IO2 VIRAL Learning Outcomes Matrix

The key competences to be achieved by the adults in a context of safeguarding the memories of their local industrial heritage will be presented in a Learning Outcomes Matrix (LOM). It will be built according to the European Qualification Framework (EQF) as a set of learning outcomes (LO) - in terms of knowledge, skills and competences.

The LOM will be **drawn from the methodological framework** and will illustrated the key competences and skills can be acquired through VIRAL in adult education, informal and non-formal learning. The key-competences to be developed will be draft and will be identified during the training needsanalysis to be conducted by each partner with their LWG and follow the new Commission "Recommendation on Key Competences for Lifelong Learning" (2018), namely: - STEM; - languages; - digital; - literacy; - cultural awareness and expression; - entrepreneurship; - civic; and - personal, social and learning.

The matrix will also identify which VR, AR and 360 training resources will support the development of the LO. It will be designed following the rubric methodology and establishes the criteria for assessing progress related with the complexity required by the various EQF levels to acquire the foreseen new key competences.

Definition of EQF Level 3, 4 and 5 for use in VIRAL

Level 3

Knowledge: Knowledge of facts, principles, processes and general concepts, in a field of work or study

Skills: A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information

Competence-1: Take responsibility for completion of tasks in work or study

Competence-2: Adapt own behaviour to circumstances in solving problems
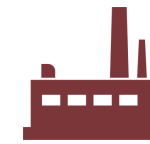
Level 4

Knowledge: Factual and theoretical knowledge in broad contexts within a field of work or study

Skills: A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study

Competence-1: Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change

Competence-2: Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Level 5

Knowledge: Comprehensive specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

Skills: A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems

Competence-1: Exercis management and supervision in contexts of work or study activities where there is unpredictable change

Competence-2: Review and develop performance of self and others

Area STEM

Skills
Cognitive – logical, creative, intuitive thinking and Practical methods, materials, tools and instruments)

Competence/Attitudes
Level of responsibility or autonomy

Knowledge
Theoretical or practical

Title, Intoduction

History of Technology and machines Machines, technology and inventions were the heart of the industrial revolution. It drove society forward, ever increasing the pace of life – a process that is still going on in our contemporary society. In this module, the participants will learn how this process was set in motion, how the machines worked and how they were improved and adapted steadily.

Partner StAD

EQF 5

Media essay

Learning Outcome

Reading this module participants will have a good understanding of the history of technology and machines how its ever evolving. It does this by engaging participants in understanding basic concepts and developing the skills to understand different technology and machines.

Skills

The participant will develop cognitive skills to understand how technology and machines have evolved and different technologies are being used.

Competence/Attitudes

The participants will be able to reflect on whether they feel comfortable to embrace technology and see its importance in modern life.

Knowledge

After having followed the training material and the example exercises, the trainees should have required a good knowledge of describing history of technology and machines.

Title, Intoduction

How technology has changed Technology is constantly changing and it sometimes feels like way too much effort to keep up with a moving target. Just remember - keeping up with technology adds value to your business, study and progression in contemporary society. Staying up-to-date helps ensure you don't miss opportunities, become irrelevant or fall behind your competitors. Remember Kodak? They taught us all an invaluable lesson: don't be afraid to embrace change.

Partner COVU

EQF 4

Media quest

Learning Outcome

Participants will understand how technology has changed over time and also understand the speed at which technology is evolving.

Skills

The participants will develop skills to logically see the emergence of technology and how it is changing.

Competence/Attitudes

The participant will be able to reflect on how rapidly technology has changed.

Knowledge

After having followed the training material and the example exercises, the trainees should have required a good knowledge of describing history of technology has changed and evolved.

Title, Intoduction

Reading Technical Drawings and Maps will enable participants to analyse maps and technical drawings, and to interpret documents that are not text-based, in an analytic and practical manner. Technical drawings and maps are useful to with draw information concerning a place or an object, e.g. a factory plant, that may then be used to study the activities that used to occur in such place, information that may be presented in several ways.

Partner

ADPTN

EQF

3

Media

essay

Learning Outcome

Reading Technical Drawings and Maps will enable participants to 'read' maps and technical drawings. Giving them the ability to appreciate non text based documents.

