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## R5.2. BADGES FOR CREATIVITY AND SOFT SKILLS

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**ORANGE: CREATIVITY, INNOVATION & TECHNOLOGY PROJECT**  
**Erasmus+ Programme 2014-2020**  
**KNOWLEDGE ALLIANCE 2018**



## Summary table

WP nº and Title	WP5. SKILLS, DEVELOPMENT & ACCREDITATION
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Result nº and Title	R5.2. Badges for Creativity and soft skills
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# 1 Introduction

Based on the Competencies Schema described in R5.1, different processes are taken into account to discover the culture and build creative items. These students who create multimedia elements will acquire competencies (soft skills) accredited through virtual badges.

Each time a student/learner does a training pill, activity, or final multimedia element will have the opportunity to train competencies that, in the end, could be accredited by badges as a reward for their achievement.

This R5.2 Result will give the platform the requirements to implement the accreditation of competencies through action (by doing). The objective is to implement a dynamic and attractive evaluation system that encourages and motivates the learner to go further, giving them challenges (PBL principles) to increase their knowledge and get the opportunity to put them into direct practice.

Ten badges had been designed corresponding with the ten soft skills selected in R5.1.

In the following sections, the design process of the badges is described and also the decision tree to help the evaluation of those competencies by the teachers and its implementation in the O-city platform.

## 2 The creative process of the design of the badges

The proposed badges represent each of the ten competencies of the O-City project.

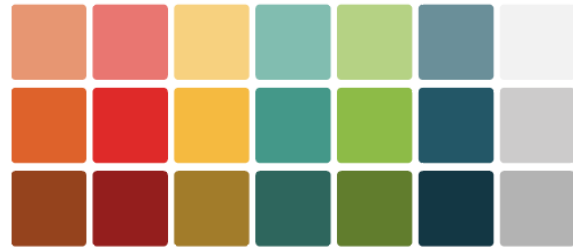
### 2.1 Icons

The colours and fonts of the main O-City logo were used to design the icons.

#### 2.1.1 Colours

Regarding the colours, we always looked for 3 tones of the same colour, to be able to have different possibilities of leftovers and lights.

The use of different colors in each icon depends on the icon itself and the color compatibility



## 2.1.2 Typography

On the other hand, the typography used is the secondary one of the main logo.



### Nexa Bold

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll  
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv  
Ww Xx Yy Zz









## 2.1.3 Versions

The versions represent 3 options:

1. Icon representing the competency for presentations in which you can see the icon and the text indicating which competency it is are included.
2. Icon represents the competency for users in their profile. This shows the name of the competency, the icon, and the level of this one.
3. Four icons represent the levels of each competence (Knowledge and ability in levels 1, 2, and 3).

## 2.2 Badges

Here there is the proposal of the badges for the ten competences In O-City:

SPOTTING OPPORTUNITIES		CREATIVITY	
 <p>Spotting Opportunities</p>		 <p>Creativity</p>	
WORKING WITH OTHERS		CRITICAL THINKING	
 <p>Working with others</p>		 <p>Critical thinking</p>	

SUSTAINABLE THINKING

LEARNING THROUGH EXPERIENCE



Sustainable thinking



Learning through experience



PLANING AND MANAGEMENT

INFORMATION AND DATA LITERACY







Planing and management



Information and data literacy



VIRTUAL COMMUNICATION AND COLLABORATION		DIGITAL CONTENT CREATION	
 <p>Virtual communication and collaboration</p>	 <p>Virtual communication and collaboration</p>	 <p>Digital content creation</p>	 <p>Digital content creation</p>

## 2.3 Levels

Levels of achievement of the competencies will be shown:





1. First, by the turn-on of the icon (from a greyscale to a coloured icon)
2. Second, by the turn-on of three different stars depending on the level of achievement.

You can see the deployment of each icon on the following pages.









## Spotting Opportunities

This icon is represented by a telescope as it is intended to show the similarity between finding new opportunities and discovering new stars in the universe.

Competence:			
KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
			

## Creativity

Creativity represented with the mental capacity to innovate and create using different tools

Competence:			
KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
			
			 <p>Creativity</p>
			 <p>Creativity</p>

Working with others

Teamwork is represented by two hands joining. Good projects require a good team and a great ability to work together.

