## T4.3.2 Soft Skills Library – Developing Creativity Course

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

Summary table

| WP nº and title | WP4. Innovative toolkit |
|---|---|
| Task nº and title | T4.3. Compilation of good practices and creation of new training modules until a total amount of 6 validating the process with different cultural elements, processes or business models. |
| Result nº and title | R4.2. TRAINING MODULES |
| Full Title of the document | T4.3.2_Soft Skills Library_ IV.2 Developing Creativity |
| Short Description | This document presents the Developing Creativity Course, which is part of Module 4. Soft skills. The aim of the course is that the teacher acquires competences about how to develop and promote creativity, and also to provide him/her with materials and guidance to transmit this knowledge to their students in the classroom. Following the lessons proposed in this course, the students will understand the creative process and enhance their creativity soft skills. |
| Expected delivery date | Month 30 (June 2021) |
| Actual delivery date | 07/06/2021 |
| Version nº3 | This document is the 3º version of the previous: Course IV.2 Developing Creativity |
| Date of last version issued | 5/12/2021 |
| Contributors | 1. IICDS: preparation of the document (initial) 2. MEUS/UPV: Revision of the Document 3. IICDS: Actualization of Rubrics 4: IICDS: Actualization of the document |
| Next expected steps | |

# Content

# Module IV Soft-skills

# Course IV.2 Developing Creativity

## Chapter 1. Introduction

The purpose of the O-City project is to discover and promote the https://media.upv.es/player/embed.html?id=35252840-d2a0-11eb-9868-2f5793c56a2fnatural and cultural heritage of our cities, and, at the same time, to stimulate the orange economy by injecting technical andprofessional knowledge into the natural and cultural promotion of the cities involved. On the one hand,the promotion of the natural and cultural heritage of the cities will be achieved by creating creative multimedia items (photo, video, comic, animation, podcast, …) of each city and upload them on the O-City World platform. On the other hand, with the aim to develop the creative economy of the cities, different courses have been developed for teachers about the creative multimedia items that will be located into the O-City platform. These courses include resources about how to put into practice the contents with their students. In this way, teachers and students will create new creative multimedia items of their cities that, after being validated, will be uploaded to the O- City World platform.

Additionally, the development of cultural, soft and business skills is also necessary for new practitioners in the orange economy. For this reason, the O-City training plan consists of the following 4 skill modules:

1. Module I. Heritage & Intellectual Property (IP): Basic content related to natural and cultural heritage (definition, classification, importance, etc.) and the protection of intellectual property (definition, categories, methods, etc.)

2. Module II. Technical: Basic content needed to develop multimedia elements (photography, video, animation, etc.) on heritage.

3. Module III. Business: Basic contents related to business and entrepreneurship skills in the orange economy (creation of business models, digital marketing, etc.)

4. Module IV. Soft skills: Contents to stimulate creativity, critical thinking and in general interpersonal skills as a tool to improve professional integration.

This document presents the Developing Creativity course, which is part of Module IV. The aim of the course is for the teacher to acquire theoretical foundations and competencies on Develop creativity as well as to provide him / her with materials and guidelinesfor transferring this knowledge to his / her students in the classroom. After the lessons suggestedin this course, students will apply creativity to their cities' natural or cultural heritage.

The course is available in an open format in:

https://poliformat.upv.es/portal/site/OCW_CUR1157407_2020/tool/33a9e211-abad-49ca-aade-17c88e1ac3ec

This document is structured as follows. Chapter 2 details the learning objectives of the course. Chapter 3 describes the three types of learning materials developed: T2L-Teacher to learn, T2T-Teacher to teach and S2P- Student to practice. Chapter 4 reports the innovative learning methodologies that are used in the proposed course (project-based learning and blended learning) and the ones that teachers can decide to use (flip-teaching and gamification). Chapter 5 is dedicated to giving the contents of the course, which is divided into three topics, each one consisting of four lessons. For each lesson, all the materials (T2T, T2L and S2P) are linked and recommendations about how to plan the lessons are given. Chapter 6 includes links to some useful tools related to the soft skills learned during the course. Chapter 7 is dedicated to evaluation/assessment: teachers will be evaluated through tests about the materials T2T. Chapter 8 define the pathway to acquiring competences by identifying the DIGCOMP (Ferrari, 2013) and ENTRECOMP (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016) framework competencies that the students will work with each one of the proposed activities of digital marketing content course. Finally, in Chapter 9 teachers can find more learning materials from other O-City modules. Teachers can decide which resources are more suitable or useful for their classroom depending on their teaching reality (educational level, subject, …). In this way, teachers will adapt the learning path of their students focusing on technical, culture, intellectual property, business and/or soft skills.

# Chapter 2. Learning Objectives

The general objective of O-City project is to provide a series of virtual tools that allow teachers to be trained in multimedia issues, granting technical as well as artistic knowledge to obtain an audio-visual product that is consistent with the project requirements. The final objective is that teachers transmit all this knowledge in the classroom so that their students generate audiovisual products that feed the O-City World platform.

After taking the "Developing Creativity Course" the teacher (and his/her students when the course is brought to the classroom will be able to:

1. Understand what is creativity through their main characteristics: Relevance and Novelty

2. Experiment with some tools to enhance creativity through examples and while creating multimedia items in O-city platform.

3. Become aware of the drivers and hurdles of creativity in order to avoid obstacles in the process of creation.

4. Use play as a tool to train creativity.

# Chapter 3. Types of educational materials

One of the purposes of O-City is that teachers use our training program, not only to learn but also to incorporate the O-City project into their daily academic activities in the classroom, where their students will create multimedia based on photos. In this sense, teachers will choose which contents of the Developing Creativity course (and other related courses: culture, IP, business and soft skills) are useful for them depending on their previous training; and which contents to take to their classroom, depending on the type of subject or level of their students.

In general, the educational materials developed are classified into three types

**Teacher to learn (T2L)**: contents (videos, ppts, pdfs, …) to provide teachers with a basic technical knowledge applied to cultural and natural heritage. Teachers will transmit this knowledge to their students (they can use the same contents in the classroom).

**Teacher to teach (T2T)**: contents (videos, ppts, pdfs, …) and activities prepared for teachers to use in the classroom. These activities are prepared to be directly developed by the teacher in the classroom and they can be adapted to the subject and to the educational level. The T2T activities are the ones recommended to get that students create the multimedia based on photos.

**Student to practice (S2P)**: optional extra activities prepared for students to go deep into some topic. Teachers will decide if they propose some S2P activity or not.

# Chapter 4. Innovative learning methodologies

This chapter is dedicated to explain the innovative learning methodologies that are or can be used in the  Developing Creativity course when the teacher takes the course to the classroom.

## Case Study

The case study is an interactive method based directly on the pedagogical process. The case study started in 30 years at Harvard Business School. Examples of study are based on real or fictional situations (problems) in practice that need to be solved independently or in a group. In the case study, participants have to deal with a particularly problematic situation. Students put themselves in the role of leader and, with a proposal, try to solve a particular problem. Common to all case studies is that participants give a positive experience that they can use later in practice.

## Project-Based Learning

The objective of this course is that students develop a specific project working in teams to develop some of the activities that we propose. Additionally, working in teams through the project encourage collaborative learning: responsible and team autonomous work, increased respect and tolerance, personal growth, improvement of communication skills, internalization of academic knowledge, greater control of the student in the learning process, teamwork, interest, and motivation, improvement of self-esteem, development of intellectual and professional skills and efficient use of resources.

## Flip-teaching (optional)

Most of the materials prepared for teachers (T2L) can be used by students (T2T). Teachers can propose students to work on these materials at home before the class. In this way, the time in the class can be used to answer queries about the work made at home or to go deeper into the topic. This methodology promotes students' active involvement. Moreover, it offers a chance to focus class time on the higher forms of cognitive work (application, analysis, synthesis, and evaluation). As described by Bloom's revised taxonomy, by engaging students in complex tasks with the support of the teacher and the involvement of the group of peers. Chapter 5 specifies the activities that can be proposed using this methodology. More information about this methodology can be found in (Bergmann & Sams, 2012).

## Blended learning

This course combines online educational materials (such as T2T videos described in Chapter 5) and traditional place-based classroom methods. Face-to-face classroom practices are combined with computer-mediated activities that students are assigned to do at home (some T2L activities described in Chapter 5). This methodology allows students to work on their own with new concepts, while teachers can support individually students who need special or customized attention.

## Gamification (optional)

Teachers can introduce gamification in the course to increase participants' engagement. Students can get points by doing the proposed activities in Chapter 5 (T2L and S2P). The teacher assigns points to each team (or to each student if the teacher considers necessary that some task is done individually) after assessing each activity and makes the ranking visible. At the end of the course, teacher assigns points to each multimedia created and students assign points to the multimedia created by their peers.

# Chapter 5. Contents of the course

At the beginning of the course, we introduce the two main topics, "Creativity" and "The creative process", to have a general overview of the course structure.

Furthermore, some of the cultural heritages that are part of the O-City platform are presented as inspiration for the activities that will be carried out during the lessons.

The first is divided into four lessons, the second with a unique lesson:

| TOPIC | LESSON |
|---|---|
| T1. Creative thinking | L1. Creativity and problem-solving |
| | L2. Enhancing Imagination |
| | L3. The building blocks of problem-solving |
| | L4. Creative Hurdles |
| T2. The Creative Process | L1. The role of playing in creative thinking |

Table 1. Structure of the course in topics and lessons

Creativity is not an external force or a rare skill; it's a habit that can be learned and exercised every day. This course challenges preconceived notions about creativity and provides valuable tools that will unlock this skill to help you generate better ideas faster.

It helps also to identify and break down creative obstacles and lead you through a few short, fun exercises that build your creative muscles while illuminating key points about your behaviour, experience, and perspective that you might not have realized before.

