



## IO4 -e-Toolkit for adult educators “Modern flipped studio “Successful Innovator in CCS””

### O4/A1: How to run the modern flipped studio “Successful Innovator in CCS” using NOOCs

#### Contents

Introduction to the modern flipped studio “Successful Innovator” .....	2
Main aims of the e-Toolkit and its structure .....	3
Introduction of the project Flipped Studio “Successful Innovator” – NOVA.....	5
Innovative upskilling pathways for adult learners in the format of the flipped studio “Successful Innovator” .....	7
Implementation of the flipped learning classroom in the modern studio “Successful Innovator” .....	9
Introduction to self-learning sessions.....	10
1 <sup>st</sup> self-learning session - Innovative solutions in CCS during the Covid-19.....	10
2 <sup>nd</sup> self-learning session - Importance of the cultural awareness and expression .....	11
3 <sup>rd</sup> self-learning session - Digitalization opportunities for CCS.....	11
4 <sup>th</sup> self-learning session - How to realise my business in CCS effectively .....	12
5 <sup>th</sup> self-learning session - How to proceed with my innovation’s ideas in CCS as self-employed, employee or volunteer .....	12
Participating in the Workshops facilitated by adult educators .....	13
Organising assessment of learner’s competences and skills .....	14
Motivation of adult learners to participate actively in the flipped studio .....	15
References .....	18



## Introduction to the modern flipped studio “Successful Innovator”

Modern flipped studio “Successful Innovator” is designed as a training course for adult learners for developing their competences and skills to increase their capacity to think and act in innovative ways within the cultural and creative sectors.

**The objectives of the training program Flipped studio „Successful innovator” are:**

- to equip learners with the set of innovative European and worldwide solutions in CCS during COVID-19 to unveil opportunities that can be sought by learners, thus contribute to their future successful involvement in CCS as a self-employed, employee or a volunteer;
- to enhance and assess learners’ skills and competences needed to become a successful innovator in CCS.

**The flipped studio “Successful Innovator” training course composes of:**

- self-learning material presented as NOOCs (Nano (small) Open Online Courses - short video courses) available through user-friendly [Moodle platform](#);
- workshops facilitated by adult educators (face-to-face or online);
- assessment of learner’s competences and skills.

This document is created for adult educators as a guidance tool on how to run the modern flipped studio “Successful Innovator” with learners.



## Main aims of the e-Toolkit and its structure

The [e-Toolkit](#) for adult educators “Modern flipped studio” is dedicated to support adult educators-facilitators in effectively running the flipped studio “Successful Innovator”.

The main aim of the e-Toolkit is to present the innovative and attractive learning pathway dedicated to enhancing learners’ main competences needed to think and act innovatively in Cultural and Creative Sectors of the economy.

The e-Toolkit consists of the following parts:

1. **How to run the modern flipped studio “Successful Innovator” using NOOCs and facilitated workshops.** It provides adult educators-facilitators with the general overview and implementation of the innovative upskilling pathways, submitted to adult learners in the format of the flipped studio “Successful Innovator”.
2. **Training scenarios for facilitated workshops for learners “Making innovations in CCS a reality”.** It presents teaching scenarios-activities for 3 face-to-face or online workshops with the learners organised in parallel with self-learning sessions.
3. **Methodology and training plan for modern flipped studio “Successful Innovator”.** It presents the 3-stages methodology of the learning process in the flipped studio: awareness-raising, deepening knowledge, and making actions. The detailed training plan is also defined.
4. **How to organise Assessment session with the assessment tool and visual presentation of learners “What does innovations in CCS means to me”.** It presents the methodology of the assessment session based on the developed assessment tool.

## E-TOOLKIT





## Tool “How to run the modern flipped studio “Successful Innovator” using NOOCs and facilitated workshops”

This document is presented as a part of the e-Toolkit for adult educators and it serves as a tool *How to run the modern flipped studio “Successful Innovator” using NOOCs and facilitated workshops*.

