Evaluation: Test of content	Evaluation: Performance In class
Planning and management... ... of creative projects to promote cultural and natural heritage elements	Take the initiative, set goals and define priorities to develop a creative project... ... for preserving, creating, expansion, promotion or education in a cultural and natural heritage element.	Learner knows how to define and set goals for a multimedia project that produces add-value in the preservation, creation, expansion, promotion and education of a natural o cultural element Learner know tools that help prioritizing activities order to better achieve the end goals of the project	Learner can clarify the goals of a concrete project describing them in a clear and active oriented manner. Learner can desegregate into activities the steps to achieve the goals and define its importance in the critical path of the project.	Learner can evaluate the critical path in the desegregation of activities to define priorities and terms in the workload to be done to achieve the goals of the project.	Learner can define clearly the general objective of a project for the creation of a multimedia item upon a natural or cultural heritage element and desegregate into specific goals/tasks with a clear identification of the critical path and the prioritization and terms of the activities.		
		Learner know how to define a plan to distribute the workload of the activities having in mind the final goals.	Learner sees examples of action plans of creative projects which identifies the necessary steps to achieve the end goals.	Learner define a plan to develop the different task in the project, set priorities, and allow for the possible changes in the plan.	Learner define a plan and organize and distribute the workload between tasks looking for the best way to achieve the final goals of the project.		
Prioritize, organize and follow up	Plan and organize the workload... ... to develop the multimedia project						

	<p>Monitor the progress of the different activities and make the adjustments, when necessary to achieve the final goal...</p> <p>... of the multimedia project that added value to the cultural or natural heritage</p>	<p>Learner knows the different tools or procedures for measuring and monitoring the advancement of the tasks in a project.</p> <p>Learner knows how to use the tool to monitor the advancement of the different tasks of the project for the creation of the multimedia item related to natural or cultural heritage</p>	<p>Learner identifies different type of data that are necessary for monitoring the progress of a simple value creating activity.</p>	<p>Learner can set basic milestones and observation indicators to monitor the progress of the project.</p> <p>Though them, learner can recognise the progress in the assignments and can monitor the global advancement and make or propose adjustments if necessary.</p>	<p>Learner can recognise his/her advancement in the project and uses a tool or procedure for monitoring the global advancement of the project and the possible deviations in order to make adjustments if necessary.</p> <p>Learner can adapt the plans based on the monitoring of the advancement.</p>
	<p>Motivation, perseverance and determination to turn ideas into action to achieve the goals of the creative project...</p> <p>... for the for preservation, creation, expansion, promotion or education in a cultural and natural heritage element.</p>	<p>Learner know the importance of motivation and perseverance in achieving the goals of a creative project.</p> <p>Learner knows tools that help to keep track of the project and helps to avoid drawbacks in the process.</p>	<p>Learners identify different ways of keeping people motivated in a project.</p> <p>Learners can identify incentives associated with having a sense of initiative and creating value.</p>	<p>Learners can get and manage the necessary resources to turn ideas into action in order to gain motivation to achieve the end goals.</p> <p>Learners can celebrate short term achievements in order to stay motivated.</p>	<p>Learner is motivated by the possibility to creating value in the preservation, creation, expansion, promotion or education based on a cultural or natural heritage element though the creation of a multimedia item.</p> <p>Learner is determined to achieving the goals in time of the project</p>

INFORMATION AND DATA LITERACY... in the gathering of information to create multimedia items of cultural and natural heritage elements

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3		
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher	Evaluation: Test of content	Evaluation: Performance In class
<p>Information and data literacy... ... in the gathering of information for creating multimedia items of cultural and natural heritage elements</p> <p>Identify, locate, retrieve, store, organise and analyse digital information, judging its relevance and purpose.</p>	<p>Browsing, searching and filtering data, information and digital content... ... whether to know about cultural heritage elements or about a multimedia technique</p>	<p>Learner knows how information is generated, managed and made available and is aware of different search engines</p> <p>Learner knows which search engines or data sources best answer to the information needed to do the activities</p> <p>Learners know specialized data sources for cultural and natural heritage issues.</p>	<p>Learner can do some online searches through search engines.</p> <p>During the course, several examples of data sources related with cultural and natural heritage, in general or for a specific element, are given.</p> <p>During the course, learner can access to information about technical issues about the multimedia technique chosen.</p>	<p>Learner can articulate their information needs and select the appropriate information source.</p> <p>Learner can use a wide range of search strategies when searching for information and browsing on the Internet.</p> <p>Learner can filter and monitor the information he/she receives.</p>	<p>Learner is able to access and search for online information using effective, well designed search strategies and most appropriate information sources...</p> <p>...for gathering the data about a cultural heritage element or about a multimedia technique chosen</p>		
	<p>Evaluating data, information and digital content retrieved... ... about a cultural or natural heritage or about a multimedia technique or process</p>	<p>Learner can analyse retrieved information and evaluate media content found on the internet or the media understanding the reliability of different sources.</p>	<p>Through examples and with recommended information sources given by the teacher, learner can evaluate and select sources by the relevance in the scope to respond to the activities in the course.</p>	<p>Learner can choose from a variety of information sources, be critical and select the most relevant for an open assignment proposed in the course.</p>	<p>Learner choose a variety of information sources relevant (understanding and critically evaluating the information) for the scope of the activities needed...</p> <p>...in the creation of multimedia elements for preservation, creation, promotion or education in cultural and natural heritage</p>		
	<p>Managing data, information and digital content...</p>	<p>Learner knows different storage options and can select the most appropriate for the preservation</p>	<p>With the support of the teacher learner understands how to save safely files and content (e.g. texts, pictures, music, videos,</p>	<p>Learner uses Information Effectively to Accomplish a Specific Purpose</p>	<p>Learner can apply different methods and tools to organise files, content, and information.</p>		