Competence:



Working with others

Working with others



KNOWLEDGE

ABILITY LEVEL 1







ABILITY LEVEL 2

ABILITY LEVEL 3




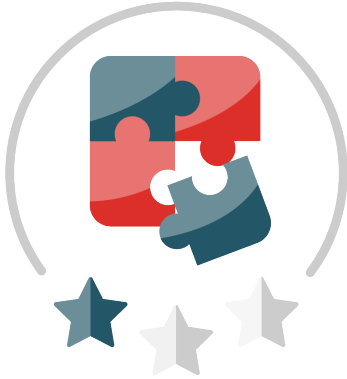




## Sustainable thinking

A light bulb represents thinking and sustainability defined by a plant. Sustainable thinking represents a commitment to your surroundings' social, environmental, and economic causes. In this way, the individual must think beyond oneself, focusing on the surroundings, which can be represented by nature.

Competence:			
KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
			
			

## Learning through experience

Experiential learning is one of the most modern learning methods and proves an absorption of content. Represented by a puzzle under construction to show the creative learning proposed by the concept.

Competence:			
KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
			
			

Planning and management

Planning can be clearly represented using lists. Therefore, this idea is used for the representative icon.

Competence:



**Planing and  
management**

*Planing and management*



KNOWLEDGE

ABILITY LEVEL 1

ABILITY LEVEL 2

ABILITY LEVEL 3



## Information and data literacy







Data information is represented using graphics, usually digital. For this reason, it is expressed in a simple way by a display showing a simple bar graph.

Competence:

 <p><b>Information and data literacy</b></p>			
KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
			

## Communication and collaboration in digital environments


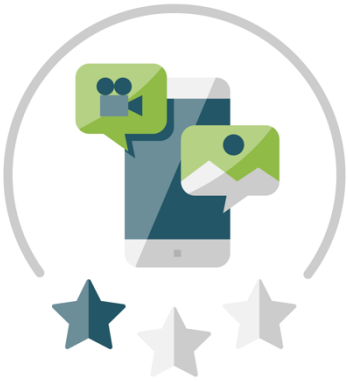



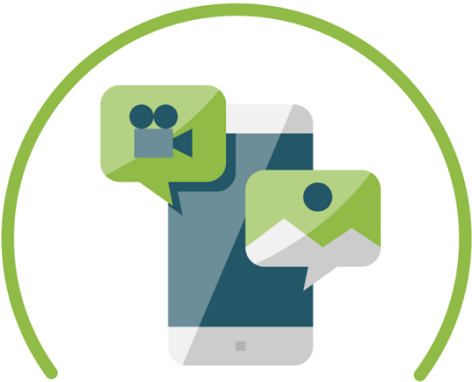
The keyword of this competence is communication, which is why it is clearly represented in the icon. In this case, as it is a digital environment, it is shown through the idea of text bubbles, the way messages are represented in online chats.

Competence:			
KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
			
			











## Digital content creation

Digital content can be very varied. However, for simplicity, the idea of a phone has been used as a representation of the digital, together with the image of the video and photo as a representation of the possible content.

Competence:			
KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
 Three faded stars below the icon.	 One dark blue star and two faded stars below the icon.	 Two dark blue stars and one faded star below the icon.	 Three dark blue stars below the icon.
		 The text "Digital content creation" is written in a green arc above the icon. Three dark blue stars are below the icon.	
	 The text "Digital content creation" is written below the icon.		

## Critical thinking

Critical thinking is about getting the user to analyse and evaluate a problem in order to find a good solution to it. That is why the individual must work on the mental and critical capacity (like a gear) to find the best ideas and obtain the best conclusions

Competence:			
KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
 <p>Critical thinking</p>	 <p>Critical thinking</p>	 <p>Critical thinking</p>	 <p>Critical thinking</p>
 <p>Three grey stars</p>	 <p>One orange star, two grey stars</p>	 <p>Two orange stars, one grey star</p>	 <p>Three orange stars</p>

### 3 Evaluation of the level of each competence

#### 3.1 The linkage between competencies and the elements in O-city

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.

As an example, the next figures show the activities in the course of Infographics and how they are related with a certain level of the “spotting Opportunities” competency

Look at the column “knowledge” and identify sections of your courses or activities that match with these definitions.