### Objectives of the tool:

- To introduce project Flipped Studio “Successful Innovator” - NOVA.
- To introduce the implementation of the innovative upskilling pathways, submitted to adult learners in the format of the flipped studio “Successful Innovator”.
- To describe the implementation of the flipped learning classroom.
- To present the learning outcomes of self-learning sessions for learners and their impact on developing the innovator’s competences.
- To introduce the assessment of learner’s competences and skills.
- To introduce the methods of the motivation of adult learners to participate actively in the flipped studio.

### Learning outcomes:

By the end of the self-learning of this tool, adult educators will be able to:

- Understand the main principles, objectives and outcomes of the project Flipped Studio “Successful Innovator” – NOVA.
- Understand the content, structure and process of the training course Flipped Studio “Successful Innovator”.
- Organise training course “Successful Innovator” and workshops via online environment (Zoom or other).
- Organise training course “Successful Innovator” and workshops through face-to-face activities.
- Organise assessment of learner’s competences and skills including pre-assessment and post-assessment developed in the project.
- Motivate learners to improve their competences and skills through Flipped Studio “Successful Innovator” training course.



## Introduction of the project Flipped Studio “Successful Innovator” – NOVA

The cultural and creative sectors (CCS) represented around 3.5% of all products and services made in the EU and employed 3% of the European workforce before the Pandemic.

However, the CCS are among the most severely impacted at this time. According to preliminary estimates by Eurostat, the COVID-19 crisis may affect about 7.3 million cultural and creative jobs across the EU. The crisis is testing the EU’s citizens’ capacity to think and act in unconventional and innovative ways in order to respond to these unprecedented circumstances. That is why there are needs to stimulate European awareness of innovative solutions undertaken during the COVID-19 in CCS as well as empower and train people to be successful innovators in CCS and this is the main aim of the project.

The project partnership concentrates on the development of five important competences needed to develop learners’ capacity to think and act innovatively in CCS: three basic and two specific.

Basic competences in accordance with the European Reference Framework for Key Competences are:

- culture awareness and expression,
- entrepreneurship,
- digital.

The specific competences:

- understanding of main components of innovations in CCS,
- realising your innovative ideas in CCS.

The project develops the flipped studio “Successful Innovator” to create learners’ awareness about innovation solutions in the CCS during COVID-19, deepen knowledge on five competences and coherent to them skills, and finally, empower learners to become successful innovators in CCS and to be integrated to the society by getting employed, self-employed or become the volunteers in CCS. Thus, the project contributes to the recovery resilience of the cultural and creative sectors.

**The objectives of the project are:**

- to set up and provide access for upskilling pathways in the format of flipped studio “Successful Innovator” to enhance skills development and competences that reinforce creativity and innovation in CCS,
- to equip adult learners with the set of innovative solutions in CCS during COVID-19,



- to unveil opportunities that can be sought in a critical context and contribute to the resilience of the cultural and creative sectors,
- to develop an assessment tool to track the progress of adult learners to become the successful innovator in CCS,
- to support adult educators in effectively running the flipped studio “Successful Innovator”.

In order to achieve the defined objectives, four intellectual outputs are produced:

**For adult learners:**

- Set of Innovative solutions in CCS during the COVID-19,
- Flipped studio “Successful innovator”,
- Assessment Tool for recognition of innovator’s in CCS competences.

**For adult educators:**

- e-Toolkit for adult educators “Modern flipped studio “Successful Innovator in CCS”.

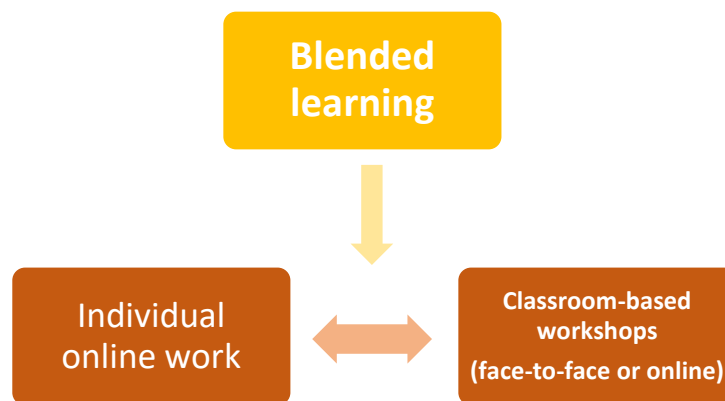


## Innovative upskilling pathways for adult learners in the format of the flipped studio “Successful Innovator”

The Flipped Studio is part of a **3-stage methodology** of the NOVA learning process consisting of:

- Awareness raising
- Deepening knowledge
- Making actions

Flipped Studio “Successful Innovator” learning pathway is based on **blended learning approach**. To implement this approach, training course consists of self-learning sessions for individual work online and workshops to discuss and fulfil the practical exercises facilitated by adult educators which can be done face-to-face or online.