	<p>... for the ideation and creation of a multimedia element that enhances the preservation, creation, expansion, promotion or education of a cultural or a natural heritage element</p>	<p>of data, information or digital content.</p>	<p>and web pages) and how to retrieve later the stored content he/she saved..</p>	<p>Learner Communicates, organizes and manages data, information and digital content for effectively creating a multimedia item to preserve, create, promote or educate in cultural and natural heritage.</p>	<p>Learner can deploy a set of strategies for retrieving the content they have organised and stored.</p> <p>Learner is able to manipulate and store safely information and content for easier retrieval, and to organise information and data</p>
	<p>Access and use Information Ethically and Legally... ... in the creation of a multimedia item of a cultural or natural heritage element</p>	<p>Learner knows the correct use of this information strategies:</p> <ul style="list-style-type: none"> • citations and references; • choice of paraphrasing, • summary, or quoting; <p>distinguishing between common knowledge and ideas requiring attribution)</p> <p>Learner knows about the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Learners see examples of good use of information strategies in the documentation given in the course:</p> <ul style="list-style-type: none"> • citations and references; • choice of paraphrasing, • summary, or quoting 	<p>Learners make a good use of referencing strategies while doing the activities on the course distinguishing between common knowledge and ideas requiring attribution</p> <p>Learner understands the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Learner make a good use of</p> <ul style="list-style-type: none"> • citations and references; • choice of paraphrasing, • summary, or quoting; <p>while gathering information for the creation of the multimedia item of a cultural or natural heritage element.</p> <p>Learner distinguish between common knowledge and ideas requiring attribution and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>

COMMUNICATION AND COLLABORATION IN DIGITAL ENVIRONMENTS... in the process of creating multimedia items of cultural and natural heritage elements

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3		
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher	Evaluation: Test of content	Evaluation: Performance In class
<p>Communication and Collaboration in digital environments...</p> <p>... while creating multimedia items of cultural and natural heritage elements</p> <p>Communicate in digital environments, share resources through online tools, link with others and collaborate through digital tools, interact with and participate in communities and</p>	<p>Interacting through digital technologies...</p> <p>... While creating multimedia items of cultural and natural heritage elements</p>	Learner is aware of different digital communication means (e.g. email, chat, VoIP, video-conference, SMS, social media) and knows the benefits and limits of different means of communications and distinguishes the most appropriate ones to the context	Learner can interact through a variety of digital devices and applications, to understand how digital communication is distributed, displayed, and managed.	Learner is engaged in the use of a wide range of tools for online communication (emails, chats, SMS, instant messaging, blogs, micro-blogs, SNS). He/she can adopt digital modes and ways of communication that best fit the purpose and tailor the format and ways of communication to his/her audience. Learner can manage the different types of communication he/she receives.	Learner can use different communication formats by adapting communication modes and strategies to the specific mean and audience... ... while communicate through the multimedia elements created for preserving, expanding, promoting or educating in cultural and natural heritage		
	<p>Sharing through digital technologies...</p> <p>...and take the most of using O-City Platform to disseminate their multimedia elements</p>	Learner knows the benefits of sharing content and information with peers He/she knows the value of the resource to be shared and the target audience to share it with. Learner knows which content/knowledge/resources can be publicly shared and knows how/when to acknowledge the source of a particular content.	Learner can share files and content with others through simple technological means (e.g. sending attachments to emails, uploading pictures on the internet, etc.) Learner can use O-city site and other online communities, where share digital content and other information.	Learner can actively share information, digital content and resources with others through o-city platform or other online communities, networks and collaboration platforms.	Learner is proactive in sharing of news, content, information and multimedia items of cultural and natural heritage through the O-city platform or others following the right rules of citing and referencing sources.		