The course is divided into two topics.

**The first topic** analyses the more general aspects concerning creativity.

**In the second topic**, the lesson guides through a creative process that allows the students to create multimedia items in the O-City platform more creatively.

In the following sections, each topic and its lessons will be described more in detail.

## Topic 1. "Creative thinking"

This topic will take a preliminary look at what creativity is how we can fine-tune our thinking to develop optimal creative environments, how we can create positive creative habits, and how to identify the hurdles we may encounter on our way. The topic elaborates on the key characteristics of daily creative output and identifies the **obstacles to effective creative training** and breaks down ideation into digestible steps.

In this topic you will learn:

1. Creativity and problem-solving.
2. Enhancing Imagination.
3. Key elements of problem-solving.
4. Creative hurdles

## Lesson 1: Creativity and problem-solving

In this lesson, we will present the definition of creativity and its key characteristics: relevance and novelty. Through examples by brainstorming and six hats tools, the student will learn how to enhance the quantity and quality of the creative ideas.

The objectives of this lesson are the following:

- Understand the concept of creativity based on the level of relevance and novelty.
- Explore the use of the brainstorming tool to make a list of ideas and discover how creativity emerges.
- Develop the concepts of novelty and relevance and learn how to find the most creative and valuable ideas.

## Lesson 2: Enhancing imagination

In this lesson, we will present the differences between Imagination & Inspiration in their essential role for creativity. Additionally, we will show some ideas for enhancing Imagination.

The objectives in this lesson are the following:

- Understand the concepts of Imagination and Inspiration and how they affect creativity.
- Explore ways to improve inspiration and imagination.
- Develop a childish way of thinking in your everyday life.

## Lesson 3: Key Elements of problem-solving

This lesson will present the concept of problem-solving in the creative process. Without a problem to be solved, creativity will not be needed.

To practice creative problem-solving, three things are needed: purpose, restriction, and motivation.

The objectives in this lesson are the following:

- Understand that any problem will have a purpose. The purpose will play a significant role in the creativity needed to solve it.
- Explore the quality of the definition of the problem and the restrictions for creating relevant and novel solutions.
- Encourage the development of problem-solving habits to enhance motivation to act in the creative process.

Lesson 4: Creative Hurdles

In this lesson, we will present some obstacles that might avoid enhancing creativity in resolving problems.

The objectives in this lesson are the following:

- Understand seven hurdles describes in those fallacies:
    - Artistic vs. creative
    - Inspiration vs. Motivation
    - Pushed forward vs. pulled back
    - Present vs. aware
    - Effort vs. value
    - Input vs. Output
    - Prevent vs. procrastinating

Tables 2 describes the materials provided to the teacher for each lesson. Each lesson corresponds to one class of the teacher with his/her students. The materials (videos and pills) prepared for the teacher to learn (T2L) can also be used directly in the classroom (teacher to teach – T2T), or a task for the students can be assigned, which consists of watching the videos at home before the class (in green colour in the tables). The latter option is known as flip-teaching, in which the time in class is used to solve doubts and go further into the project. Videos explain the theoretical concepts of a lesson, whereas pills show practical examples of these theoretical concepts to help in understanding. The objective of this course is that the students, guided by a teacher understand the concept of Creativity and the creative process. To achieve this goal activities are following the lessons (T2T- in blue colour) and it is detailed if thestudents need to work in the classroom or at home. Extra activities (S2P – in salmon colour) areproposed for those teachers who want to go deeper into the topic of the lesson. All the prepared materials (lesson content in pdf, videos, video contents in pdf and activity factsheets in pdf) arelinked in the tables. Students should deliver all the proposed activities before the following lesson when the teacher will solve their doubts (if students do not do/deliver the activity, theywon't have doubts). After solving their doubts, students should correct their activities and deliver them again to the teacher.

.

| Lesson | Type | Materials | Description | Student workload | Where the student work? | What to do in class |
|--------|------|-----------|-------------|------------------|-------------------------|---------------------|
| 1 Creativity and problem-solving | T2L/T2T | Video T1.L1. Creativity and Problem Solving (video, video content in pdf, lesson content in pdf) | Introduces what creativity is and its main characteristics for the idea creation for problem-solving | 20' | at home (previous to the lesson - flip-teaching) or in the classroom | Explain the importance of cultural heritage in the world. Present O-city World platform,

Prepare tools T2T.01, T2T.02 to use in class |
| | T2T | IV.2.L1 T2T.01. Understanding Brainstorming Tool (Activity factsheet in pdf) | To learn about the main characteristics of the brainstorming tool and when to use it.
Will be used in the S2P activity | ½ h | at home | |
| | T2T | IV.2.L1 T2T.02. Understanding Six hats way of thinking (Activity factsheet in pdf) | To learn about the main characteristics of the six hats thinking tool and when to use it.
Will be used in the S2P activity | ½ h | at home | Develop S2P.01 in class |
| | S2P | IV.2.L1 S2P.01. Ideas to improve the preservation of heritage (Activity factsheet in pdf) | Define why it is important to preserve the heritage and how to do it using multimedia tools
Use brainstorming or Six hats to conduct the activity | 3 h | at the classroom | |

Table 2. Materials provided for Lesson 1. Creativity and problem solving of Topic 1. Creative thinking

| Lesson | Type | Materials | Description | Student workload | Where the student work? | What to do in class |
|---|---|---|---|---|---|---|
| 2 Enhancing Imagination | T2L/T2T | Video T1.L2. Enhancing Imagination (video, video content in pdf, lesson content ) | Explores the sources of inspiration to enhance imagination | 20' | at home (flip-teaching) or in the classroom | Explain the importance of cultural heritage in the world. Present O-city World platform, |
| | T2L/T2T | Pill. See an inspirational Video about original thinkers | See the TEDtalk video "The surprising habits of original thinkers" to improve the creative mindset | 20' | at home | |
| | T2T | IV.2.L1 T2T.02. Activity: discovering the creative type of the students (Activity factsheet in pdf) | Identify the creative types of the students as to better understand themselves as creative and create more engagement with others and open the mind | ½ h. | In the classroom | Prepare tools T2T.01, T2T.02 to use in class Develop S2P.01 in class |
| | S2P | Extra activity: read the book "creative confidence" by Tom and David Kelley | Read this book written by the founders of ideo on unleashing the creativity that lies within every one of us | 6h | At home | |

Table 3. Materials provided for Lesson 2. Enhancing inspiration of Topic 1. Creative thinking

| Lesson | Type | Materials | Description | Student workload | Where the student work? | What to do in class |
|---|---|---|---|---|---|---|
| 3 The Building blocks of problem-solving | T2L/T2T | Video T1.L3. Motivation (video, video content in pdf, lessson content in pdf) | Explores the sources of inspiration toenhance imagination | 20' | at home (flip-teaching) or in the classroom | Explain the importance of cultural heritage in the world. Present O-city World platform,

Prepare tools T2T.01, T2T.02 to use in class |
| | T2T | IV.2.L3 T2T.01. Activity: The Candle (Activity factsheet in pdf) | Resolve "The Candle" challenge with a creative manner | ½ h. | In the classroomm | |
| | T2L/T2T | Pill. See an inspirational Video about intrinsic and extrinsic motivations | See the TED talk video "The puzzle ofmotivation" to understand the types of motivations for creative works | 20' | In the classroom | Develop S2P.01 in class |
| | S2P | Define the problem for a creative process (Activity factsheet in pdf) | define a problem in a way that is not only clear but also compelling enough to make people care about solving it. | 2h | In the classroom | |

Table 4. Materials provided for Lesson 3. The building blocks of problem-solving of Topic 1. Creative thinking

| Lesson | Type | Materials | Description | Student workload | Where the student work? | What to do in class |
|---|---|---|---|---|---|---|
| 4 Creative Hurdles | T2L/T2T | Video T1.L4. creative Hurdles (video, video content in pdf, lesson content in pdf) | Identifies the obstacles to effective creative training and breaks down ideation into digestive steps. | 20' | at home (flip-teaching) or in the classroom | Explain the importance of cultural heritage in the world. Present O-city World platform,

Prepare tools T2T.01, T2T.02 to use in class

Develop S2P.01 in class |
| | T2L/T2T | Pill. See an inspirational Video about procrastination | See the TEDtalk video "Inside the mind of a master procastinator" to understand types of motivations for creative works | 20' | In the classroom | |

Table 5. Materials provided for Lesson 4. Creative Hurdles of Topic 1. Creative thinking

## Topic 2. The Creative Process

We might say that the creative process is the art of generating ideas or could be the path to solve a problem. But the creative process is more than that. We use parts of the creative process every time we come up with an idea or research solutions for a problemor choose a direction.

The creative process is not just "generating ideas." The reality is it is a several step process, and ideation is only one of those steps. The entire creative process is made up of objective finding, data gathering, problem design, ideation, and selection. Understanding the role of each step enables us to ensure that we generate the most effective solutions. We could be using the entire creative process to make those ideas, solutions and directions stronger.

**Play** provides the game atmosphere by providing the one aspect to creative problem solving that can't be emulated any other way. A Play has no real pressure, no one would get a bad grade, lose their job, or lose their client if you failed. This simple fact allowed you to take risks you may not otherwise take. This is the fundamental effect of engaging in play, marginalized consequence because nothing was on the line, you were free to take chances and learning to risk is a seminal part of creative problem-solving.

In this topic, we are going to explore playing as a strong tool to enhance the creative process.

### Lesson 1: The role of playing in the creative thinking.

In this lesson, we will present the key role that play has in training creativity. Play provides a game atmosphere that marginalizes consequences, diminish pressure and allow a safe environment for failure that promotes taking risks.