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

COMPETENCY	DESCRIPTOR	KNOWLEDGE	<p>Look at the column “knowledge” and IDENTIFY (by the name of the course and chapter) the part of the course that responds to this knowledge. Make comments, if needed, to explain this correspondence if it is not obvious.</p> <p>This correspondence could also be related to a Course activity. In that case, please, indicate.</p> <p>You could also SUGGEST new activities that you could suggest after seeing this description</p>
		<p>Demonstrate basic understanding of concepts, facts and techniques of this competence</p> <p>Evaluation: Test of content</p>	
<p><b>Spotting Opportunities... for orange economy in cultural and natural heritage</b></p> <p>Use your imagination to identify opportunities for creating value in cultural and natural heritage through orange economy</p>	<p>Envision the relevance of orange economy ... in the preservation, expansion, promotion and education of cultural and natural heritage</p>	<p>I recognize the different types of cultural and natural heritage.</p> <p>I know about the value that could have for the community by preserving, creating, expanding, promoting, or educating in cultural and natural heritage</p>	
	<p>Identify and seize opportunities to create value ... by preserving, creating, expanding, promoting or educating in cultural and natural heritage</p>	<p>I can identify different needs that create opportunities of value using orange economy processes in natural and cultural heritage elements</p> <p>I can enumerate different stakeholders who can benefit from solution to a given problem where cultural and natural heritage is involved</p>	<p>II.6 Infographic:</p> <ul style="list-style-type: none"> <li>- T1.L1. User-Centered Design</li> <li>- Activity T1.L1.1. Identify context of use and users' needs</li> <li>- Activity T1.L1.2. Identify functional requirements</li> <li>- Extra activity T1.L1.1. Research tour</li> <li>- Activity T1.L2.1. Gestalt principles analysis</li> <li>- Activity T1.L2.2. Create icons for user interfaces and information visualizations</li> <li>- Extra activity T1.L2.1. Evaluate the requirements with the rest of the class</li> <li>- Activity T1.L3.1. Evaluate the icons with the rest of the class</li> <li>- Activity T1.L3.2. Layout, colour, and typography analysis</li> <li>- Extra activity T1.L3.1. Suggesting improvements</li> </ul>
	<p>Identify needs and challenges related with cultural and natural heritage that could be met through orange economy practices</p>	<p>I know different types of multimedia technologies that can be used for preserving, creating, expanding, promoting or educating in cultural or natural heritage.</p>	<p>II.6 Infographic:</p> <ul style="list-style-type: none"> <li>- T2.L1. Effectiveness of infographics and data visualization</li> <li>- Activity T2.L1.1. Case study analysis</li> <li>- Activity T2.L1.2. Gather data and information to use in an infographic</li> <li>- Extra activity T2.L1.1. Evaluation tour</li> <li>- T2.L2. Visual representation of data and information</li> <li>- Activity T2.L2.1. Organize gathered information and data</li> </ul>

Look at the last column “ability 3” and evaluate if the result of your course (multimedia item, entrepreneur canvas, etc.) could be an EVALUABLE EVIDENCE of this competence

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

COMPETENCY	DESCRIPTOR	KNOWLEDGE	<p>Look at the last column “ability3” and evaluate if the result of your course (multimedia item, entrepreneur canvas, tc...) could be an EVALUABLE EVIDENCE for this competence as a whole or any particular row.</p> <p>If your course doesn't fulfil this competence, please suggest any evidence that could be useful for evaluating this competence.</p> <p>Please justify your response.</p>	ABILITY LEVEL 3
		<p>Demonstrate basic understanding of concepts, facts and techniques of this competence</p> <p>Evaluation: Test of content</p>		<p>Change or create into something new.</p> <p>Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> <p>Student at his/her own with the final feedback of the teacher</p> <p>Evaluation: evaluation of evidences or final work</p>
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 economy ... ...in the preservation, expansion, promotion and education of cultural and natural heritage	I recognize the different types of cultural and natural heritage. I know about the value that could have for the community by preserving, creating, expanding, promoting, or educating in cultural and natural heritage	This competence is more likely to be achieved with the E-Scrum version of the II.6 Infographic course.	I 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 natural heritage. I 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	I can identify different needs that create opportunities of value using orange economy processes in natural and cultural heritage elements I can enumerate different stakeholders who can benefit from a solution to a given problem where cultural and natural heritage is involved	<p>II.6 Infographic:</p> <ul style="list-style-type: none"> <li>- Activity T1.L1.1. Identify context of use and users' needs (ability level 2)</li> <li>- Activity T1.L1.2. Identify functional requirements (ability level 2)</li> <li>- Extra activity T1.L1.1. Research tour (ability level 2)</li> <li>- Activity T1.L2.1. Gestalt principles analysis (ability level 2)</li> <li>- Activity T1.L2.2. Create icons for user interfaces and information visualizations (ability level 2)</li> <li>- Extra activity T1.L2.1. Evaluate the requirements with the rest of the class (ability level 2)</li> <li>- Activity T1.L3.1. Evaluate the icons with the rest of the class (ability level 2)</li> <li>- Activity T1.L3.2. Layout, colour, and typography analysis (ability level 1, since students analyze something created by others)</li> <li>- Extra activity T1.L3.1. Suggesting improvements (ability level 3, as this implies the full control of the project)</li> </ul>	I 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. I 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