<p>networks, cross-cultural awareness.</p>	<p>Collaborating through digital technologies...</p> <p>... In the process of creating multimedia items of cultural and natural heritage elements</p>	<p>Learner knows that collaborative processes facilitate content creation</p> <p>Learner understands the dynamics of collaborative work and of giving and receiving feedback and knows examples of software for collaborative work</p>	<p>Learner recognizes when content creation can benefit from collaborative processes and when not</p> <p>Learner can collaborate with others using traditional technologies (e.g. email) or specific collaborative software that enhances productivity</p>	<p>Learner use several digital collaboration tools and means to collaborate with others in the production and sharing of resources, knowledge and content.</p> <p>Learner Can judge the contribution of others to his/her own work Has an understanding of different roles needed in diverse forms of online collaboration</p>	<p>Learner is able to use technologies and media for teamwork, collaborative processes and co-construction and co-creation of resources, knowledge and digital content... ... in the process of creating multimedia items of cultural heritage elements</p>
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DIGITAL CONTENT CREATION... in the process of creating multimedia items of cultural and natural heritage elements

COMPETENCE	DESCRIPTOR	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
		Demonstrate basic understanding of concepts, facts and techniques of this competence	Apply knowledge, facts and techniques to an example given in class Guided step by step by the teacher	Apply acquired knowledge, facts, techniques and rules in a different way or in a new real situation. With the support of the teacher	Change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Student at his/her own with the final feedback of the teacher
		Evaluation: Test of content	Evaluation: Performance In class	Evaluation: Performance In class	Evaluation: evaluation of evidences or final work
Digital content creation... ... about cultural and natural heritage elements Create and edit new multimedia content, and apply intellectual property rights and licenses as needed	Developing Digital content... ... for the preservation, expansion, promotion or education of cultural and natural heritage elements	Learner knows that digital content can be produced in a variety of forms and knows and which software/application fits better the kind of content s/he wants to create.	Through his/her program has examples of use and techniques/processes in the creation of multimedia elements related to cultural and natural heritage elements.	Learner experiments, through activities, with digital content in a determined format. Learner can use a variety of digital tools for creating original multimedia outputs	Learner can create content in different multimedia formats or to edit and improve content that s/he has created or that others have created, to express creatively through digital media and technologies
	Integrating and re-laborating digital content... ... for the preservation, expansion, promotion or education of cultural and natural heritage elements	Learner knows that resources can be built from diverse and non-sequential information sources Learner knows about different databases and resources that can be remixed and re-used Learner know that content should be referenced	Learner identifies examples of multimedia items that have been done by making basic changes to the content that others have produced.	Learner can edit, refine and modify the content I or others have produced and mash-up existing items of content to create new ones. Learner is able to contributing to the public knowledge domain (e.g. wikis, public forums, reviews)	Learner is able to modify, refine and mash-up existing resources to create new, original and relevant digital content and knowledge for preserving, expanding, promoting or educating cultural and natural heritage elements
	Considering Copyright and Licenses... ... while creating multimedia items of cultural and natural heritage elements	Learner knows there are different ways of licensing intellectual property production. Learner understands differences between copyright, creative commons, copyleft and public domain licenses Learner knows how and where to protect intellectual property for his/her creations	Learner identifies different examples of use of IP protection depending of the type of digital content created Learner identifies different image banks that can be used free of charge and also identifies the symbol that indicates whether an image is licensed with a certain type of Creative commons and therefore can be reused without authors permissions.	Learner understand and apply copyright and license rules while creating multimedia items. Learner considers licenses regulation principles of use and publication of information.	Learner considers copyright rules, licenses regulation and principles of use and publication of information while creating multimedia items of cultural and natural heritage elements. Learner applies different rules of copyright for IP protection, when necessary, for his/her creations

5 Conclusions

Working Package 5 relates with the definition of soft skills in the creative process. Based on the definition of the Creative Value Chain from WP3, and a profound analysis of the Digicom and Enrecomp competency schemas from other previous European projects, O-City soft skills are focused and contextualized in the creation of multimedia elements of cultural and natural heritage.

Those competencies are achieved by the students “by doing” and uploading those multimedia elements in the O-City platform.

Ten rubrics have been developed and described in this report. The competency schema defines four levels of achievement of every component of each competency and writes a description of each level in each component contextualized from the cultural and natural heritage environments.

The competencies (soft skills) are a combination of knowledge, ability and attitude that enables a person to do something well. One level of knowledge (domain oriented) and three levels of abilities (performance evaluation) are de baseament in the structure of all rubrics.

All partners have been involved in the definition, correctness and linkage of the competences with the O-city courses in the Learning Platform.

The definition of a Competency schema of soft skills and the following development of badges associated with those skills, suppose a big added value in the professional development of the students involved in O-City Platform.