Skills

The participant will develop analytical/ practical skills to read technical drawings and maps.

Competence/Attitudes

The participant will be able to reflect on alternatives way of presenting information as opposed to just words.

Knowledge

After having followed the training material and the example exercises, the trainees should have required a good knowledge of describing how to read technical drawings and maps.

Area LANGUAGE

Skills

Cognitive – logical, creative, intuitive thinking and Practical methods, materials, tools and instruments)

Competence/Attitudes

Level of responsibility or autonomy

Knowledge

Theoretical or practical

Title, Intoduction

Reading the City According to UNESCO, in 50 years' time 90% or the world will live in an urban environment. In many parts of Europe this is today a fact. The time is right to start exploring the city and how to use it as a resource in teaching and learning. The place where we are born, as much as the people we first meet, forms the basis of our own self-image and identity, an essential ingredient in making us who we are. This combination gives us our language or regional dialect, our civic pride, our sense of belonging. People participating in an urban way of life develop ways of reading their city. They 'feel' the city. They can feel the city's pulse, read its atmosphere. Reading the City provides educators with skills and resources that will enable you to investigate Europe through its cities and towns. Exploring a number of aspects of cultural identity and comparing the various identities expressed by other Europeans. The course and teaching material are directed towards teachers engaged within formal and informal education throughout Europe. A part of the course is dedicated to using the latest mobile technologies in order to bring the classroom outdoors.

Partner

ELD

EQF

3

Media

eLearning

Learning Outcome

Reading the City provides adult with skills that will enable them to "read" cities and towns. Giving them the grammar and vocabulary to Exploring a number of aspects of cultural identity and comparing the various identities expressed by others.

Skills

The participant will develop written and oral skills in order to describe a city or town from different aspects.

Competence/Attitudes

The participant will be able to reflect upon his/her own texts and communicate said texts with others to a good oral level.

Knowledge

After having followed the training material and the example exercises, the trainees should have required a good knowledge of describing different aspects of city development in at least two of the following: Identity, History and heritage, Styles Divisions, Places, Form, Colour, Material.

Area DIGITAL

Skills
Cognitive – logical, creative, intuitive thinking and
Practical methods, materials, tools and instruments)

Competence/Attitudes
Level of responsibility or autonomy

Knowledge
Theoretical or practical

Title, Intoduction

Using Augmented Apps You will learn practical skills to make a short, Augmented Reality video about a subject of your choice. Understanding the opportunities and limitations of using Augmented Reality will be key to enable you to learn from this Quest. Using free software you will make and publish an Augmented Reality application that will layer information or photographs over a leaflet or poster.

Partner   COVU

EQF   3

Media   video

Learning Outcome

Participants would understand how to publish an interactive 360 project as an app.

Skills

Participants would gain practical skills in how to use Augmented Apps.

Competence/Attitudes

The participant will be able to reflect how impactful this is for visual learners and practically anyone to translate theoretical material into real concept.

Knowledge

After having followed the training material and the example exercises, the trainees should have acquired a good knowledge of AR technology and appreciate its ability to render objects that are hard to imagine and turn them into 3D models, thus making it easier to grasp the abstract and difficult content.

Title, Intoduction

Making a 360 video is recorded in all directions, giving you a complete 360-degree view. While watching these videos, you can control the viewing direction and watch the video from whatever perspective you'd like. Following post production editing 360 videos can be viewed on computers, smartphones and through VR headsets. Shooting video in 360° is not like shooting regular video. It has its own set of rules and considerations. If you want to record a 360 video, you'll need a special camera made specifically for shooting this type of footage. Most cameras also feature a companion mobile app that you can use to preview and manage your footage. When shooting a 360 video the first thing to remember is that 360° means that EVERYTHING is in the view of the camera and will be in the shot. This could include you, your colleagues any equipment such as lights, microphones etc. and will mean you have to creative with camera placement. Placement of the camera in the scene is key and important to storytelling but the camera should be placed in or around the centre of the activity. That way the viewer can explore the scene as they wish and will have something of interest to view in all directions. In order to achieve action the camera will need to be moved, however, it is important to remember that whatever is controlling the motion will also be in the video and motion of any kind needs to be calculated and intentional, otherwise it can cause nausea or it can disconnect the viewer from the experience.