The creative process can be seen as a game with three main steps: Opening, experimentation and closing,

The objectives in this lesson are the following:

- Understand the role that play has in training creativity.
- Defining the Creative process as a game in three steps: opening, experimenting and closing.
- Promoting ideation and improvisation through play as a way to enhance creativity

| Lesson | Type | Materials | Description | Student workload | Where the student work? | What to do in class |
|---|---|---|---|---|---|---|
| 5 The role of playing in creative thinking | T2L/T2T | Video T1.L5. The role of playingin creative thinking (video, video content in pdf, lesson content in pdf) | Explore the play as a mean of enhancing the creative process without hurdles | 20' | at home (flip-teaching) or in the classroom | Explain the importance of cultural heritage in the world. Present O-city World platform, Prepare tools T2T.01, T2T.02 to use in class Develop S2P.01 in class |
| | T2T | IV.2.L5 T2T.01. Understanding Storyboarding Tool (Activity Factsheet in pdf) | To learn about the main characteristics of the storyboardingtool and when to use it. Will be used in the S2P activity | ½ h | at home | |
| | S2P | IV.2.L5 S2P.01. script for a multimedia item in supporting the preservation ofcultural heritage (Activity factsheet in pdf) | Define a script with a storyboardingtool to help enhance consciousness of the importance of preserving cultural heritage through multimedia tools Use storyboarding to conduct the activity | 3 h | at the classroom | |

Table 6. Materials provided for Lesson 5. The role of playing in creative thinking of Topic 2. The creative process

# Chapter 6. Useful tools

This chapter incorporates complementing resources and recommended tools for the two topics of this course:

    a. Gamestorming: https://gamestorming.com/

    b. TeD Talks: https://www.ted.com/

    c. Ted-ED videos: https://www.ted.com/watch/ted-ed


# Chapter 7. Evaluation

This chapter is divided into two sections, the evaluation of the teacher and the evaluation of his/her students.

## Teacher evaluation to obtain the Europass certificate

The Developing Creativity course is available in open format in this link so teachers have all the resources to implement the project in their classroom.

If teachers are interested in obtaining a certificate, they need to register for one of the editions of the course offered by CFP UPV (Postgraduate Formation Center of Universitat Politècnica de València http://www.cfp.upv.es/ ), which will be announced on our web.

Teachers will be evaluated through tests, which ensure that the contents (T2L) have been assimilated correctly. In this way, teachers can demonstrate the correct understanding of the module materials and obtain the Europass certificate.

# Chapter 8. Pathway to acquire competences

In this chapter, the pathway in the Developing Creativity course to acquire competences is defined. As concluded in WP5, we are working with DIGCOMP (Ferrari, 2013) and ENTRECOMP (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016) competences.

## DIGCOMP Competencies

In this section, we identify the DIGCOMP competencies that students will work with each one of the proposed activities of the Developing Creativity content course. The proposed activities will help students to develop these competences through 3 proficiency levels: A (foundation), B (intermediate) and C (advanced). The list of indicators for the development of digital competences is included in Tables A.I.1 and A.I.2, and the list of learning outcome descriptorsfor each competence and level of proficiency (Tables A.I.3-A.II.5). Using the learning output descriptors of the digital competences, the proficiency level that students can develop by doing the proposed activities has been identified. Table 17 details this information for topics 1 and 2 of this course, respectively. For each lesson, activities (T2T) are represented in blue colour and extra activities (S2P) are represented in salmon colour (see the description of the activities in Chapter 5).

## ENTRECOMP Competencies

In this section, we identify the ENTRECOMP competencies that students will work with each one of the proposed activities of the Developing Creativity course. The proposed activities will help students to develop these competences through 3 proficiency levels: A (foundation), B (intermediate) and C (advanced). These proficiency levels are summarized in Annex II (Table A.II.1). ENTRECOMP does not offer a list of indicators for the development of entrepreneurial competences, but a detailed list of learning outcome descriptors for each competence and level of proficiency (Tables A.II.2-A.II.16). Using these lists of learning outcome descriptors, the proficiency level that students can develop by doing the proposed activities has been identified. Table 18 details this information for topics 1 and 2 which are the ones in which have T2T and S2P activities, respectively. For each lesson, activities (T2T) are represented in blue colour and extra activities (S2P) are represented in salmon colour (see the description of the activities in Chapter 5

| | | Topic 1 Lesson 1 | Topic 1 Lesson 1 | Topic 1 Lesson 2 | Topic 1 Lesson 2 | Topic 1 Lesson 2 | Topic 1 Lesson 3 | Topic 1 Lesson 3 | Topic 1 Lesson 3 | Topic 1 Lesson 4 | Topic 1 Lesson 4 |
| | | EA T1.L1.1 | EA T1.L1.1 | EA T1.L2.1 | EA T1.L2.1 | EA T1.L2.2 | EA T1.L3.2 | EA T1.L3.2 | EA T1.L3.2 | EA T1.L4.2 | EA T1.L4.2 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| INFORMATION AND DATA LITERACY | 1.1 Browsing, searching and filtering data, information and digital content | A | A | A | A | A | A | A | A | A | A |
| | 1.2 Evaluating data, information and digital content | | | | | | | | | | |
| | 1.3 Managing data, information and digital content | | | | | | | | | | |
| COMMUNICATION AND COLLABORATION | 2.1 Interacting through digital technologies | A | A | A | A | A | A | A | A | A | A |
| | 2.2 Sharing through digital technologies | A | A | A | A | A | A | A | A | A | A |
| | 2.3 Engaging in citizenship through digital technologies | | | | | | | | | | |
| | 2.4 Collaborating through digital technologies | | | | | | | | | | |
| | 2.5 Netiquette | | | | | | | | | | |
| | 2.6 Managing digital identity | | | | | | | | | | |
| DIGITAL CONTENT CREATION | 3.1 Developing digital content | | | | | | | | | | |
| | 3.2 Integrating and re-elaborating digital content | | | | | | | | | | |
| | 3.3 Copyright and licences | | | | | | | | | | |
| | 3.4 Programming | | | | | | | | | | |
| SAFETY | 4.1 Protecting devices | | | | | | | | | | |
| | 4.2 Protecting personal data and privacy | | | | | | | | | | |
| | 4.3 Protecting health and well-being | | | | | | | | | | |
| | 4.4 Protecting the environment | | | | | | | | | | |
| PROBLEM-SOLVING | 5.1 Solving technical problems | | | | | | | | | | |
| | 5.2 Identifying needs and technological responses | | | | | | | | | | |
| | 5.3 Creatively using digital technologies | | | | | | | | | | |
| | 5.4 Identifying digital competence gaps | | | | | | | | | | |

Table 17. DIGICOMP competences developed with the activities proposed in Topic 1 and 2.

| | | Topic 1 Lesson 1 | Topic 1 Lesson 1 | Topic 1 Lesson 2 | Topic 1 Lesson 2 | Topic 1 Lesson 2 | Topic 1 Lesson 3 | Topic 1 Lesson 3 | Topic 1 Lesson 3 | Topic 1 Lesson 4 | Topic 1 Lesson 4 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | EA T1.L1.1 | EA T1.L1.1 | EA T1.L2.1 | EA T1.L2.1 | EA T1.L2.2 | EA T1.L3.2 | EA T1.L3.2 | EA T1.L3.2 | EA T1.L4.2 | EA T1.L4.2 |
| **IDEAS AND OPPORTUNITIES** | 1.1 Spotting opportunities | | | | | | | | | | |
| | 1.2 Creativity | A | A | A | A | A | A | A | A | A | A |
| | 1.3 Vision | | | | | | | | | | |
| | 1.4 Valuing ideas | A | A | A | A | A | A | A | A | A | A |
| | 1.5 Ethical and sustainable thinking | | | | | | | | | | |
| **RESOURCES** | 2.1 Self- awareness and self-efficacy | | | | | | | | | | |
| | 2.2 Motivation and perseverance | A | A | A | A | A | A | A | A | A | A |
| | 2.3 Mobilizing resources | | | | | | | | | | |
| | 2.4 Financial and economic literacy | | | | | | | | | | |
| | 2.5. Mobilizing others | | | | | | | | | | |
| **INTO ACTION** | 3.1 Taking the initiative | A | A | A | A | A | A | A | A | A | A |
| | 3.2 Planning and management | | | | | | | | | | |
| | 3.3 Coping with uncertainty, ambiguity and risk | | | | | | | | | | |
| | 3.4 Working with others | | | | | | | | | | |
| | 3.5. Learning through experience | A | A | A | A | A | A | A | A | A | A |

Table 18. ENTRECOMP competences developed with the activities proposed in Topic 1 and 2.

| | | Topic 2 Lesson 1 | Topic 2 Lesson 1 |
|---|---|---|---|
| | | EA T2.L1.1 | EA T2.L1.1 |
| INFORMATION AND DATA LITERACY | 1.1 Browsing, searching and filtering data, information and digital content | A | A |
| | 1.2 Evaluating data, information and digital content | | |
| | 1.3 Managing data, information and digital content | | |
| COMMUNICATION AND COLLABORATION | 2.1 Interacting through digital technologies | A | A |
| | 2.2 Sharing through digital technologies | A | A |
| | 2.3 Engaging in citizenship through digital technologies | | |
| | 2.4 Collaborating through digital technologies | | |
| | 2.5 Netiquette | | |
| | 2.6 Managing digital identity | | |
| DIGITAL CONTENT CREATION | 3.1 Developing digital content | | |
| | 3.2 Integrating and re-elaborating digital content | | |
| | 3.3 Copyright and licences | | |
| | 3.4 Programming | | |
| SAFETY | 4.1 Protecting devices | | |
| | 4.2 Protecting personal data and privacy | | |
| | 4.3 Protecting health and well-being | | |
| | 4.4 Protecting the environment | | |
| PROBLEM SOLVING | 5.1 Solving technical problems | | |
| | 5.2 Identifying needs and technological responses | | |
| | 5.3 Creatively using digital technologies | | |
| | 5.4 Identifying digital competence gaps | | |