Filled by the partners

By crossing the identification of every activity in each course related with all 10 rubrics (described in R5.1), we could state a “profile” of the competencies worked through each of the 14 courses in O-city defining like:

III.2. DIGITAL MARKETING FOR ORANGE ECONOMY		Kn	A1	A2	A3
SPOTTING OPPORTUNITIES	Envision the relevance of orange economy	1	-	-	-
	Identify and seize opportunities to create value	2	-	-	2
	Identify needs and challenges	2	-	1	1
CREATIVITY	Develop several ideas to answer to challenges	-	-	-	-
	Explore and experiment with multimedia elements to achieve valuable effects	-	-	-	-
	Evaluate the creativity in the solution proposed to the challenge	-	-	2	2
WORKING WITH OTHERS	Set goals and define priorities for a team to work	-	-	-	-
	Plan and organize the workload for the team members	-	-	-	-
	Monitor continuously the progress of the different activities and make the adjustments to achieve the final goal	-	-	-	-
	Maintain a good working environment and solve conflicts harmoniously when necessary	-	-	-	-
CRITICAL THINKING	Define critically a problem issue	-	1	-	4
	Select and use facts and evidences to substantiate a point of view or conclusion on an issue	-	-	-	1
	Present a position/perspectiva about an issue	-	1	-	-
	Value implications and consequences	-	1	-	-
SUSTAINABLE THINKING	Think sustainably in the design of the creative projects	-	1	3	-
	Assess the sustainable impact of the creative project	-	-	3	-
LEARNING THROUGH EXPERIENCE	Learn through experience while creating multimedia items	4	1	-	-
	Learn from both success and failure and learn with others	2	-	-	3
	Believe in yourself and keep developing	4	-	4	-
PLANNING AND MANAGEMENT	Take the initiative, set goals and define priorities to develop a creative project	4	4	-	-
	Plan and organize the workload	4	-	4	-
	Monitor the progress of the different activities and make adjustments to achieve the final goal	3	-	4	-
	Motivation, perseverance and determination to turn ideas into action to achieve the goals	-	-	-	4
INFORMATION AND DATA LITERACY	Browsing, searching and filtering data, information and digital content	5	5	5	4
	Evaluating data, information and digital content retrieved	5	5	5	4
	Managing data, information and digital content	5	4	4	2
	Access and use information ethically and legally	5	-	-	-
COMMUNICATION AND COLLABORATION	Interacting through digital technologies	-	4	4	-
	Sharing through digital technologies	-	-	2	-
	Collaborating through digital technologies	-	-	-	-
DIGITAL CONTENT CREATION	Developing Digital content	15	-	4	3
	Integrating and re-elaborating digital content	13	-	-	-
	Considering copyright and Licenses	-	-	-	-

• Learning through experience (level 2)



• Planning & Management (level 2)



• Information & Data literacy (level 3)



II.1. PHOTO-VIDEO CONCEPT		Kn	A1	A2	A3
SPOTTING OPPORTUNITIES	Envision the relevance of orange economy	-	1	1	1
	Identify and seize opportunities to create value	1	-	-	2
	Identify needs and challenges	1	-	-	1
CREATIVITY	Develop several ideas to answer to challenges	-	-	-	-
	Explore and experiment with multimedia elements to achieve valuable effects	-	-	-	-
	Evaluate the creativity in the solution proposed to the challenge	-	-	-	-
WORKING WITH OTHERS	Set goals and define priorities for a team to work	-	-	-	-
	Plan and organize the workload for the team members	-	-	-	-
	Monitor continuously the progress of the different activities and make the adjustments to achieve the final goal	-	-	-	-
	Maintain a good working environment and solve conflicts harmoniously when necessary	-	-	-	-
CRITICAL THINKING	Define critically a problem issue	-	-	-	1
	Select and use facts and evidences to substantiate a point of view or conclusion on an issue	-	-	-	-
	Present a position/perspectiva about an issue	-	-	-	1
	Value implications and consequences	-	-	-	1
SUSTAINABLE THINKING	Think sustainably in the design of the creative projects	-	-	-	1
	Assess the sustainable impact of the creative project	-	-	-	-
LEARNING THROUGH EXPERIENCE	Learn through experience while creating multimedia items	-	-	-	-
	Learn from both success and failure and learn with others	-	-	-	1
	Believe in yourself and keep developing	-	-	-	-
PLANNING AND MANAGEMENT	Take the initiative, set goals and define priorities to develop a creative project	-	-	-	-
	Plan and organize the workload	-	-	-	-
	Monitor the progress of the different activities and make adjustments to achieve the final goal	-	-	-	-
	Motivation, perseverance and determination to turn ideas into action to achieve the goals	-	-	-	-
INFORMATION AND DATA LITERACY	Browsing, searching and filtering data, information and digital content	6	5	5	3
	Evaluating data, information and digital content retrieved	4	3	3	3
	Managing data, information and digital content	4	4	4	-
	Access and use information ethically and legally	-	-	-	-
COMMUNICATION AND COLLABORATION	Interacting through digital technologies	-	-	-	-
	Sharing through digital technologies	-	-	-	-
	Collaborating through digital technologies	-	-	-	-
DIGITAL CONTENT CREATION	Developing Digital content	12	-	5	3
	Integrating and re-elaborating digital content	4	-	3	3
	Considering copyright and Licenses	-	-	-	-