Partner   ELS

EQF   4

Media   video

Learning Outcome

How to make interactive 360 degree VR film content. Understand the central components involved in building a scene and applying these by creating your own 360 degree scene.

Skills

Participants gaining practical skills in how to use the equipment and software.

Competence/Attitudes

The participant will be able to reflect on this alternative form of using technology to make videos.

Knowledge

After having followed the training material and the example exercises, the trainees should have required a good knowledge of describing the process to making a 360 degree video.

Title, Intoduction

Using VR for Learning VR can transform the way learning content is delivered; it works on the basis of creating a virtual world — real or imagined — and allows users to interact with it through a VR headset. Approaches can include virtual worlds created by computer generated graphics (CGI), 360 video or a combination of both. VR can be used to transport students back in time, virtually meet with historical characters, experience potentially dangerous situations in a safe way, experience the impossible and is the perfect medium to explore far-flung or new places without having to leave the classroom. VR provides a feeling of presence enabling learners to learn about a subject by virtually living it and provides an experience anchor to the instruction. With VR, learners are inspired to discover for themselves and have an opportunity to learn by doing things rather than just learning passively which greatly enhances recall. VR is not only a great medium to enhance recall, but it can also build empathy which helps learners understand situations, people, and events that they might otherwise never have contact with. Being immersed in what you're learning motivates you to fully understand it and requires less cognitive load to process the information.

Partner ELS

EQF 4

Media essay

Learning Outcome Participants would understand how using VR for Learning.

Skills

Participants would gain practical and some creative skills in how to use VR for Learning.

Competence/Attitudes

The participant will be able to reflect how impactful VR is for learners especially for visual learners and practically anyone to translate theoretical material into real concept.

Knowledge

After having followed the training material and the example exercises, the trainees should have acquired a good knowledge on the benefits of using VR for Learning.

Title, Intoduction

Exploring a local community - Making a virtual tour In this module participants will create a timemachine to the past, allowing everyone to visually experience how people used to live during the industrial age. Participants will learn how to use digital pictures and videos to create a virtual path through their local town. They will create a storyboard, use digital cameras and microphones to bring scenes to life and write and record appropriate voice overs.

Partner StAD

EQF 4

Media quest

Learning Outcome Participants will have opportunity to practically explore a local community making a virtual tour video.

Skills

Participants will gain practical skills and learn how to use various tools and follow instructions.

Competence/Attitudes

The participant will be able to reflect how things are done in practice. A case study of local community making a virtual tour will be in place for participants to learn and reflect from.

Knowledge

After having followed the training material and the example exercises, the trainees should have acquired a good knowledge of exploring a local community Making a virtual tour.

Title, Intoduction	**Mobile Learning** is a generic term used to refer to any teaching and learning that happens with the use of mobile devices and platforms. Mobile learning embraces a forward-thinking, digital-first approach to life where learning can be accessed anywhere at the point of need or interest. It can be used to offer formal training or informal 'just-in-time' learning aids or information. There are a myriad of different ways mobile devices can be used for learning… from accessing mobile learning platforms that deliver content (e-learning courses, VR experiences, lecture notes, videos, texts, etc.) to using them as tools for collecting and analysing data (interviews, photos, scientific data, etc.) while out in the field. Some examples of strategies used in mobile learning include: Microlearning or byte sized learning, Gamification, Story or scenario-based learning, Mobile apps for learning, Social learning. Video based learning scenarios.
Partner	ELS
EQF	4
Media	eLearning

Learning Outcome	**Skills**	**Competence/Attitudes**	**Knowledge**
Participants will gain insight into Mobile Learning alternative to classroom based learning.	Participants will learn skills to work in different settings.	The participant will be able to reflect and have the ability to understand the importance of mobile learning.	After having followed the training material and the example exercises, the trainees should have acquired a good knowledge of the various ways to learn in a mobile environment.