### Individual online work

The training process in the Flipped Studio is organised in the modern educational e-learning environment, adapted to the Pandemic situation. Each self-learning session includes the set of NOOCs: Nano (small) Open Online Courses. Each NOOC is presented as an attractive short video-course including training materials and following-up with the self-testing and practical exercises.

A Nano Open Online Course (NOOC) is a type of online learning programme designed to be short, focused and highly targeted. Because of their short duration and targeted focus, NOOCs are particularly suitable for learners who need to acquire a new skill or area of knowledge quickly, or who want to supplement their existing knowledge with a deeper understanding of a particular topic. They can also be useful for learners with fewer opportunities, as they often



don't have the opportunity to attend long courses or don't have the technical tools to take part in the online course in question.

### **Classroom-based workshops**

The classroom-based Workshops facilitated by adult educators are an important part of the learning process within the Flipped Studio. The discussions and reflections in the groups are essential for developing a sense of innovation and ensure a better development of related competences and skills.

### **Training programme**

The training program is developed in the learner-friendly manner, is easy to join and based on the combination of the self-learning via e-platform with the facilitated face-to-face workshops. The duration of the training is 40 academic hours in total, including 26 a.hours of self-learning in any time suitable for the learner and 14 academic hours for 4 face-to-face workshops facilitated by adult educators and helping to deepen knowledge acquired by online learning.

After successfully finishing the training course learners are invited to prepare a visual presentation on their innovative ideas in CCS and once accomplishing that and being evaluated by the educator in the Moodle e-platform - they get the Digital Badge (Certificate) which indicates their competences obtained and could be used for improving their CV.

*Digital Badge is generated automatically after learners submit their visual presentation on Moodle and the educator evaluates them in the e-platform.*



More information on the methodology and detailed lesson plan for the course can be found in [\*\*Methodology and training plan for modern flipped studio “Successful Innovator”.\*\*](#)