• Information & Data literacy (nivel 3)



• Digital Content Creation (nivel 3)



As a conclusion, after the feedback of the partners, the following linkages between competencies and activities, could be done

- Technical courses for creating multimedia items could develop the following competencies: “Digital content creation” and “Learning through” experience
- SCRUM methodology used in the course could develop: “virtual communication and collaboration”, “working with others” and “Planning and management”
- Working with cultural or natural heritage elements could enhance the “sustainable thinking”
- Intellectual property contents could help improve “information and data literacy” competencies.
- Digital marketing tools promote “spotting opportunities” awareness
- Using Creativity and critical Thinking concepts while creating a multimedia item would develop “creativity” and “critical thinking” competencies.

That could be reflected in the next figure:

# Evaluation of competencies



## 3.2 Decision tree to evaluate soft skills

Once the competences are designed and the badges created, they will be incorporated into the O-city platform to be implemented and tested by the teachers through the evaluation of activities done by the students and, especially, in evaluating the final Result as a multimedia item uploaded in O-city platform.

To help this evaluation, O-city platform has implemented a Decision tree or group of questions that a teacher could answer to define the level of the competencies achieved by the authors in uploading process of every multimedia item. This implementation in the o-city platform looks like the following figures:

**Edit content**

Choose your date: 20/07/2019

Official content: No  Yes

Content Type: Comic

Heritage: Matera Cathedral

Name: Misteri Hidrya

Authors: Select Author

Teacher name: Select Teacher

Education level: Education level

Grade: Grade

Educational center:

**COMPETENCE EVALUATION**

Description/comments

Form to be completed by the teacher un the moment of uploading a multimedia element

**Evaluate content**

Multimedia

Have you worked using E-Scrum methodology or other team-work methodology with these authors?

Have you worked the materials of the Cultural Heritage Course with these authors?

Have you worked the materials of the Intellectual Property with these authors?

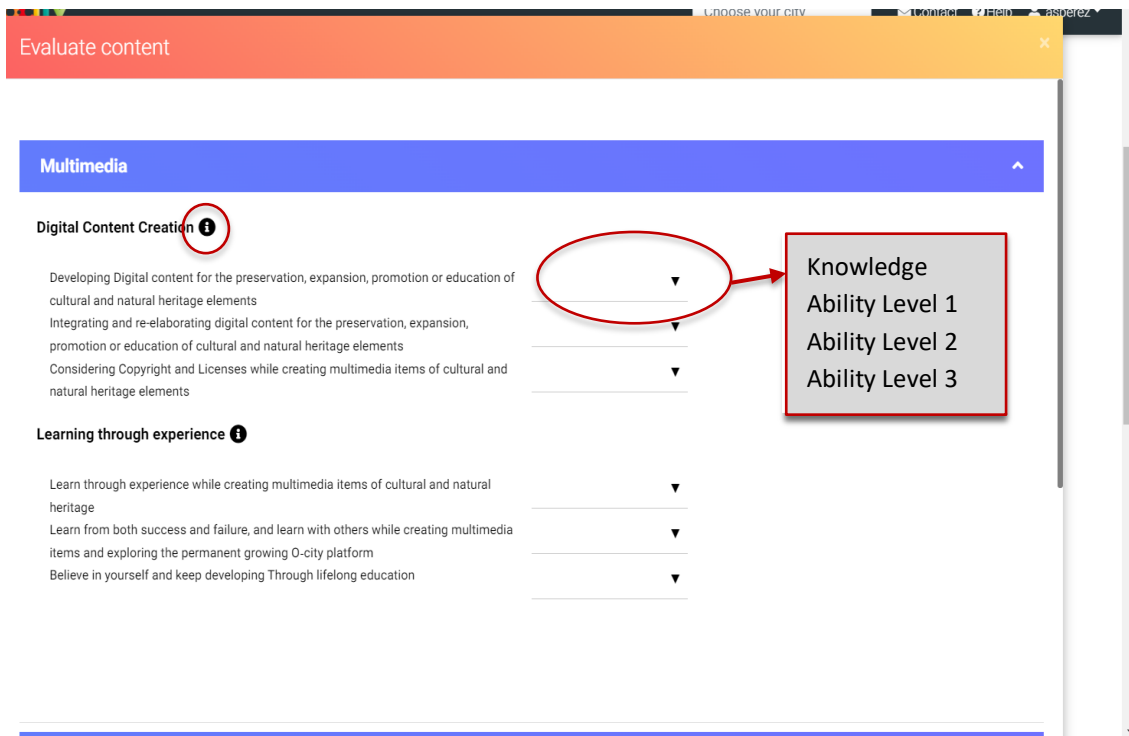
Have you worked the materials of the Digital Marketing Course with these authors?