Table 17. DIGICOMP competences developed with the activities proposed in Topic 1 and 2.

|  |  | Topic 2 Lesson 1 | Topic 2 Lesson 1 |
|  |  | EA T2L1.1 | EA T2.L1.1 |
|---|---|---|---|
| IDEAS AND OPPORTUNITIES | 1.1 Spotting opportunities |  |  |
|  | 1.2 Creativity | A | A |
|  | 1.3 Vision |  |  |
|  | 1.4 Valuing ideas | A | A |
|  | 1.5 Ethical and sustainable thinking |  |  |
| RESOURCES | 2.1 Self- awareness and self-efficacy |  |  |
|  | 2.2 Motivation and perseverance | A | A |
|  | 2.3 Mobilizing resources |  |  |
|  | 2.4 Financial and economic literacy |  |  |
|  | 2.5. Mobilizing others |  |  |
| INTO ACTION | 3.1 Taking the initiative | A | A |
|  | 3.2 Planning and management |  |  |
|  | 3.3 Coping with uncertainty, ambiguity, and risk |  |  |
|  | 3.4 Working with others |  |  |
|  | 3.5. Learning through experience | A | A |

Table 18. ENTRECOMP competences developed with the activities proposed in Topic 1 and

# Chapter 9. Other training related to Creativity

In this chapter, teachers can find more learning materials from other O-City modules with activities related to creativity. Teachers will decide which resources to take to their classroom depending on their teaching reality. In this way, teachers will adapt the learning path of their students focusing on technical, culture, intellectual property, business and/or soft skills.

## Module I. Heritage & Intellectual Property

In this section teachers will find learning and teaching resources about basic contents related to heritage and intellectual property. This module is divided into two courses, which can be opened using their link:

- I.1. Heritage

- I.2. Intellectual Property

## Module II: Technical

In this section teachers will find learning and teaching resources about basic contents related to technical competences. This module is divided into six courses, which can be opened using their link:

- II.1. Photo -video Concept

- II.2. Video

- II.3. Animation

- II.4. Comic

- II.5. Podcast

- II.6 Infographic

## Module III. Business

In this section teachers will find learning and teaching resources about basic contents related to business and entrepreneurship skills. The module is divided into 6 courses, which can be opened using their link:

- III.1. Business models

- III.2. Digital marketing

- III.3. Branding

- III.4. Entrepreneurial finances

- III.5. Testing business ideas

- III.6. Pitch

## Module IV. Soft Skills

In this tysection teachers will find learning and teaching resources to stimulate creativity, critical

thinking and interpersonal skills as a tool to improve professional integration. These are the three courses of the module, which can be opened using their link:

- IV.1. Interpersonal skills
- IV.2. Developing Creativity
- IV.3. Critical Thinking

# Bibliography

Courseware (2019) Creativity: Thinking out of the box. Courseware.com

Gray, D.; Brown, S; Macanufo, J. (2010) Gamesorming. A playbook for innovators, Rulebreakers, and changemakers. O'Reilly Media Eds.

Mumaw, S. (2020) Creativity. Generate Ideas in Greater Quantity and Quality. LinkedIn Learning.

Seelig, T. (2017) Creativity Rules. Get Ideas Out of your head and into the world. HarperOne Eds.

# Annex I. DIGCOMP: framework to develop and understand digital competences

DIGCOMP (Ferrari, 2013) defines a list of 5 competence areas (Dimension 1: Information, communication, content creation, safety and problem solving), each one with several competences as a framework for developing and understanding digital competences in Europe. DIGCOMP provide us with indicators for the development of digital competence, shown in Tables
A.I.1 and A.I.2., with three proficiency levels: A (foundation level), B (intermediate level) and C (advanced level). Moreover, DIGCOMP also describes learning outcome descriptors for each competence, which are collected in Tables A.I.3, A.I.4 and A.I.5.

| | Getting to A | Moving from A to B | Moving from B to C |
|---|---|---|---|
| Information | • Understanding what a search engine is<br>• Finding out how to do searches with simple words<br>• Understanding how to save content and information<br>• Understanding which information is covered by Copyright<br>• Understanding that how to trust online information | • Finding out about and using effective search methods.<br>• Finding out how to judge information and using these strategies.<br>• Finding out how to maintain files and content regularly and implementing practices.<br>• Understanding terms as copyright, copy left and creative commons. | • Finding out about and trying a wider range of search techniques and strategies.<br>• Finding out about how to cross-check and filter information and using these strategies.<br>• Finding out about and trying a wider range of methods and tools to organise information.<br>• Understanding about different types of licences and how to apply them. |
| Communication | • Finding out about different digital communication channels<br>• Understanding how to use a few communication tools<br>• Becoming aware of basic principles for communicating through digital means<br>• Becoming aware of how to use technologies for cooperating with others | • Finding out about and trying more ways to communicate with others.<br>• Finding out about and regularly using ways to shares files and content with others.<br>• Ensuring that cooperative tools are used as regularly as possible and seeing opportunities when needs arise.<br>• Finding out about online services<br>• Finding out about netiquette | • Finding out and trying a wide range of communication tools and devices.<br>• Finding out about and trying these in the context of their match to needs and purpose.<br>• Finding out about a wide range of information sharing devices and tools, and identifying which of these tools and devices best matches different needs and purposes.<br>• Becoming engaged in civic online participation<br>• Understand cultural differences |
| Content-creation | • Finding out about different tools, software and packages to produce content<br>• Understanding how to use some simple tools<br>• Understanding how to modify content | • Finding out about and using different ways that ICT can produce content.<br>• Become familiar with multimedia tools<br>• Understanding how to apply licences to the content one has produced<br>• Finding out about tools that support creating new programmes or applications | • Selecting ways to produce content that are not so familiar and using these in contexts appropriate to needs and purpose.<br>• Finding out about and using ways to edit and refine content.<br>• Finding out about and using expert ways of combining existing content such as mash-up.<br>• Becoming familiar with different types of licences.<br>• Learning how to code and programme. |

Table A.I.1. Indicators for the development of digital competence: Information, Communication, Content Creation.

| | Getting to A | Moving from A to B | Moving from B to C |
|---|---|---|---|
| Safety | • Finding out simple means of protections (passwords, anti-viruses, avoid sharing information)<br>• Understanding how to protect self from addiction or cyber bullying | • Finding details of the information that should not be shared online, and having opportunities to put this into practice.<br>• Finding out about and using a range of tools to protect digital devices.<br>• Finding out about the impact of technologies on the environment | • Finding out about and using a wide range of protection strategies and how these apply to online identities.<br>• Knowing how to change online security and privacy settings, and monitoring and adjusting these regularly as needed, checking them against expert practice.<br>• Having access to expert sources that detail the different privacy issues, and how to address these in practice.<br>• Finding out about the impact of technologies on society |
| Problem-solving | • Finding out simple means of protections (passwords, anti-viruses, avoid sharing information)<br>• Understanding how to protect self from addiction or cyber bullying | • Having access to sources or centres that demonstrate digital technologies, and having chance to explore their use according to personal needs.<br>• Having access to sources or centres that offer technical advice, and enable the individual to gain personal experience in solving technical problems.<br>• Creating own network of experts to recur to for help | • Having access to a range of expert advice relating to new tools, devices, applications, software and services, to provide opportunities to review these in terms of current or future personal needs and purpose.<br>• Having access to expert technical advice that demonstrates how to solve technical problems that arise, and being able to use this in practice.<br>• Having access to a means to check personal competence, and being directed to sources to update competence areas that are identified as weak.<br>• Finding out about the potential of technologies in the resolution of complex or cognitive problems |

Table A.I.2. Indicators for the development of digital competence: Safety, Problem-solving

| | Competence | A-Foundation | B-Intermediate | C-Advanced |
|---|---|---|---|---|
| Information | Browsing, searching and filtering information | I can do some online searches through search engines. I know that different search engines can provide different results. | I can browse the internet for information and I can search for information online. I can articulate my information needs and I can select the appropriate information I find. | I can use a wide range of search strategies when searching for information and browsing on the Internet. I can filter and monitor the information I receive. I know whom to follow in online information sharing places (e.g. micro-blogging). |
| Information | Evaluating information | I know that not all online information is reliable. | I can compare different information sources. | I am critical about the information I find and I can cross-check and assess its validity and credibility. |
| Information | Storing and retrieving information | I know how to save files and content (e.g. texts, pictures, music, videos, and web pages). I know how to go back to the content I have saved. | I can save, store or tag files, content and information and I have my own storing strategy. I can retrieve and manage the information and content I have saved or stored. | I can apply different methods and tools to organise files, content, and information. I can deploy a set of strategies for retrieving the content I or others have organised and stored. |
| Communication | Interacting through technologies | I can interact with others using basic features of communication tools, (e.g. mobile phone, VoIP, chat or email). | I can use several digital tools to interact with others using more advanced features of communication tools (e.g. mobile phone, VoIP, chat, email). | I am engaged in the use of a wide range of tools for online communication (emails, chats, SMS, instant messaging, blogs, micro-blogs, SNS). I can adopt digital modes and ways of communication that best fit the purpose. I can tailor the format and ways of communication to my audience. I can manage the different types of communication I receive. |
| Communication | Sharing information and content | I can share files and content with others through simple technological means (e.g. sending attachments to emails, uploading pictures on the internet, etc.) | I can participate in social networking sites and online communities, where I pass on or share knowledge, content and information. | I can actively share information, content and resources with others through online communities, networks and collaboration platforms. |
| Communication | Engaging in online citizenship | I know that technology can be used to interact with services and I passively use some (e.g.: online communities, government, hospital or medical centres, bank). | I can actively use some basic features of online services (e.g.: government, hospital or medical centres, bank, eGovernment services, etc). | I am actively participating in online spaces. I know how to get actively engaged in online participation and I can use several different online services. |
| Communication | Collaborating through digital channels | I can collaborate with others using traditional technologies (e.g. email). | I can create and discuss outputs in collaboration with others using simple digital tools. | I frequently and confidently use several digital collaboration tools and means to collaborate with others in the production and sharing of resources, knowledge and content. |
| Communication | Netiquette | I know basic behaviour norms that apply when communicating with others using digital tools | I know the principles of online etiquette and I am able to apply them in my own context. | I can apply the various aspects of online etiquette to different digital communication spaces and contexts. I have developed strategies to discover inappropriate behaviour. |

| | Managing digital identity | I am aware of the benefits and risks related to digital identity. | I can shape my online digital identity and keep track of my digital footprint. | I can manage several digital identities according to the context and purpose, I can monitor the information and data I produce through my online interaction, I know how to protect my digital reputation. |
|---|---|---|---|---|