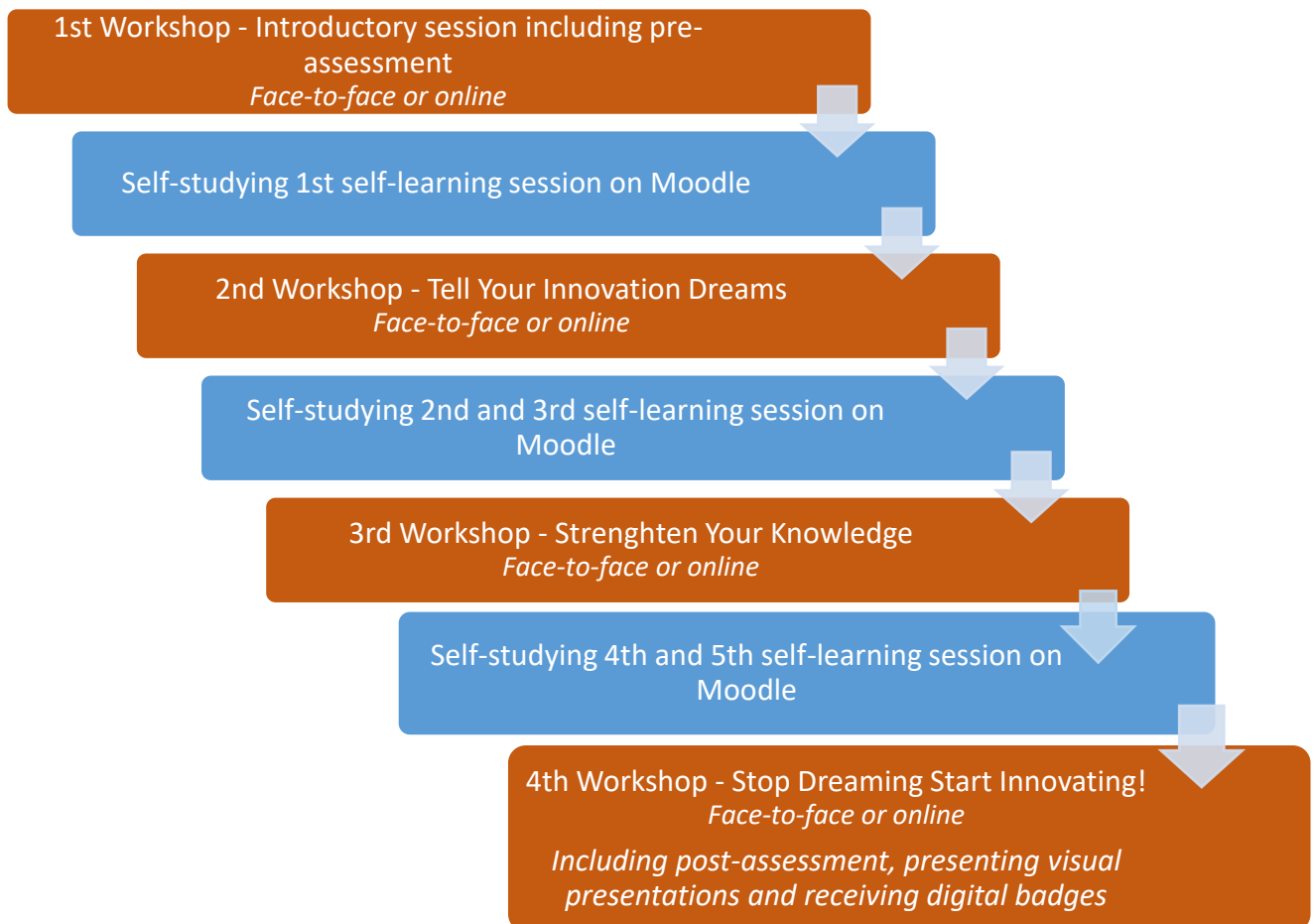
## Implementation of the flipped learning classroom in the modern studio “Successful Innovator”

The **five self-learning sessions** aimed at awareness-raising and deepening knowledge on the five competences for being creative and innovative in CCS are:

1. Innovative solutions in CCS during the Covid-19
2. Importance of the cultural awareness and expression
3. Digitalization opportunities for CCS
4. How to realise my business in CCS effectively
5. How to proceed with my innovation ideas in CCS as self-employed, employee or volunteer

Each self-learning session includes the set of NOOCs: Nano (small) Open Online Courses (short video-courses including training materials and self-testing and practical exercises).

**The Flipped Studio “Successful Innovator” learning process is reflected in the following scheme:**





## Introduction to self-learning sessions

### 1<sup>st</sup> self-learning session - Innovative solutions in CCS during the Covid-19

This self-learning session is dedicated for developing competence “Understanding of main components of innovations in CCS”.

It covers seven sectors of CCS: Music, Performing Arts, Visual Arts, Audio-visual Arts, Games & Multi-media, Design & Fashion, Artistic crafts. 40 innovation solutions are presented in total, with 5-6 good practices for each of the defined sector.

#### Learning outcomes of this session:

- increased ability for analysing the spectrum of innovation in culture and creative sectors of economy (CCS) in the 7 defined sectors;
- reinforced capacity to learn from the good innovative practices in CCS emerged during the COVID-19;
- better understanding of the challenges the COVID-19 brought to CCS;
- improved creative capacity to search for, recognise and store new and innovative ideas, benefit from them and act upon opportunities presented in innovative solutions in CCS.

This self-learning session consists of the **41 NOOCs** (Nano open online courses) presented as short videos and aiming to deepen skills, corresponding to the seven above-defined sectors of CCS.