Area LITERACY

Skills		**Competence/Attitudes**	**Knowledge**
Cognitive – logical, creative, intuitive thinking and Practical methods, materials, tools and instruments)		Level of responsibility or autonomy	Theoretical or practical

Title, Intoduction	**Visual Literacy – Reading Historical Photographs** Photographs are an important key to the past. They let us see how things were, how the people looked like, what environment they worked and lived in. They give us a glimpse of what it was like back in the day, don't they? Pictures are not reality, at best a distorted version of reality, at worst a imagined dream. Using historical photographs, the participants will learn to read, contextualize and criticize visual history.
Partner	StAD
EQF	3
Media	quest

Learning Outcome	**Skills**	**Competence/Attitudes**	**Knowledge**
To make meaning from historical photographs, the 'reader' (participant) uses critical skills of exploration, critique and reflection what is seen with the eye and what is 'seen' with the mind.	Participants should learn to analyse the visual texts and the contexts surrounding the information. To make meaning from images, the "reader" uses the critical skills of exploration critique and reflection critical skills of exploration, critique, and reflection.	The participant will be able to reflect and have the ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words.	After having followed the training material and the example exercises, the participant/trainees should be able to read, interpret the purpose and intended meaning, and evaluate the historical photographs. They can also use picture and images in a creative and appropriate way to express meaning.

Title, Intoduction	**Using Documents** 1. Work with primary sources (original documents), and whenever you have not worked with primary sources before follow this process for every type of primary source: meet the document, observe its parts, try to make sense of it and use it as historical evidence. 2. Once you have become familiar with using primary source documents, you can start to analyze documents as a class or in groups without documenting the four steps as they go. 3. Eventually you will follow the procedure every time they encounter a primary source document. Don't stop with document analysis though. Analysis is just the foundation
Partner	ELD
EQF	3
Media	quest

Skills

The participants will develop skills to use documents along side visual historical photos. The training will enable participants to filter documents from different era and gain creative thinking in understanding which documents are important which are not etc,.

Competence/Attitudes

The participants will be able to discipher between documents which are relevant, which are interesting and which are not useful.

Knowledge

After having followed the training material and the example exercises, the participants/trainees should have acquired a good knowledge to identify different documents and how it is relevant to the work/research he/she is doing.

Learning Outcome

Undergoing Literacy training will enable participants to use relevant documents to in order to find out more information about the subject they are researching.

Title, Intoduction	**Writing texts and Labels** Here is a little guide for writing text for an exhibition. First of all we need some sort of introductory panel explaining the purpose of the whole exhibition and why the visitors should stay and read or look at this exhibition. This will be the equivalent of a start page to the exhibition. We then need section panels, like the chapters in a book and this give some general background information on the topic or the section or the part of the exhibition we are looking at. Throughout the text we should pose questions and the answers to the questions could be found in the objects, the pictures or the visual/audio information that we are giving. If you're using larger objects it may be an idea to give them a label. Give more detailed information about the objects themselves, explain what they are and why they are significant to the exhibition.
Partner	ELD
EQF	3
Media	quest

Skills

Participants will develop skills in writing which could be both creative and factual. Participants will develop skills to: Clearly write texts and label things accurately so that others can understand.

Competence/Attitudes

The participants will be able to reflect on their own ability to capture things in writing both accurately and clearly.

Knowledge

After having followed the training material and example exercises, the participants/trainees should have aquired working knowledge on how to write and label factually and clearly.

Learning Outcome

Participants should be able learn to use journal (on paper or on scren) and can use it in a variety of ways to record, explore and extend their own writing.

Title, Intoduction	**Understanding simple archive entries/ collection registration. How to find material.**
	In this activity, participants will be presented a task to search for specific information in digital open-access digital archives and platforms, so that they may analyse said information, only to prepare a document with conclusions regarding the data they have collected. Another aim of this quest is to capacitate participants to organise their own data (entry registration) in databases, or even create a simple database themselves.
Partner	ADPTN
EQF	3/4
Media	eLearning/quest

		Skills	Competence/Attitudes	Knowledge
Learning Outcome	Participants would learn the basic rules on how to archive using simple registration processes. Participants would learn the different types of archive collections.	Participants would develop skills to identify how to catalogue archive entries /collection using the standard tools and instruments.	The participants will be able to...have the ability to find collections or indeed register their own collections.	After having followed the training material and example exercises, the trainees should have the required knowledge to understand simple archive entries and how to find material.