Have you worked the materials of the Creativity Course with these authors?

Have you worked the materials of the Critical Thinking Course with these authors?

**CLOSE** **SAVE**

For every multimedia item, the teacher can evaluate the skills achieved by the team answering first the areas that have been developed in each course.



At a minimum, Multimedia competencies would have been developed during the course.

In that step, the teacher can fulfil that form with the evaluation of the level of achievement of the competencies “Digital content creation” and “Learning through experience” that he or she sees in the multimedia element.

Every competency has a number of dimensions or questions that helps the teacher to evaluate the achievement of the competency. It has a drop-down element which ask for the level of achievement:

1. knowledge,
2. Ability Level one
3. Ability level 2
4. Ability level 3

In each competency, there is a “i” button which shows the rubric of each competency in order to know the definition of each level in each dimension or question.

The result of the evaluation updates the personal competency portfolio of each author of the multimedia item (As shown in annex 1)



Have you worked using E-Scrum methodology or other team-work methodology with these authors? ^

**Working with others** ⓘ

- Set goals and define priorities for a team to work for the creation of a multimedia item that helps in the preservation, creation, expansion, promotion or education in a cultural and natural heritage ▼
- Plan and organise the workload for the team members to develop the multimedia project ▼
- Monitor continuously the progress of the different activities and make the adjustments, when necessary to achieve the final goal of the multimedia projects that added value to the cultural or natural heritage ▼
- Maintain a good working environment and solve conflicts harmoniously when necessary for the better efficiency of the team. ▼

**Planning and Management** ⓘ

- 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 ▼
- Plan and organize the workload to develop the multimedia project ▼
- Monitor continuously the progress of the different activities and make the adjustments, when necessary, for the achievement of the final goal of the multimedia project that added value to the cultural or natural heritage ▼
- Motivation, perseverance and determination to turn ideas into action to achieve the goals of the creative project for the for preservation, creation, expansion, promotion ▼

**Communication and Collaboration in Digital Environments** ⓘ

- Interacting through digital technologies while creating multimedia items of cultural and natural heritage elements ▼
- Sharing through digital technologies and take the most of using O-City Platform to disseminate their multimedia elements ▼
- Collaborating through digital technologies In the process of creating multimedia items of cultural and natural heritage elements ▼

If the teacher has explained and promoted E-SCRUM methodology he/she could also evaluate “working with others”, “Planning and Management” and “Communication and collaboration in Digital environments” competencies as the same manner as before.

The following print screens show the rest of the forms to get the other competencies evaluated.

## Evaluate content

### Have you worked the materials of the Digital Marketing Course with these authors?

#### Spotting Opportunities ⓘ

- Envision the relevance of orange economy in the preservation, expansion, promotion and education of cultural and national heritage
- Identify and seize opportunities to create value by preserving, creating, expanding, promoting or educating in cultural and natural heritage
- Identify needs and challenges related with cultural and natural heritage that could be met through orange economy practices

## Evaluate content

### Have you worked the materials of the Cultural Heritage Course with these authors?

#### Sustainable Thinking ⓘ

- Think sustainably in the design of the creative projects to promote, expand, promote, and educate in 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

## Evaluate content

### Have you worked the materials of the Creativity Course with these authors?

#### Creativity ⓘ

- Develop several ideas to answer to challenges in the preservation, creation, expansion, promotion or education 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
- 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

## Evaluate content

### Have you worked the materials of the Intellectual Property with these authors?

#### Information and Data Literacy ⓘ

- Browsing, searching and filtering data, information and digital content...
- Evaluating data, information and digital content retrieved...
- Managing data, information and digital content...
- Access and use Information Ethically and Legally...