**Innovation ideas in  
the CCS**



**Creativity in the Music  
sector**



**Creativity in the  
Performing Arts sector**



**Creativity in the  
Visual Arts sector**



**Creativity in the  
Audio-Visual Arts  
sector**



**Creativity in the  
Games & Multi-media**



**Creativity in the  
Design & Fashion**



**Creativity in the  
Artistic Crafts sector**



## 2<sup>nd</sup> self-learning session - Importance of the cultural awareness and expression

This self-learning session is dedicated to the development of competence “Cultural awareness and expression”.

This self-learning session consists of **5 NOOCs** (Nano open online courses) presented as short videos:

1. Expressing, interpreting and developing your ideas with empathy in the range of the forms within cultural and creative contexts.
2. Understanding how your ideas in CCS can correspond to the different cultures.
3. Understanding the different ways of communicating the innovative ideas in CCS both as an individual and collectively in a team.
4. Ethical respect for diversity in cultural and artistic expressions of creative ideas.
5. Showing the responsibility towards intellectual and cultural ownership in CCS.

### Learning outcomes of this session:

- increased ability to develop and express ideas within cultural and creative contexts;
- increased understanding of how ideas and meanings are creatively expressed and communicated in different cultures;
- ability to use different ways of communicating ideas, both as an individual and collectively in a team, with the respect for diversity in cultural expressions of them;
- developed an ethical and responsible approach to the intellectual and cultural ownership of ideas.

## 3<sup>rd</sup> self-learning session - Digitalization opportunities for CCS

This self-learning session is dedicated for developing Digital competence.

This self-learning session consists of **5 NOOCs** (Nano open online courses) presented as short videos:

1. Understanding the benefits of using digital technologies for creating, presenting and implementing the innovation ideas in CCS.
2. Using internet search for discovering the new opportunities in CCS safely.
3. Awareness of the possibility to express your idea using digital presentations and animations.
4. Using different digital platforms, tools for collaboration and communication, social media especially within the period of limitation of face-to-face activities, like COVID-19.
5. Understanding of limitations and risks of the digital sphere.



### Learning outcomes of this session:

- ability to use digital technologies for developing and implementing innovative ideas in CCS;
- increased capacity to use the internet search for discovering the new opportunities safely;
- ability to pitch innovative ideas in CCS digitally;
- understanding how to make attractive digital presentations;
- ability to use the social media opportunities for marketing innovative ideas in CCS and communicating with the followers during COVID-19 pandemics and in the future.

### 4<sup>th</sup> self-learning session - How to realise my business in CCS effectively

This self-learning session is dedicated for developing Entrepreneurship competence.

This self-learning session consists of **5 NOOCs** (Nano open online courses) presented as short videos:

1. Understanding of the core business principles and steps to be followed when creating and managing business in CCS.
2. Creativity in developing innovative ideas in your CCS business.
3. Critical thinking and looking at your business ideas from different perspectives.
4. Problem solving while implementing your CCS business idea.
5. Coping with uncertainty, ambiguity and risk in your business.

### Learning outcomes of this session:

- increased ability to develop innovative ideas in business creatively by bringing new and innovative product or service to market;
- ability to evaluate the problems and risks which have to be overcome especially considering COVID-19 pandemic situation.

### 5<sup>th</sup> self-learning session - How to proceed with my innovation’s ideas in CCS as self-employed, employee or volunteer

This self-learning session is dedicated for developing competence “Realising your innovative ideas in CCS”.

This self-learning session consists of **4 NOOCs** (Nano open online courses) presented as short videos:

1. Understanding your own strengths and weaknesses in implementing your innovation idea in CCS.



2. Understanding the success factors as well as threats that can influence the implementing of your innovation idea in CCS.
3. Awareness on visual thinking tool Google Jamboard to develop and express your innovative ideas in CCS.
4. Presenting visually your mind-map of innovation ideas and future plans using the Jamboard.

#### **Learning outcomes of this session:**

- increased capacity to understand one’s strengths and weaknesses
- realisation how involvement in the CCS could benefit one’s life, even during critical situations;
- developed capacity to visualize and present mind-map, ideas and future steps using Google Jamboard;

### **Participating in the Workshops facilitated by adult educators**

In additional to self-learning sessions defined above, the classroom-based Workshops facilitated by adult educators are an important part of the learning process within the Flipped Studio. The discussions and reflections in the groups are essential for developing a sense of innovation and ensure a better acquisition of the five competences described above and development of related to them skills.