Area   CULTURAL AWARENESS AND EXPRESSION

Skills	Competence/Attitudes	Knowledge
Cognitive – logical, creative, intuitive thinking and Practical methods, materials, tools and instruments)	Level of responsibility or autonomy	Theoretical or practical

Title, Intoduction	**Starting your own collection** Museums hold museum objects, often classified by museum departments and museum collections. The objects are taken care of by museum staff, mostly curators and restorers. But how do museums come about? For example, in the east of Croatia, in the city of Osijek, there is the Museum of Slavonia, which has existed since 1877. The Museum of Slavonia was founded on February 17, 1877 as the Museum of the Free and Royal City of Osijek, on the basis of a donation from the numismatic collection of the merchant from Osijek, Franjo Sedlaković. Mr. Franjo was an avid collector and lover of antiques of money, numismatic literature, medals, archaeological objects, birds and butterflies, porcelain and weapons. How to start collecting items/artifacts and creating a private collection? Each of us has an interest in a particular type of value. Some of us are interested in collecting postcards or art paintings and others are in expensive cars. We can collect items according to categories such as arts and crafts. Within the category of arts and crafts can be various collections such as furniture collection, ceramics collection, collection of clothing or fashion accessories, collection of packaging and advertising or decorative items, collection of toys, watches, pictures and frames, musical instruments, jewelry, while in technical materials may include typewriters and calculators, photographic apparatus, telephones, radio and television receivers, turntables, sewing machines, small and large household appliances, etc. Artifacts need to be taken care of to remain preserved and, of course, sometimes presented to our family, friends or visitors to the museum for many years.
Partner	MSO
EQF	4
Media	essay

		Skills	Competence/Attitudes	Knowledge
Learning Outcome	The participants will be able to: identify categories and collections of artifacts, inventor articafts, take care of the preservation of the artifacts, promote and share information, collaborate with other collectors and museums.	Participants/trainees will develop skills to navigate how to use different museums, National, local, specialist. They will gain practical methods of how to use museums.	The participants will be able to identify areas of interest and seek to explore experts in working with objects and specific subject areas.	After having followed the training material and the example exercises, the participants should be able to use a Museum with ease and have fun doing it.

Title, Introduction	**How to use an Archive**			
	The city archive is the historical memory of the city. It takes over the archive-worthy documents of the city administration, which are no longer needed, and supplements the archive material with historically relevant private documents such as estates and collections. It works with schools, universities, cultural institutions and associations to research and communicate the history of the city. Every citizen has the right to use the city archive. But many do not even know the establishment of an archive. The purpose of this essay is to bring the function of the archive closer to interested citizens, students, teachers, etc. and to facilitate their use of the archive. They should learn how they can prepare their archive visit, how and in which finding aids they can research, how they can, among other things, read and evaluate primary sources and in which other institutions they can continue to research.			
Partner	StAW			
EQF	5		**Competence/Attitudes**	**Knowledge**
Media	essay tutorial	**Skills**	Paticipant will gain an insight into the role archives have in raising cultural awareness and how they work in issues such as cultural expression and identity.They will particularly look at how archives can work with issues such as racism, xenophobia and cultural diversity similar issues.	After having followed the training material and the example exercises, the participants should be able to use an archive its collections with ease and have fun doing it.
Learning Outcome	Partuicipants will gain an overview of what archive do, how they collect, store and conserve material for future refence and use.They will look at how archives can be used in cultural awareness.	Participants will develop basic skills in access, retrieve and use images, texts and documents in collections in an archive.		