CREATIVITY... for developing multimedia elements of cultural and natural heritage.

COMPETENCY	DESCRIPTION	KNOWLEDGE	ABILITY LEVEL 1	ABILITY LEVEL 2	ABILITY LEVEL 3
		Demonstrate basic understanding of concepts, facts and techniques of this competence.	Apply acquired knowledge, facts and techniques to an existing problem in their subject area by using the teacher.	Apply acquired knowledge, facts and techniques and solve in a different way or in a new real situation.	Design or create something new. Combining information together in a different way by combining previously known information.
		Evaluation: Test of content	Evaluation: Performance in class	Evaluation: Performance in class	Evaluation: Evaluation of evidence in their work.
	<b>Identify several ideas to present in a challenge...</b> ...to the preservation, promotion or education in cultural and natural heritage	Learners know that it is necessary to identify a problem in order to fight a certain process. Learners know several facts and know how to use them to present a position or perspective on a challenge or problem or process in preservation, creation, expansion, promotion or education in cultural and natural heritage.	Learners can use several examples to solve challenges that arise when in the preservation, promotion or education in cultural and natural heritage. Learners can generate alternative ideas or multiple solutions that use multimedia tools as a solution for challenges in cultural and natural heritage.	Learners can identify significant problems in more ways or to present multiple solutions for preservation, creation, promotion or education in cultural and natural heritage. Learners can generate alternative ideas or multiple solutions that use multimedia tools as a solution for challenges in cultural and natural heritage.	Learners can define a project to solve the real issue to create, design, create a multimedia item for the solving of a problem, promotion or education in cultural and natural heritage.
	<b>Explore and experiment with multimedia elements in a challenge...</b> ...to the preservation, promotion or education in cultural and natural heritage	Learners recognize different elements of cultural and natural heritage and know about different multimedia tools in order to generate ideas for a project or challenge for the preservation, creation, expansion, promotion or education in cultural or natural heritage.	Learners can experiment with different multimedia techniques to solve problems or solutions in order to use the impact of the solution in the real world or in the preservation, creation, expansion, promotion or education in cultural and natural heritage.	Learners can experiment with different multimedia techniques in order to use the value of the solution with different preservation, creation, expansion, promotion or education in cultural and natural heritage.	Learners can define a project that implements the best idea to solve through the creation of a multimedia item of a cultural and natural heritage. Some phases of implementation or prototyping could help to the continuous improvement of the final version.
	<b>Evaluate the feasibility of the solution proposed by the challenge...</b> ...of the	Learners know that the feasibility of an idea can be measured by both, the effectiveness of the	Learners use various examples of the evaluation of the feasibility to solution as a challenge for the	Learners value the feasibility of an idea and others in order to measure its importance.	Learners identify creative solutions to challenge of the preservation, creation,

Information about the rubrics

Have you worked the materials of the Critical Thinking Course with these authors? ^

Critical Thinking i

- Define critically a problem / issue related with the preservation, expansion, promotion and education of cultural and natural heritage
- Select and use facts and evidences to substantiate a point of view or conclusion on an issue concerning the preservation, expansion, promotion and education of cultural and natural heritage
- Present a position/perspective about an issue concerning the 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

▼  
▼  
▼  
▼

Knowledge  
Level 1  
Level 2  
Level 3

CLOSE SAVE

In summary, each competency has 3-4 key elements that define it. The teacher should evaluate every component of each competency. There is a dropped-down symbol in the platform where the teacher should choose the level of achievement of that competence by the authors of the multimedia element.

There is an “i” symbol next to the name of each competence, where the teacher could link to the entire rubric in order to consult the definitions of each level.

The student will collect the results of these evaluations in a personal certification. The more elements uploaded to the platform, the more competencies will train and achieved.