The first workshop is intended for introducing by adult educator-facilitator the learning process within the Flipped Studio “Successful Innovator” as well as the content of the first self-learning session “Innovative solutions in CCS during the Covid-19” to the participants.

The next three facilitated workshops are dedicated to developing the specific competence “Realising your innovative ideas in CCS” and are based on the reflections on self-learning materials and developing abilities for making innovation actions. These workshops are:

- Tell Your Innovation Dreams,
- Strengthen Your Knowledge,
- Stop Dreaming, Start Innovating!

The facilitator could also organise these classroom-based workshops in the online environments, like ZOOM classrooms.

Detailed lessons plan and methodology for the course can be found in: [Methodology and training plan for modern flipped studio “Successful Innovator”](#).

Detailed training scenarios including activities for facilitated workshops can be found in: [Training scenarios for facilitated workshops for learners “Making innovations in CCS a reality”](#).



## Organising assessment of learner’s competences and skills

NOVA project uses a 'formative and summative' type of assessment, where a test is given before the course starts and after it is completed. This approach helps adult educators through the formative test to better understand the needs of their learner group, assess the strengths and weaknesses of their learners and plan their teaching activities accordingly. In addition, the summative assessment allows adult educators to assess and measure what the learners have learned, providing measurable data on the impact of the course.

**The NOVA assessment process consists of two stages:**

1. A pre-test to assess an initial level of Innovation within Cultural and Creative Sector (CCS) – related skills and competences.
2. A post-test to define the level of skills and competences acquired by the learners upon completion of the training programme.

The self-assessment test covers all five competences and consists of **50** closed questions. For an assessment session (pre- or post- assessment), the learner is presented with **27 randomly selected questions**, proportionally drawn from each skill.

Each question is provided with an explanation of the correct answers, thus, the self-assessment test has also the **educational value**.

In addition to the pre- and post- assessment tests, learners who achieve 80% or more correct answers in their post-assessment test are also invited to prepare a **visual presentation** – mind map of their innovative ideas in CCS.

Learner upload this presentation on the e-platform on Moodle and presents it to other learners and the facilitator during the last workshop. The facilitator then evaluates the presentation through Moodle.

After successfully completing the post-assessment test and presenting their Mind Maps, the learners get the **digital badge “Successful Innovator in CCS”** which automatically generates in Moodle once the facilitator evaluates learner’s presentation. The learners are able to display it using the social networks, Mozilla Open Badges Backpack etc.



Detailed information and instructions how to implement the pre- and post- assessment tests and how to organise preparation of visual presentation are provided in: [How to organise Assessment session with the assessment tool and visual presentation of learners “What does innovations in CCS means to me”.](#)





## Motivation of adult learners to participate actively in the flipped studio

Motivation plays a crucial role in adult education as it serves as a driving force that propels adult learners toward their educational goals and maximizes their learning outcomes. In the context of adult education, where learners often have diverse responsibilities and competing priorities, **motivation serves as the fuel that sustains their commitment and engagement**. Additionally, motivation fosters a positive mindset and self-belief, enabling adult learners to overcome barriers, embrace new knowledge and skills, and achieve personal growth.

The implementation of an innovative upskilling pathway utilizing online methods aims to enhance learners' motivation and engagement in the flipped studio through a **participatory approach**. This approach allows learners to conveniently study from home at their preferred times and actively participate in online or face-to-face workshops between the self-studying sessions. This methodology holds significant appeal, particularly during the pandemic, as it accommodates learners' needs and circumstances. Additionally, it proves especially beneficial for individuals with limited opportunities, residing in rural areas, even in non-pandemic situations.

### Importance of learners' motivation:

1. **Lifelong Learning:** Motivated adult learners are more likely to engage in lifelong learning, continuously expanding their knowledge and skills. Motivation fuels their curiosity and drive for self-improvement, enabling them to adapt to evolving societal, technological, and professional demands.
2. **Professional Growth and Advancement:** Motivation plays a pivotal role in adult learners' professional growth and advancement. It fuels their determination to acquire new competencies, stay abreast of industry trends, and pursue career development opportunities, increasing their employability and prospects for promotion.
3. **Career Transition and Employability:** Motivated adult learners are better equipped to navigate career transitions. By actively participating in the flipped studio, they acquire relevant knowledge, develop critical skills, and demonstrate their commitment to continuous learning, enhancing their employability in a competitive job market.