Title, Introduction	**Creating Pop-Up Exhibitions** A pop-up exhibition is a new and effective way of utilizing unused/unoccupied shops, buildings, parks, halls and other spaces for a limited time period, starting from an hour to a few weeks. It has many advantages apart from being a practical way of holding exhibitions on a small budget. A Pop-up, can bring new life to long-neglected areas of a neighborhood. It is also very effective in connecting people living in the same area and thanks to the pop-up, giving them a lot of ideas to discuss about.			
Partner	ELD			
EQF	3/4			**Knowledge**
Media	essay			After having followed the training material and the example exercises, the participants /trainees should develop and be able to describe the processes of creating pop up exhibitions and can develop and implement original ideas and solutions. Participants should be able to experience beauty and can create beauty.
Learning Outcome	Pop-up Exhibitions is an excellent way to provide adults with skills that enable them to convey on low/medium threshold to give the general public the opportunity to view and get detailed info on digitalised art and other materials. Apart from getting a quick overview there is also the opportunity to view high resolution images which can be very interesting if one wants to study the minute details of paintings/images for example.	**Skills** The participant will develop skills to create their own pop up exhibition in different venues for multiple audiences.	**Competence/Attitudes** The participants will be able to acquire cultural and creative competencies through education and training. Be able to provide quality access to creative environments.	

Title, Intoduction	**Exploring a local Community - Making Heritage trails with 360 video**
	Industrial heritage trail preserve the memory of the local community and serve to promote and evaluate the tangible heritage of the local community. Industrial factories once employed thousands of workers. Spaces of the factories looked like small, well-decorated towns, and provided their employees with the most needed jobs - family doctors, resorts, organized leisure time and most of all feeling of belonging. Many workers have found their future spouses in the work environment. There are many romantic, love stories that testify to several generations of workers in the same factory. Because of this, heritage trails are important. Through the paths of heritage, we learn about the history of our city, we understand how the world around us changes and appreciate the legacy of values of locations, buildings and machines, as well as the development of cities and communities thanks to the economy of progress. How to create heritage trail?Almost everyone, from individuals to cultural museum institutions, universities or stakeholders in tourism, can participate in the process of creating heritage trail .What triggers the process of making one? Sometimes it is an idea or mission that brings together the same. The VIRAL project has brought together project partners who want to use industrial tangible and intangible heritage to educate people using virtual and augmented reality and capture 360 ° videos. The path of industrial heritage or the industrial route of Osijek gathered several associates, all aiming to map industrial heritage, to create a printed interactive map that will revive some of the factories using technology of AR. What do we need to determine first? 1. The theme of the heritage trail - the industrial heritage of the city. 2. Create partnerships.3. Managing visitors.

Partner MSO

EQF 5

Media essay tutorial

Learning Outcome

Learning Outcome	Skills	Competence/Attitudes	Knowledge
Participants will gain insight into how local communities develop heritage trails. The participants will go through step by step process of devising a community heritage trail.	The participants will acquire practical methods, tools and instruments on how to make their own community heitage trails.	The participants will be able to reflect on how they want to present their community heritage trails.	After having followed the training material and the example exercises, the participants /trainees should develop and be able to describe the processes of making a community heritage trails.

Title, Intoduction	**Exploring Artifacts – Using all the senses**
	Various interests point visitors to the research of museum objects. Sometimes we are exploring because we want to educate ourselves, sometimes because the museum is a gathering place – a place of social life, and sometimes out of curiosity. Museum subjects can be explored by historians, archaeologists, students, children and parents. We can observe the subject, read what is written on the museum legend or in the exhibition catalog. What are the other ways of researching museum objects? Can the study of museum objects affect our feelings, our life's perception or mood? Can we include all other remaining senses except sight? Sight detects colors and light (visible spectrum, optical illusion, etc.). Hearing detects the sound. Touching detects heat, cold, pressure and pain, but also texture. Smelling detects smells and chemical compounds in the air. What scents can we associate with success, love, work, happiness? Taste detects chemical compounds in food, minerals and even toxic substances. Sensory immersion experiences within the museum "envelop the visitor in the sounds, smells, sights, textures, and even tastes of a place or event" in ways that objects and text displays alone sometimes cannot.

Partner ELD

EQF 3/4

Media essay

Learning Outcome

Learning Outcome	Skills	Competence/Attitudes	Knowledge
Using artifacts to help participants to raise questions about what they see/sense. Develop scenarios where participants are able to explore their own history/identities.	The participant will develop skills to create their own pop up exhibition in different venues for multiple audiences.	The participants will be able to reflect on how a story can be told with things/objects.	After having followed the training material and the example exercises, the participants/ trainees should develop and be able to describe the process of how to use artifacts in all the senses.