Table A.I.3. Learning outcome descriptors for competences in areas Information and Communication.

| | Competence | A-Foundation | B-Intermediate | C-Advanced |
|---|---|---|---|---|
| Content creation | Developing content | I can create simple digital content (e.g. text, or tables, or images, or audio, etc.). | I can produce digital content in different formats, including multimedia (e.g. text, tables, images, audio, etc.). | I can produce digital content in different formats, platforms and environments. I can use a variety of digital tools for creating original multimedia outputs. |
| | Integrating and re-elaborating | I can make basic changes to the content that others have produced. | I can edit, refine and modify the content I or others have produced. | I can mash-up existing items of content to create new ones. |
| | Copyright and licences | I know that some of the content I use can be covered by copyright. | I have basic knowledge of the differences about copyright, copy left and creative commons and I can apply some licences to the content I create. | I know how different types of licences apply to the information and resources I use and create |
| | Programming | I can modify some simple function of software and applications (apply basic settings). | I can apply several modifications to software and applications (advanced settings, basic programme modifications). | I can interfere with (open) programmes, modify, change or write source code, I can code and programme in several languages, I understand the systems and functions that are behind programmes. |
| Safety | Protecting devices | I can use basic steps to protect my devices (for instance: using anti-viruses, passwords, etc.). | I know how to protect my digital devices, I update my security strategies. | I frequently update my security strategies. I can take action when the device is under threat. |
| | Protecting personal data | I know that I can only share certain types of information about myself or others in online environments. | I can protect my and others online privacy. I have a general understanding of privacy issues and I have basic knowledge of how my data is collected and used. | I often change the default privacy settings of online services to enhance my privacy protection. I have an informed and wide understanding of privacy issues and I know how my data is collected and used. |
| | Protecting health | I know how to avoid cyber bullying. I know that technology can affect my health, if misused. | I know how to protect myself and others from cyber bullying and I understand the health risks associated with the use of technologies (from ergonomics aspects to addiction to technologies). | I am aware of the correct use of technologies to avoid health problems. I know how to find a good balance between online and off-line worlds. |
| | Protecting the environment | I take basic measures to save energy. | I understand the positive and negative aspects of the use of technology on the environment. | I have an informed stance on the impact of technologies on everyday life, online consumption, and the environment. |

Table A.I.4. Learning outcome descriptors for competences in areas Content Creation and Safety.

| | Competence | A-Foundation | B-Intermediate | C-Advanced |
|---|---|---|---|---|
| **Problem solving** | Solving technical problems | I can ask for targeted support and assistance when technologies do not work or when using a new device, programme or application. | I can solve easy problems that arise when technologies do not work. | I can solve a wide-range of problems that arise from the use of technology |
| | Identifying needs and technological responses | I can use some technologies to solve problems, but for limited tasks. I can make decisions when choosing a digital tool for a routine practice. | I understand what technology can do for me and what it cannot. I can solve a non routine tasks by exploring technological possibilities. I can select appropriate tool according to the purpose and I can evaluate the effectiveness of the tool | I can make informed decisions when choosing a tool, device, application, software or service for the task I am not familiar with. . I am aware of new technological developments. I understand how new tools work and operate. I can critically evaluate which tool serves my purposes the best. |
| | Innovating and creatively using technology | I know that technologies and digital tools can be used for creative purposes and I can make some creative use of technologies. | I can use technologies for creative outputs and I can use technologies to solve problems (i.e. visualizing a problem). I collaborate with others in the creation of innovative and creative outputs, but I don't take the initiative. | I can solve conceptual problems taking advantage of technologies and digital tools, I can contribute to the knowledge creation through technological means, I can take part in innovative actions through the use of technologies. I proactively collaborate with others to produce creative and innovative outputs. |
| | Identifying digital competence gaps | I have some basic knowledge, but I am aware of my limits when using technologies. | I know how to learn to do something new with technologies. | I frequently update my digital competence needs. |

Table A.I.5. Learning outcome descriptors for competences in area Problem Solving.

# Annex II. EntreComp: the entrepreneurship competence framework

EntreComp (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016) defines a list of 3 competence areas (Ideas and opportunities, Resources, into action), each one with several competences as a framework with learning outcome descriptors to promote the entrepreneurship competence in education and work.

The EntreComp progression model consists of four main levels, Foundation, Intermediate, Advanced and Expert, each one divided into two sub-levels. However, O-City courses will develop only the three first levels, as in DIGCOMP: A (foundation level), B (intermediate level) and C (advanced level). Table A.II.I show an overview of the learning outcome descriptors provided by EntreComp, which are detailed in Tables A.II.2 – A.II.16.

| | Competence | A-Foundation | B-Intermediate | C-Advanced |
|---|---|---|---|---|
| **Ideas and opportunities** | Spotting opportunities | Learners can find opportunities to generate value for others. | Learners can recognise opportunities to address needs that have not been met. | Learners can seize and shape opportunities to respond to challenges and create value for others. |
| | Creativity | Learners can develop multiple ideas that create value for others. | Learners can test and refine ideas that create value for others. | Learners can transform ideas into solutions that create value for others. |
| | Vision | Learners can imagine a desirable future. | Learners can build an inspiring vision that engages others. | Learners can use their vision to guide strategic decision-making. |
| | Valuing ideas | Learners can understand and appreciate the value of ideas. | Learners understand that ideas can have different types of value, which can be used in different ways. | Learners can develop strategies to make the most of the value generated by ideas. |
| | Ethical and sustainable thinking | Learners can recognise the impact of their choices and behaviours, both within the community and the environment. | Learners are driven by ethics and sustainability when making decisions. | Learners act to make sure that their ethical and sustainability goals are met. |
| **Resources** | Self-awareness and self-efficacy | Learners trust their own ability to generate value for others. | Learners can make the most of their strengths and weaknesses. | Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths. |
| | Motivation and perseverance | Learners want to follow their passion and create value for others. | Learners are willing to put effort and resources into following their passion and create value for others. | Learners can stay focused on their passion and keep creating value de-spite setbacks. |
| | Mobilising re-sources | Learners can find and use resources responsibly. | Learners can gather and manage different types of resources to create value for others. | Learners can define strategies to mobilise the resources they need to generate value for others. |
| | Financial and economic literacy | Learners can draw up the budget for a simple activity. | Learners can find funding options and manage a budget for their value-creating activity. | Learners can make a plan for the financial sustainability of a value-creating activity. |
| | Mobilising others | Learners can communicate their ideas clearly and with enthusiasm. | Learners can persuade, involve and inspire others in value-creating activities. | Learners can inspire others and get them on board for value-creating activities. |
| **Into action** | Taking the initiative | Learners are willing to have a go at solving problems that affect their communities. | Learners can initiate value-creating activities. | Learners can look for opportunities to take the initiative to add or create value. |
| | Planning and management | Learners can define the goals for a simple value-creating activity. | Learners can create an action plan, which identifies the priorities and milestones to achieve their goals. | Learners can refine priorities and plans to adjust to changing circumstances. |

| | | | |
|---|---|---|---|
| | Coping with uncertainty, ambiguity and risk | Learners are not afraid of making mistakes while trying new things. | Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences. | Learners can weigh up risks and make decisions despite uncertainty and ambiguity. |
| | Working with others | Learners can work in a team to create value. | Learners can work together with a wide range of individuals and groups to create value. | Learners can build a team and networks based on the needs of their value-creating activity. |
| | Learning through experience | Learners can recognise what they have learnt through taking part in value-creating activities. | Learners can reflect and judge their achievements and failures and learn from these. | Learners can improve their abilities to create value by building on their previous experiences and interactions with others. |

Table A.II.1. EntreComp overview

| Area | Ideas and opportunities | | Competence | Spotting opportunities |
|------|-------------------------|---|------------|------------------------|
| Hint | Use your imagination and abilities to identify opportunities for creating value. | | | |
| Descriptor | 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. | | | |

| Levels of proficiency | | |
|-----------------------|---|---|
| A - Foundation | B - Intermediate | C - Advanced |
| I can find opportunities to help others/ I can recognise opportunities to create value in my community and surroundings.<br><br>I can find different examples of challenges that need solutions/ I can recognise challenges in my community and surroundings that I can contribute to solve.<br><br>I can find examples of groups who have benefited from a solution to a given problem/ I can identify needs in my community and surroundings that have not been met.<br><br>I can tell the difference between different areas where value can be created (for example, at home, in the community, in the environment, or in the economy or society)/ I can recognise the different roles the public, private and third sectors play in my region or country. | I can explain what makes an opportunity to create value/I can proactively look for opportunities to create value, including out of necessity.<br><br>I can identify opportunities to solve problems in alternative ways/ I can redefine the description of a challenge, so that alternative opportunitiesaddress it may become apparent.<br>I can recognise the different roles the public, private and third sectors play in my region or country/ I can establish which user group, and which needs, I want to tackle through creating value.<br><br>I can tell the difference between contexts for creating value (for example, communities and informal networks, existing organisations, the market)/ I can identify my personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures | I can describe different analytical approaches to identify entrepreneurial opportunities/I can use my knowledge and understanding of the context to make opportunities to create value.<br><br>I can take apart established practices and challenge mainstream thought to create opportunities and look at challenges in different ways/ I can judge the right time to take an opportunity to create value.<br>I can carry out a needs analysis involving relevant stake-holders/ I can identify challenges related to the contrasting needs and interests of different stakeholders.<br><br>I can identify the boundaries of the system that are relevant to my (or my team's) value-creating activity/ I can analyse an existing value- creation activity by looking at it as a whole and identifying opportunities to develop it further. |