Understanding the motivation of adult learners in the flipped studio is essential for facilitators to design effective learning experiences that inspire active participation and foster lifelong learning. By aligning learning objectives with learners' needs, providing relevant and engaging content, and nurturing a supportive community, instructors can enhance motivation. Motivated adult learners, in turn, are more likely to achieve their goals, enhance their employment possibilities, and embrace lifelong learning as a pathway to personal and professional growth.



### Methods for motivating adult learners in the flipped studio:

1. **Clear Learning Objectives:** Communicating clear and specific learning objectives helps adult learners understand the purpose and value of their participation in the learning process. It sets the foundation for motivation by highlighting the benefits they can expect to gain.
2. **Relevance and Application:** Demonstrating the practicality and real-world applicability of the knowledge and skills acquired in the flipped studio enhances adult learners' motivation. Connecting the learning content to their personal and professional lives ignites a sense of purpose and relevance.
3. **Engaging Instructions:** Incorporating interactive content and multimedia resources stimulates adult learners' motivation. Flipped studio has a wide range of educational videos on the e-learning platform that can be used not only for individual learning but also for engaging learners.
4. **Supportive Learning Community:** Cultivating a supportive learning community within the flipped studio encourages adult learners to engage actively. Opportunities for peer collaboration, feedback, and discussion foster a sense of belonging, motivation, and accountability. This can be ensured during online or face-to-face workshops.

### Motivational features of the flipped studio:

- Importance of the CC sector of the economics, possibility to join the sector becoming entrepreneur, employee or volunteer
- Set of innovative solutions in CCS during the Covid-19 (O1)
- Attractive and learner friendly blended learning pathway using self-learning sessions with NOOCs and Workshops (O2)
- Assessment Tool which boosts willingness to gain or improve the skills and contains Visual learners presentation – powerful tool which can be used in the future to visualise ideas, Digital Badge containing information on acquired competences and skills (O3)

More detailed description of the Introductory learning session (where the main motivators are and how facilitator can use them: attractive presentation of learning process, initial assessment, Introduction of the CCS and opportunities in it):

Training steps	Type of the learning session	Duration, a. h	Content/Topics
1	1st Workshop-Introductory session	2	<ul style="list-style-type: none"> <li>➤ Getting to know each other. Ice-breaker exercise</li> <li>➤ Introduction of the learning process within the Flipped Studio “Successful Innovator”</li> <li>➤ Learners’ expectations</li> </ul>





Training steps	Type of the learning session	Duration, a. h	Content/Topics
	Face-to-face /ZOOM		<ul style="list-style-type: none"> <li>➤ Initial assessment of competences and skills of adult learners willing to become successful innovators in CCS</li> <li>➤ Short Introduction of the first self-learning session “Innovative solutions in CCS during the Covid-19”</li> <li>➤ Giving the task for the first online self-learning session</li> </ul>

### Advise on how to recruit and motivate learners

The learners can be motivated and recruited through:

- Social media
- Work with Labour exchange offices
- Work with Social services, public bodies
- Work with creatives’ organisations
- Work with disabled learners’ organisations, day centres
- Work with various NGO active in the field of social inclusion, employability and adult education

Now that you are equipped with instructions on how to run the modern Flipped Studio “Successful Innovator”, you can go through **all the NOVA tools for adult-educators**:

1. *How to run the modern flipped studio “Successful Innovator” using NOOCs and facilitated workshops.*
2. *Training scenarios for facilitated workshops for learners “Making innovations in CCS a reality”.*
3. *Methodology and training plan for modern flipped studio “Successful Innovator”.*
4. *How to organise Assessment session with the assessment tool and visual presentation of learners “What does innovations in CCS means to me”.*

Access the full e-Toolkit here: <https://nova.lpf.lt/e-toolkit/>

**You are ready to organise your own course for the future successful innovators!**



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