Title, Intoduction	**Interpreting an Exhibition**			

Museum workers are trying to transform museums from static space into interactive ones suitable for visitors who want new experiences and experiences in museums. An exhibition or a museum object can affect the visitor's curiosity, attention, and interest. One way is to allow a visitor to interpret a museum exhibition. The basic principles of interpretation are: to challenge, to identify, to disclose, to emphasize the whole phenomenon, to highlight the main message.

Partner	MSO			
EQF	3			**Knowledge**
Media	quest	**Skills**	**Competence/Attitudes**	After having followed the training material and the example exercises, the participants/ trainee should develop and be able to describe the process of how to interpret exhibitions and how the creative medium is very subjective.
Learning Outcome	Participants will be encourages gain insight into how they interpret what they see according to their views. The importance of exhibitions are a creative medium and there is no one interpretation, people can have several views.	Participants will acquire practical cognitive and creative intuitive to interpret exhibitions as they view it.	The participants will be able to reflect on how a story can be told via exhibitions and in a visual meduim.	

Title, Intoduction	**Gender and Labour in Industrial Sites**			

Participants will be presented general demographics information concerning one specific site, focusing on the variable "gender". They will be informed about the differences in gender roles and their evolution across time, to the contemporary era. The goal is to foster a reflexion on gender inequality not only in what concerns labour rights in general but also in the industrial sector specifically.The participant should be able to understand and recognise inequality in the workspace and to act upon it, and suggest ways in which the sector may be demographically diverse and inclusive.

Partner	ADPTN			
EQF	4			**Knowledge**
Media	quest	**Skills**	**Competence/Attitudes**	After having followed the training material and the example exercises, the participants /trainee should develop and be able to explain the make-up of the workforce.
		Will gain skills to understand the make-up of the types of people that are employed in the sector and whether the sector provides equality.	The participants will be able to...reflect on whether the sector is diverse and inclusive.	
Learning Outcome	Gain an insight into the sector and the types of people that make-up the workforce.			

Area ENTREPRENEURSHIP

Title, Intoduction

Promoting via Social Media

This will provide participants/trainees insight into how social media plays a key role in profiling entrepreneur's and their work/services/products. This will enable participants to understand modern way of communicating. Participants will gain practical skills to understand the different ways to use social media for promotions. The participants will be able to reflect on modern ways of promotion. After having followed the training material and the example exercises, the participants/trainee should be able to explain the different social media platforms.

Partner COVU

EQF 3/4

Media video

Learning Outcome

This will provide participants/ trainees insight into how social media plays a key role in profiling entrepreneurs and their work/ services/products. This will enable participants to understand modern way of communicating.

Skills

Participants will gain practical skills to understand the different ways to use social media for promotions.

Competence/Attitudes

The participants will be able to reflect on modern ways of promotion.

Knowledge

After having followed the training material and the example exercises, the participants /trainee should be able to explain the different social media platforms.

Area CIVIC

Title, Intoduction

Democratic issues of Access to Archives and Museums
In some institutions only highly trained individuals are allowed to see and touch the archives and museum artefacts, the public are denied access. You will look at a short essay on Democratic Access to Museums and Heritage and then participate in a group discussion regarding the meaning of access, democracy and heritage. As a group you will then design and write your own charter listing conditions that you as a group demand for democratic access to heritage.

Partner COV U

EQF 4

Media quest

Learning Outcome

Participants will gain insight into the different protocols to access archives and museums. In some instances only highly trained individuals are only able to access archives/museums due to the preciousness of the object/document and how important and old it is.

Skills

The participant will develop skills to identify different types levels of aces to archives and musuems.

Competence/Attitudes

The participant will be able to reflect on this alternative form of using technology to make videos.

Knowledge

After having followed the training material and the example exercises, the trainees should have required a good knowledge of describing the process to making a 360 degree video.