Table A.II.2 Learning outcome descriptors for competence Spotting Opportunities (Area Ideas and Opportunities

| Area | Ideas and opportunities | | Competence | Creativity |
|---|---|---|---|---|
| Hint | Develop creative and purposeful ideas | | | |
| Descriptor | Develop several ideas and opportunities to create value, including better solutions to existing and new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects. | | | |

| Levels of proficiency | | |
|---|---|---|
| **A - Foundation** | **B - Intermediate** | **C - Advanced** |
| I can show that I am curious about new things/ I can explore new ways to make use of existing resources. | I can experiment with my skills and competences in situations that are new to me/ I can actively search for new solutions that meet my needs. | I can actively search for new solutions that improve the value-creating process/ I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas. |
| I can develop ideas that solve problems that are relevant to me and my surroundings/ Alone and as part of a team, I can develop ideas that create value for others. | I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way/ I can test the value of my solutions with end users. | I can describe different techniques to test innovative ideas with end users/ I can set up processes to involve stake-holders in finding, developing and testing ideas. |
| I can approach open-ended problems (problems that can have many solutions) with curiosity/ I can explore open-ended problems in many ways so as to generate multiple solutions. | I can take part in group dynamics aimed at defining open-ended problems/ I can reshape open-ended problems to fit my skills. | I can describe and explain different approaches to shaping open-ended problems and different problem-solving strategies/ I can help others create value by encouraging experimentation and using creative techniques to approach problems and generate solutions. |
| I can assemble objects that create value for me and others/I can improve existing products, services and processes so that they better meet my needs or those of my peers and the community. | I can identify the basic functions that a prototype should have to illustrate the value of my idea/I can assemble, test and progressively refine proto-types that simulate the value I want to create. | I can create (alone or with others) products or services that solve my problems and my needs/I can develop and deliver value in stages, launching with the core features of my (or my team's) idea and progressively adding more. |
| I can find examples of innovative products, services and solutions/I can describe how some innovations have transformed society. | I can tell the difference between types of innovations (for example, process versus product innovation and social innovation, incremental versus disruptive innovation)/ I can judge if an idea, product or process is innovative or just new to me. | I can describe how innovations diffuse in society, culture and the market/I can describe different levels of innovation (for example, incremental, breakthrough or transformation-al) and their role in value-creating activities. |

Table A.II.3 Learning outcome descriptors for competence Creativity (Area Ideas and Opportunities)

| Area | Ideas and opportunities | | Competence | Vision |
|---|---|---|---|---|

| Hint | Work towards your vision of the future |
|---|---|

| Descriptor | Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action |
|---|---|

| Levels of proficiency | | |
|---|---|---|
| **A - Foundation** | **B - Intermediate** | **C – Advanced** |
| I can imagine a desirable future/ I can develop simple future scenarios where value is created for my community and surroundings | I can develop (alone or with others) an inspiring vision for the future that involves others/ I can build future scenarios around my value-creating activity.<br><br>I can explain what a vision is and what purpose it serves/ I am aware of what is needed to build a vision.<br><br>My vision for creating value drives me to make the effort to turn ideas into action/ I can decide what type of vision for creating value I would like to contribute to. | I can use my understanding of the context to identify different strategic visions for creating value/ I can discuss my (or my team's) strategic vision for creating value.<br><br>I can explain the role of a vision statement for strategic planning/ I can prepare a vision statement for my (or my team's) value-creating activity that guides internal decision-making throughout the whole process of creating value.<br><br>I can identify the changes needed to achieve my vision/ I can promote initiatives for change and transformation that contribute to my vision. |

Table A.II.4 Learning outcome descriptors for competence Vision (Area Ideas and Opportunities)

| Area | Ideas and opportunities | | Competence | Valuing ideas |
|---|---|---|---|---|

| Hint | Make the most of ideas and opportunities |
|---|---|

| Descriptor | Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify |
|---|---|

| Levels of proficiency | | |
|---|---|---|
| A – Foundation | B - Intermediate | C - Advanced |
| I can find examples of ideas that have value for myself and others/ I can show how different groups, such as firms and institutions, create value in my community and surroundings.

I can clarify that other people's ideas can be used and acted on, while respecting their rights/ I can explain that ideas can be shared and circulated for the benefit of every-one or can be protected by certain rights, for example, copy-rights or patents. | I can tell the difference between social, cultural and economic value/ I can decide which type of value I want to act on and then choose the most appropriate pathway to do so.

I can tell the difference between types of licences that can be used to share ideas and protect rights/ can choose the most appropriate licence for the purpose of sharing and protecting the value created by my ideas. | I recognise the many forms of value that could be created through entrepreneurship, such as social, cultural or economic value/ I can break down a value chain into its different parts and identify how value is added in each part.

I can tell the difference between trademarks, registered design rights, patents, geographical indications, trade secrets, confidentiality agreements and copyright licences, including open, public-domain licences such as creative com-mons/ When creating ideas with others, I can outline a dissemination and exploitation agreement that benefits all partners involved. |

Table A.II.5 Learning outcome descriptors for competence Valuing ideas (Area Ideas and Opportunities)

| Area | Ideas and opportunities | Competence | Ethical and sustainable thinking |
|---|---|---|---|
| Hint | Assess the consequences and impact of ideas, opportunities and actions | | |
| Descriptor | Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly. | | |

| Levels of proficiency | | |
|---|---|---|
| **A - Foundation** | **B - Intermediate** | **C - Advanced** |
| I can recognise behaviours that show integrity, honesty, responsibility, courage and commitment/ I can describe in my own words the importance of integrity and ethical values.<br><br>I can list examples of environmentally friendly behaviour that benefits a community/ I can recognise examples of environmentally friendly behaviour by companies that creates value for society as a whole.<br><br>I can find and list examples of changes caused by human action in social, cultural, environmental or economic contexts/ I can tell the difference between the impact of a value-creating activity on the target community and the broader impact on society. | I can apply ethical thinking to consumption and production processes/ I am driven by honesty and integrity when taking decisions.<br><br>I can identify practices that are not sustainable and their implications for the environment/ I can produce a clear problem statement when faced with practices that are not sustainable.<br><br>I can identify the impact that taking up opportunities will have on me and my team, on the target group and on the surrounding community/ I can identify stakeholders who are affected by the change brought about by my (or my team's) value-creating activity, including stakeholders who cannot speak up (for example, future generations, climate or nature).<br><br>I can tell the difference between accounting for use of re-sources and accounting for the impact of my value-creating activity on stakeholders and the environment. | I can argue that ideas for creating value should be supported by ethics and values relating to gender, equality, fairness, social justice and environmental sustainability/ I can take responsibility for promoting ethical behaviour in my area of influence, (for example, by promoting gender balance highlighting inequalities and any lack of integrity).<br><br>I can discuss the impact an organisation has on the environment (and vice versa)/ I can discuss the relationship between society and technical developments, relating to their implications for the environment.<br><br>I can analyse the implications of my value-creating activity within the boundaries of the system I am working in/ I can define the purpose of the impact assessment, impact monitoring, and evaluation of impact.<br><br>I can tell the difference between input, output, out-comes and impact/ I can discuss a range of accountability methods for both functional and strategic accountability. |

Table A.II.6 Learning outcome descriptors for competence Ethical and sustainable thinking (Area Ideas and Opportunities)

| Area | Resources | | Competence | Self-awareness and self-efficacy |
|---|---|---|---|---|
| Hint | Believe in yourself and keep developing | | | |
| Descriptor | Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures | | | |

| Levels of proficiency | | |
|---|---|---|
| A - Foundation | B - Intermediate | C - Advanced |
| I can identify my needs, wants, interests and goals/ I can describe my needs, wants, interests and goals.<br><br>I can identify things I am good at and things I am not good at.<br><br>I believe in my ability to do what I am asked successfully/ I believe in my ability to achievewhat I intend to.<br><br>I can list different types of jobs and their key functions/ I can describe which qualities and abilities are needed for different jobs, and which of these qualities and abilities I have. | I can commit to fulfilling my needs, wants, interests and goals/ I can reflect on my individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects.<br><br>I can judge my strengths and weaknesses and those of others in relation to opportunities for creating value/ I am driven by the desire to use my strengths and abilities to make the most of opportunities to create value.<br><br>I can judge the control I have over my achievements (compared with any control from outside influences)/ I believe I can influence people and situations for the better.<br><br>I can describe my skills and competences relating to career options, including self- employment/ I can use my skills and competences to change my career path, as a result of new opportunities or from necessity. | I can translate my needs, wants, interests and aspirations into goals that help me reach them/ I can help others to reflect on their needs, wants, interests and aspirations and how they can turn these into goals.<br><br>I can team up with others to compensate for our weaknesses and add to our strengths/ I can help others identify their strengths and weaknesses.<br><br>I believe in my ability to carry out what I have imagined and planned, despite obstacles, limited re-sources and resistance from others/ I believe in my ability to understand and take the good out of experiences that others may label as failures.<br><br>I can discuss how a realistic understanding and evaluation of my personal attitudes, skills and knowledge can influence my decision-making, relationships with other people and quality of life/ I can choose professional development opportunities with my team and organisation based on a clear understanding our strengths and weaknesses. |