## 4 Conclusions

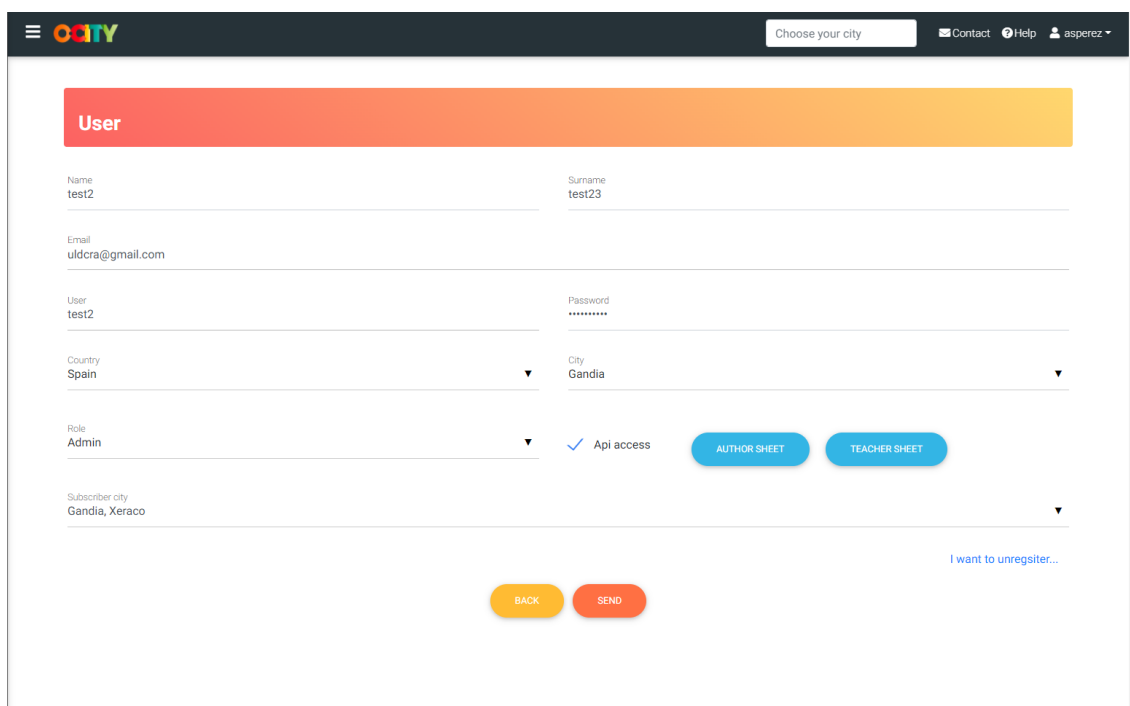
This R5.2 Results Report explains the process to design de badges and levels associated with the 10 competencies defined in O-city.

The students will acquire competencies “by doing” in courses that aim to create a multimedia item of a cultural or natural heritage element. It depends on the teacher in incorporating other activities or exercises that develop other soft skills. There are plenty of activities, pills, and contents in the courses in the learning platform of o-city accessible to teachers for developing those competencies.

The student, in the end, will have a record of competencies and levels achieved by interacting as an author in the orange platform.

## 5 Anex I: Author’s profile

A summary of the evaluation of each uploaded multimedia item is added to the personal profile of each author. An individual author’s profile will be kept in the platform and will be updated with any new level achieved through new multimedia items added in the O-city platform



The screenshot shows the O-city user profile page. At the top, there is a navigation bar with the O-city logo, a "Choose your city" dropdown, and links for "Contact", "Help", and a user profile icon labeled "aspez". Below the navigation bar is a red and orange gradient header with the word "User". The main content area contains a form with the following fields and values:

Name	test2	Surname	test23
Email	uldcra@gmail.com		
User	test2	Password	*****
Country	Spain	City	Gandia
Role	Admin	Api access	<input checked="" type="checkbox"/>
Subscriber city	Gandia, Xeraco		

At the bottom of the form, there are two buttons: "BACK" (orange) and "SEND" (red). To the right of the "SEND" button, there are two blue buttons: "AUTHOR SHEET" and "TEACHER SHEET". A link "I want to unregisiter..." is located at the bottom right of the form area.



Author's Name: test2 test23

Email: uldcra@gmail.com

Country: ES

City: Gandia

## CONTENT

Multimedia implemented	Type	Name	Heritage	Link	Educational center
<a href="#">Multimedia</a>	Comic	test locatec	Tio de la Porra	<a href="#">Link</a>	test
<a href="#">Multimedia</a>	Video	test Locatec	test Locatec	<a href="#">Link</a>	Test Locatec

## BADGES

Competence	Level	Insignia
Digital Content Creation	★ ★ ☆ ☆	
Learning through experience	★ ★ ★ ★	
Working with others	★ ★ ★ ★	
Planning and Management	★ ★ ★ ★	
Communication and Collaboration in Digital Environments	★ ★ ★ ★	
Sustainable Thinking	★ ★ ★ ★	
Information and Data Literacy	★ ★ ★ ★	
Spotting Opportunities	★ ★ ★ ★	
Creativity	★ ★ ★ ★	
Critical Thinking	★ ★ ★ ★	

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