Title, Intoduction	**Organise a memory Cafe**			
	Participants will be introduced to the idea of a memory café and to its specificities, namely the value of organizing such a project and the social benefit it brings. They will know how to plan such event, to produce it and to manage it.			
Partner	COVU			
EQF	3			
Media	essay			
			Competence/Attitudes	**Knowledge**
Learning Outcome	To introduce participants to what is a Memory Cafe. To explain policies and procedures and to set out, clearly, the roles expected of a volunteer. Induction should also identify the support a volunteer should expect from the Memory Café organisation.	**Skills** The participant will develop practical methods and skills to organise memory cafe.	The participants will be able to...reflect on how to organise a memory cafe or indeed whether he or she wants to volunteer for an organisation that organises memory cafe.	After having followed the training material and the example exercises, the participants /trainee should be able to describe step by step the process of organising a memory cafe.

Area   PERSONAL, SOCIAL AND LEARNING

Skills	Competence/Attitudes	Knowledge
Cognitive – logical, creative, intuitive thinking and Practical methods, materials, tools and instruments)	Level of responsibility or autonomy	Theoretical or practical

Title, Intoduction	**Basic Research Skills**			
	You will learn how to use the library as a research repository for history and story-telling. You will develop basic research skills, such as how and where to start looking for subject matter. You will gain an understanding of ethics and copyright and will be shown how to add information and references as a footnote. In this fun quest you will explore the archives and resources of the library and at the end of the quest you will have put together your own story.			
Partner	COV U			
EQF	3/4			
Media	essay tutorial			
		Skills	**Competence/Attitudes**	**Knowledge**
Learning Outcome	Participants learn how to use library and other tools to search for existing body of research relevant to their topic -identify and demonstrate appropriate research methodologies and know when to use them -identify research ethics and responsible conduct in research	Participants develop basic skills to understand the different types of research and also understand the ethical aspects of reaerch.	The participants will be able to reflect on the different types of methods to be used for research and the available tools that can be used to aid them.	After having followed the training material and the example exercises, the participants /trainee should be able to describe how to carry out basic research.

Title, Intoduction	**Interpretating a heritage site**			

The purpose of this quest is to improve skills in interpreting exhibits in industrial heritage sites. Interpretive exhibits don't just display objects; they use objects to teach history. They do more than just name the objects or group them or even show their functions. Interpretive exhibits use objects to help us understand and explain community history. Good interpretive exhibits present sequences, study effects, explain relationships, make comparisons, and raise as well as answer questions.

		Skills	**Competence/Attitudes**	**Knowledge**
Partner	ELD			
EQF	3	The participant will develop clear style of intuitive thinking and able to read the person they are interviewing. It is important participants realize they cannot use same interview style for everyone, need to adapt/flexible and utlise practical methods.	Participants will have reflected on the importance of preparing for interviews, prepare questions beforehand and expect difficult situations. Participants will have high degree of autonomy when they are in a position to carry out interviews.	After having followed the training material and the example exercises participants /trainees should have aquired a wide ranging techniques to carry out interviews from people of different backgrounds and learning abilities.
Media	quest			
Learning Outcome	Understand the various ways of gathering information by asking people questions. Understand how to decide between the different types of interview. Develop the skills needed for approaching different types of interviews.			

Title, Intoduction	**What is Post Industrial Heritage**			

Industrial culture and industrial heritage are important components of structural change. Former industrial plants and buildings are today industrial monuments or museums. They are learning places for the mediation and appreciation of the industrial heritage. Complementary media, documents or narratives help to preserve the old traditions, the history and the life of the industrial society and to bring them closer to the people. Awareness of the importance of industrial heritage for today's society creates regional identity. The communication of industrial history in the context of structural change is aimed at those interested of all age groups, but especially at teachers and adult educators.

		Skills	**Competence/Attitudes**	**Knowledge**
Partner	StAW			
EQF	5			
Media	essay	Participants develop skills to identify via creative and intuitive thinking what is post industrail heritage.	The participants will be able to reflect on their understanding of what constitutes post industrial heritage.	After having followed the training material and the example exercises, the participants /trainee should be able to describe what Post Industrial Heritage is.
Learning Outcome	Have an insight to what is Post Industrial Heritage and also explore briefly pre industrial heritage.			