Table A.II.7 Learning outcome descriptors for competence Self-awareness and self-efficacy (Resources)

| Area | Resources | | Competence | Motivation and perseverance |
|---|---|---|---|---|
| Hint | Stay focused and don't give up | | | |
| Descriptor | Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary failure. | | | |

| Levels of proficiency | | |
|---|---|---|
| **A - Foundation** | **B - Intermediate** | **C - Advanced** |
| I am driven by the possibility to do or contribute to something that is good for me or for others/ I am motivated by the idea of creating value for myself and others.<br><br>I see tasks as challenges to do my best/ I am motivated by challenges.<br><br>I can recognise different ways of motivating myself and others to create value.<br><br>I show passion and willingness to achieve my goals/ I am determined and persevere when trying to achieve my (or my team's) goals.<br><br>I do not give up and I can keep going even when facing difficulties/ I am not afraid of working hard to achieve my goals. | I can anticipate the feeling of achieving my goals and this motivates me/ I can regulate my own behaviour to stay driven and achieve the benefits of turning ideas into action.<br><br>I can set challenges to motivate myself/ I am willing to put effort in and use resources to overcome challenges and achieve my (or my team's) goals.<br><br>I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others/ I can tell the difference between personal and external factors that motivate me or others when creating value.<br><br>I can overcome simple adverse circumstances/ I can judge when it is not worth continuing with an idea.<br><br>I can delay achieving my goals in order to gain greater value, thanks to prolonged effort/ I can maintain effort and interest, despite setbacks. | I drive my effort by using my desire for achievement and belief in my ability to achieve/ I can coach others to stay motivated, encouraging them to commit to what they want to achieve.<br><br>I can use strategies to stay motivated (for example, set goals, monitor performance and evaluate my progress)/ I can use strategies to keep my team motivated and focused on creating value.<br><br>I can persevere in the face of adversities when trying to achieve my goals/ I can devise strategies to overcome standard adverse circumstances.<br><br>I can celebrate short-term achievements, in order to stay motivated/ I can inspire others to work hard on their goals by showing passion and a strong sense of owner-ship. |

Table A.II.8 Learning outcome descriptors for competence Motivation and perseverance (Resource

| Area | Resources | Competence | Mobilizing resources |
|------|-----------|------------|----------------------|
| Hint | Get and manage the re-sources you need. | | |
| Descriptor | Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences (for example through suitable partnerships, networking, outsourcing and crowd-sourcing). | | |

| Levels of proficiency | | |
|------|------|------|
| A - Foundation | B - Intermediate | C - Advanced |
| I recognise that resources are not unlimited/ I can appreciate the importance of sharing resources with others.<br><br>I value my possessions and use them responsibly/ I can describe how resources last longer through reuse, repair and recycling.<br><br>I can recognise different uses for my time (for example, studying, playing, resting)/ I value my time as a scarce resource.<br><br>I can look for help when I am having difficulty achieving what I have decided to do/ I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors). | I can experiment with different combinations of resources to turn my ideas into action/ I can get and manage the necessary resources to turn my idea into action.<br><br>I can discuss the principles of circular economy and resource efficiency/ I use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces).<br><br>I can discuss the need for investing time in different value-creating activities/ I can use my time effectively to achieve my goals.<br><br>I can describe the concepts of division of labour and job specialisation/ I can find and list public and private services to support my value-creating activity (for example, incubator, social enter-prise advisors, start-up angels, chamber of commerce). | I can develop a plan for dealing with limited resources when setting up my value-creating activity/ I can get together the necessary resources to develop my value-creating activity.<br><br>I take into account the non-material cost of using resources when taking decisions about my value-creating activities/ I can choose and put in place effective resource- management procedures (for example, life-cycle analysis, solid waste).<br><br>I can manage my time effectively, using techniques and tools that help make me (or my team) productive/ I can help others manage their time effectively.<br><br>I can find digital solutions (for example, free, paid for, or open-source) that can help me manage my value- creating activities efficiently/ I can find support to help me take advantage of an opportunity to create value (for example, advisor or consultancy services, peer or mentor sup-port). |

Table A.II.9 Learning outcome descriptors for competence Mobilizing resources (Resources)

| Area | Resources | | Competence | Financial and economic literary |
|------|-----------|---|------------|--------------------------------|
| Hint | Develop financial and economic know-how | | | |
| Descriptor | Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial decisions over time. Manage financing to make sure my value-creating activity can last over the long term | | | |

| Levels of proficiency | | |
|----------------------|---|---|
| **A - Foundation** | **B - Intermediate** | **C - Advanced** |
| I can recall basic terminology and symbols related to money/ I can explain simple economic concepts (for example, supply and demand, market price, trade). | I can use the concept of opportunity costs and comparative advantage to explain why exchanges happen between individuals, regions and nations/ I can read income statements and balance sheets. | I can explain the difference between a balance sheet and a profit-and-loss account/ I can build financial indicators (for example, return on investment). |
| I can judge what to use my money for/ I can draw up a simple household budget in a responsible manner. | I can draw up a budget for a value- creating activity/ I can judge the cash-flow needs of a value-creating activity. | I can apply the financial planning and forecasting concepts that I need to turn ideas into action (for example, profit or not for profit)/ I can judge the cash-flow needs of a complex project. |
| I can identify the main types of income for families, businesses, non-profit organisations and the state/ I can describe the main role of banks in the economy and society. | I can explain that value-creating activities can take different forms (a business, a social enter-prise, a non-profit organisation and so on) and can have different structures of ownership (individual company, limited company, co-operative and so on)/ I can identify public and private sources of funding for my value-creating activity (for example, prizes, crowd-funding, and shares). | I can choose the most appropriate sources of funding to start up or expand a value- creating activity/ I can apply for public or private business support programmes, financing schemes, public subsidies or calls for tender. |
| I can outline the purpose of taxation/ I can explain how taxation finances the activities of a country and its part in providing public goods and services. | I can estimate the main accountancy and tax obligations I need to fulfil to meet the tax requirements for my activities. | I can estimate how my financial decisions (investments, buying assets, goods and so on) affect my tax/ I can make financial decisions based on current taxation schemes. |

Table A.II.10 Learning outcome descriptors for competence Financial and economic literary (Resources)

| Area | Resources | | Competence | Mobilizing others |
|------|-----------|---|------------|-------------------|
| Hint | Inspire, engage and get others on board | | | |
| Descriptor | Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes. Demonstrate effective communication, persuasion, negotiation and leadership. | | | |

| Levels of proficiency | | |
|---|---|---|
| **A - Foundation** | **B - Intermediate** | **C - Advanced** |
| I show enthusiasm for challenges/ I am actively involved in creating value for others.<br><br>I can persuade others by providing a number of arguments.<br><br>I can communicate my ideas clearly to others/ I can communicate my team's ideas to others persuasively by using different methods (for example posters, videos, role-play).<br><br>I can provide examples of inspiring communication campaigns/ I can discuss how different media can be used to reach audiences in different ways. | I do not get discouraged by difficulties/ I can lead by example.<br><br>I can persuade others by providing evidence for my arguments/I can persuade others by appealing to their emotions.<br><br>I can communicate imaginative design solutions/ I can communicate the value of my (or my team's) idea to stakeholders from different backgrounds effectively.<br><br>I can use various methods, including social media, to communicate value-creating ideas effectively/ I can use media appropriately, showing that I am aware of my audience and purpose. | I can get endorsement from others to support my value-creating activity/ I can inspire others, despite challenging circumstances.<br><br>I can pitch effectively in front of potential investors or donors/ I can overcome resistance from those who will be affected by my or my (team's) vision, innovative approach, and value-creating activity.<br><br>I can communicate the vision for my (or my team's) venture in a way that inspires and persuades external groups, such as funders, partner organisations, volunteers, new members and affiliate supporters/ I can produce narratives and scenarios that motivate, inspire and direct people.<br><br>I can influence opinions in relation to my value-creating activity, through a planned approach to social media/ I can design effective social-media campaigns to mobilize people in relation to my (or my team's) value-creating activity. |

Table A.II.11 Learning outcome descriptors for competence Mobilizing others (Resources)

| Area | Into action | Competence | Taking the initiative |
|---|---|---|---|
| Hint | Go for it | | |
| Descriptor | Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks. | | |

| Levels of proficiency | | |
|---|---|---|
| A – Foundation | B - Intermediate | C - Advanced |
| I can carry out the tasks I am given responsibly/ I am comfortable in taking responsibility in shared activities.<br><br>I show some independence in carrying out tasks I am given/ I can work independently in simple value-creating activities.<br><br>I can have a go at solving problems that affect my surroundings/ I show initiative in dealing with problems that affect my community. | I can take individual and group responsibility to carry out simple tasks in value-creating activities/ I can take individual and group responsibility in value-creating activities.<br><br>I can initiate simple value-creating activities/ I am driven by the possibility of being able to initiate value-creating activities independently.<br><br>I actively face challenges, solve problems and seize opportunities to create value.<br><br>I can describe my goals for the future in line with my strengths, ambitions, interests and achievements/ I can set short-term goals that I can act on. | I can delegate responsibility appropriately/ I can encourage others to take responsibility in value-creating activities.<br><br>I can initiate value-creating activities aloneand with others/ I can help others work independently.<br><br>I take action on new ideas and opportunities, which will add value to a new or existing value-creating venture/ I value others taking the initiative in solving problems and creating value. |

Table A.II.12 Learning outcome descriptors for competence Taking the initiative (Into action)

| Area | Into action | Competence | Planning and management |
|------|-------------|------------|-------------------------|
| Hint | Prioritise, organise and follow up. | | |
| Descriptor | Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes | | |

| Levels of proficiency | | |
|------|------|------|
| **A – Foundation** | **B - Intermediate** | **C - Advanced** |
| I can clarify what my goals are in a simple value-creating activity/ I can identify alternative goals to create value in a simple context.<br><br>I can carry out a simple plan for value-creating activities/ I can deal with a range of simple tasks at the same time without feeling uncomfortable.<br><br>I can recall the order of steps that was needed in a simple value-creating activity I took part in/ I can identify the basic steps that are needed in a value-creating activity.<br><br>I can recognise how much progress I have made on a task/ I can monitor whether a task is going to plan.<br><br>I am open to changes/ I can confront and deal with changes in a constructive way. | I can describe my goals for the future in line with my strengths, ambitions, interests and achievements/ I can set short-term goals that I can act on.<br><br>I can create an action plan which identifies the necessary steps to achieve my goals/ I can allow for the possibility of changes to my plans.<br><br>I can develop a business model for my idea/ I can define the key elements that make up the business model necessary to deliver the value I have identified.<br><br>I can prioritise the basic steps in a value-creating activity/ I can set my own priorities and act on them.<br><br>I can identify different types of data that are necessary for monitoring the progress of a simple value-creating activity/ I can describe different methods for performance and impact monitoring.<br><br>I can adapt my plans to achieve my goals in light of changes that are outside my control/ I can adapt my plans to achieve my goals in light of changes that are outside my control. | I can define long-term goals arising from the vision for my (or my team's) value-creating activity/I can match short-term, mid-term and long-term goals to the vision for my (or my team's) value-creating activity.<br><br>I can summarise the basics of project management/ I can apply the basics of project management in managing a value- creating activity.<br><br>I can develop a business plan based on the model, describing how to achieve the value identified/ I can organise my value-creating activities using planning methods such as business and marketing plans.<br><br>I can define the priorities to meet my (or my team's) vision/ I can stay focused on the priorities set, despite changing circumstances.<br><br>I can describe different methods for performance and impact monitoring/ I can define what data is needed to monitor how effective my value-creating activities are and an appropriate way to collect them.<br><br>I can embrace change that brings new opportunities for value creation/ I can anticipate and include change along the value-creating process. |

Table A.II.13 Learning outcome descriptors for competence Planning and management (Into action)

| Area | Into action | Competence | Coping with uncertainty, ambiguity and risk |
|---|---|---|---|
| Hint | Make decisions dealing with uncertainty, ambiguity and risk. | | |
| Descriptor | Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing. Handle fast-moving situations promptly and flexibly. | | |

| Levels of proficiency | | |
|---|---|---|
| A – Foundation | B - Intermediate | C - Advanced |
| I am not afraid of making mistakes while trying new things/ I explore my own ways to achieve things.<br><br>I can identify examples of risks in my surroundings/ I can describe risks related to a simple value-creating activity in which I take part. | I can discuss the role that information plays in reducing uncertainty, ambiguity and risk/ I can actively look for, compare and contrast different sources of information that help me reduce ambiguity, uncertainty, and risks in making decisions.<br><br>I can tell the difference between acceptable and unacceptable risks/ I can weigh up the risks and benefits of self-employment with alternative career options, and make choices that reflect my preferences.<br><br>I can critically evaluate the risks associated with an idea that creates value, taking into account a variety of factors/ I can critically evaluate the risks related to the formal set-up of a value-creating venture in the area in which I work. | I can find ways of making decisions when the information is incomplete/ I can pull together different viewpoints to take informed decisions when the degree of uncertainty is high.<br><br>I can apply the concept of affordable losses to make decisions when creating value/ I can compare value-creating activities based on a risk assessment.<br><br>I can demonstrate that I can make decisions by weighing up both the risks and the expected benefits of a value-creating activity/ I can outline a risk management plan for guiding my (or my team's) choices while developing my value-creating activity. |

Table A.II.14 Learning outcome descriptors for competence Coping with uncertainty, ambiguity and risk (Into action)

| Area | Into action | | Competence | Working with others |
|------|-------------|---|------------|---------------------|
| Hint | Team up, work together, and network. | | | |
| Descriptor | Work together and cooperate with others to develop ideas and turn them into action. Network. Solve conflicts and face up to competition positively when necessary. | | | |

| Levels of proficiency | | |
|---|---|---|
| **A - Foundation** | **B - Intermediate** | **C - Advanced** |
| I can show respect for others, their background and situations/ I am open to the worth that others can bring to value- creating activities. | I can combine different contributions to create value/ I can value diversity as a possible source of ideas and opportunities. | I can support diversity within my team or organisation. |
| I can show empathy towards others/ I can recognise the role of my emotions, attitudes and behaviours in shaping others people's attitudes and behaviours and vice versa. | I can express my (or my team's) value-creating ideas assertively/ I can face and solve conflicts. | I can compromise where necessary/ I can deal with non-assertive behaviour that hinders my (or myteam's) value -creating activities (for example, destructive attitudes, aggressive behaviour and so on)/ I can manage conflicts effectively. |
| I can show empathy towards others/ I can discuss the benefits of listening to other people's ideas for achieving my (or my team's) goals. | I can listen to other people's ideas for creating value without showing prejudice/ I can listen to my end users. | I can describe different techniques for managing relationships with end users/I can put in place strategies to actively listen to my end users and act on their needs- |
| I am open to working alone as well as with others, playing different roles and taking some responsibility/ I am willing to change my way of working in a group. | I can work with a range of individuals and teams/ I share the ownership of value-creating activities with the members of my team. | I can build a team based on the individual knowledge, skills and attitudes of each member/ I can contribute to creating value by teaming up with distributed communities through digital technologies. |
| I am open to involving others in my value- creating activities/ I can contribute to simple value-creating activities. | I can contribute to group decision- making constructively/ I can create a team of people who can work together in a value-creating activity. | I can use techniques and tools that help people to work together/I can give people the help and support they need to perform at their best within a team. |
| I can explain the meaning and forms of association, cooperation and peer-to-peer support (for example, family and other communities)/ I am open to establishing new contacts and cooperation with others (individuals and groups) | I can use the relationships I have to get the support I need to turn ideas into action, including emotional support/ I can establish new relation-ships to get the support I need to turn ideas into action, including emotional support (for example, joining a mentor network) | I can use my network to find the right people to work on my (or my team's) value-creating activity/I proactively make contact with the right people inside and outside my organisation to support my (or my team´s) value-creating activity (for example, at conferences on social media |

Table A.II.15 Learning outcome descriptors for competence Working with others (Into action)

| Area | Into action | | Competence | | | Learning through experience |
|------|-------------|--|------------|--|--|------------------------------|
| Hint | | | Learn by doing | | | |
| Descriptor | | | Use any initiative for value creation as a learning opportunity. Learn with others, including peers and mentors. Reflect and learn from both success and failure (your own and other people's). | | | |

| Levels of proficiency | | | |
|---|---|---|---|
| **A – Foundation** | **B - Intermediate** | | **C - Advanced** |
| I can find examples of great failures that have created value/ I can provide examples of temporary failures that have led to valuable achievements.<br><br>I can provide examples that show that my abilities and competence have increased with experience/ I can anticipate that my abilities and competence will grow with experience, through both successes and failures.<br><br>I can recognise what I have learnt from taking part in value- creating activities/ I can reflect on my experience in taking part in value-creating activities and learn from it | I can reflect on failures (mine and other people's), identify their causes and learn from them/ I can judge if and how I have achieved my goals, so that I can evaluate my performance and learn from it.<br><br>I can reflect on the relevance of my learning pathways for my future opportunities and choices/ I am always looking for opportunities to improve my strengths and reduce or compensate for my weaknesses.<br><br>I can reflect on my interaction with others (including peers and mentors) and learn from it/ I can filter the feedback provided by others and keep the good from it. | | I can reflect on my (or my team's) achievements and temporary failures as things develop so as to learn and improve my ability to create value/ I can help others reflect on their achievements and temporary failures by providing honest and constructive feedback.<br><br>I can find and choose opportunities to over-come my (or my team's) weaknesses and to develop my (or my team's) strengths/ I can help others develop their strengths and reduce or compensate for their weaknesses.<br><br>I can integrate lifelong learning into my personal development strategy and career progress/ I can help others reflect on their interaction with other people and help them learn from this interaction. |

Table A.II.16 Learning outcome descriptors for competence Learning through experience (Into action action)

# Annex III. Letter of invitation template to include a city in O-City

**Request for permission to incorporate the city of _____**
**to the digital world O-City.org**

**Exmo. Mr. Mayor:**

*D. Jose Marin-Roig Ramon,*
*Project Manager*
*O-CITY (Orange: Creativity, Innovation & TechnologY)*
*Erasmus + (600963-EPP-1-2018-1-ES-EPPKA2-KA)*
*http://o-city.webs.upv.es*

**EXPOSES**:
That the O-CITY project, funded by the European Commission, within the Erasmus Plus (Knowledge Alliances) program, develops an online application to visualize the natural and cultural heritage of the world's towns and cities. On this platform, cities can represent not only their monuments and natural spaces, but also their culture and traditions through videos, photographs, animations and other multimedia elements produced as educational projects in the classrooms of training centers and institutions.

**REQUEST**:
That the Polytechnic University of Valencia be authorized to incorporate _____ into the O-City.org application, to enhance the city's heritage in the online world, and stimulate digital skills in local training centers.

En the city of_____, on_____202_,

| O-CITY | AUTHORISATION |
|---|---|
| José Marín-Roig Ramón<br>Professor<br>Universitat Politècnica de València<br>Campus de Gandia<br>o-city@epsg.upv.es | |