Blended Learning-Based Educational and Mentoring Resources for Adult Education Professionals:

1. The CreAdult workshop module framework: A Four-Phase Curriculum

The CreAdult workshop module framework is designed to include the non-formal education methods in the learning process and improve participants' long-term retention of information.

This workshop module framework is organized into a specific learning plan that refers to as "the four phases."

The four phases of the CreAdult curriculum are:

- *Energizer*
- *Main activity*
- *Evaluation*
- *Exploitation (Dissemination)*

This four-phase learning plan is designed to maximize participant's understanding while also saving the educator's time with planning.

The curriculum is taught with a combination of lectures, hands-on activities, computer-based learning including gamification methodology by means of game elements such as scores, badges, ranking, leaderboard and virtual / physical awards.

What Are the Four Phases in the CreAdult Curriculum?

The four phases is the way of presenting learning content in a structure any educator / learner can follow in order to help retain key information for the long term.

Phase 1: Energizer.

It's designed to get participants thinking and prime them for learning new concepts and skills. It is an introduction to the topic of the module.

The resources found in the Energizer phase include introductory videos, role-play scripts, equipment demonstrations, and activities to introduce topics and initiate classroom discussion.

Phase 2: Main activity.

The Main activity phase includes different educator resources and student-directed eLearning lessons/lectures to help them to learn new concepts and skills.

This phase is the heart of the CreAdult curriculum. It's where most of the standards are covered and the bulk of the learning takes place.

The Main activity phase contains two main elements: lecture and gamification tasks.

Educators can also use the PowerPoint presentations in a variety of ways, depending on what topic are being taught and the needs of the participants.

Through the gamification tasks, participants examine content and complete assessments. They may also practice skills associated with the content they are learning.

Phase 3: Evaluation.

The Evaluation phase includes activities designed to review and discuss key ideas from the module lessons.

This review helps participants connect the new concepts they've learned to their existing knowledge and experience. These connections help form long-lasting memories and better information retention.

With the Evaluation activities, the educator can also lead a class discussion to review the key concepts and participants can summarize the discussion by writing answers to provided question prompts.

Phase 4: Exploitation.

The Exploitation phase is made of participant-directed tasks that enhance understanding of concepts and skills.

During this phase, participants work individually or in groups to complete tasks that require application of the module's concepts.

The reinforcement tasks also cover critical academic skills such as conducting research, using the writing process, and giving presentations.

2. The Guidelines for adult education professionals.

The Guidelines for adult education professional explain the points that need to be taken into consideration when applying each module to the adult educators and give them directions and hints.

The recommendations on how to facilitate the workshop are being presented. The use of different resources (prepared tools as well as external resources) is handled and proposed. Different alternatives and possible solutions that could be implemented during the workshop are also introduced.

3. The Toolkit for the workshops.

The Toolkit comprises the tools that both adult refugees and adult education professionals can use during the implementation of the activities in workshops. These tools are sometimes take form of a digital tool / interactive task and sometimes a physical template / infographic / poster.

The Digital Creative Hub for Adult Refugees - Platform:

1) **<u>Landing page</u>** *-> Short presentation of the project and topics – Why & What (video)*
   Pre-requisite: *Language requirements, Education level?*
   Target Group: *Participants profile – <u>Educators</u> (adult education professionals, trainers, facilitators and mentors who are interested in creativity, arts and design as well as working in the fields of adult education), and <u>Learners</u> (adult refugees and immigrants who are interested in creativity, arts and design and / or have a career goal towards these sectors, all other persons interested in the topic)*

   Separate login *for the type of profile (educator or learner)*

2) **<u>Platform</u>** *->*
   - *Introduction of the platform – How to use it (animation or video – different based on the type of user)*
   - *Three categories of the 21st century skills: Learning (4Cs - Critical thinking, Creativity, Collaboration, Communication), Life (FLIPS - Flexibility, Leadership, Initiative, Productivity, Social skills) and Literacy (IMT - Information literacy, Media literacy, Technology literacy)*
   Final test to analyse the achievement -> Certificate and explanatory document with achieved skills (YouthPass-like)
   - *The educators can have access to all modules and can use the materials in accordance to their needs*
   - *Educators will have opportunity to create the Certificates of participations themselves and shall have the possibility to add the necessary skills that are being exercised and achieved by the participants*

The CreAdult workshop modules:

Module 1. Creativity

1. **Duration:** *60 min (classroom, excluded exploitation) or 3 hours – self-paced*
2. **Learning Outcomes:** *to avoid preconceived notions, to learn how critical thinking can benefit decisions, to acquire the core skills needed to be a good critical thinker, to learn about the critical thinking process, to reflect upon and discuss the benefits and methods of critical thinking.*
3. **Materials required:** *Projector to watch the videos, internet connection,*

Energizer:

1. *Watch the Introduction video*
2. *Watch the Youtube video*
3. *Fulfill the Interactive task 1.*

Main activity:

1. *Watch the Lecture video.*
2. *Fulfill the Interactive task 2.*
3. *Fulfill the Interactive task 3*

Evaluation:

1. *Fulfill the Interactive task 4.*
2. *Finish the Self-assessment test*

Exploitation:

1. *Fulfill the home task 1.*
2. *Fill in the final part of the module with the homework results and earn points.*

The Guidelines for adult education professionals

Module 1. Creativity

Energizer:

The educator starts presenting the topic by emphasizing the importance of selecting different solutions of any problem, by looking at it from different angles and perspectives (see the Introduction video transcript).

The educator opens the video from the link https://www.youtube.com/watch?v=ZfKMq-rYtnc

After the video is watched the educator opens a discussion on the topic and asks to work on the Interactive task 1.

> *Hints and Tips for educator:*
>
> - *For the discussion part find examples of creativity that are close to the participants' profile*
> - *Different interactive tasks that could be implemented in the class:*
>   - *Divide the class into groups of 5-6 persons and explain to them any problem needs to be solved. Then give them 5-10 minutes to think. Have people think about the tasks and write down their ideas. The ideas could be shortly presented to the class*
>   - *Ask participants the question "What would happen if?" and request to come up with an ending. For example, "What would happen if all the people in the world started helping charitable foundations?" or just "What would happen if you learned to breathe underwater?" Ask the participants to come up with answers, encourage to develop even an absurd answer.*

Main activity:

The educator prepares a presentation using the transcript in the Annex. The participants shall be actively involved during the presentation and shall fulfill all the Interactive tasks.

> *Hints and Tips for educator:*
>
> - *You can also watch the lecture and then ask the participants to reflect*
> - *Encourage them to come up with different possible tasks that could be implemented in the classroom*
> - *For the Interactive task 2 make the class into pairs and let each pair work on the same idea. Then they shall discuss the solutions together.*
> - *Make sure that the participants are actively involved in the process and aren't distracted by others*

Evaluation:

After all the activities are implemented, the educator distributes the Tool 1 from the Toolkit and asks each participant to fill the table. The main idea is to summarize the creativity thinking process and set the light on how the initial challenge or problem can have very different solutions and directions of the problem-solving process.

> *Hints and Tips for educator:*

- *The same problem could be followed during the whole workshop*
- *The suggested items in the included table can be adjusted in accordance to the profile of the participants and the content of the education*
- *Table could also be filled in online.*

Exploitation:

The participants are encouraged to come up with and write down ten ideas every day during the upcoming week. Of course, not all of them will be brilliant. But that main point is to make this idea writing to become a habit. Then these 70 new ideas shall be written and added to the box in the user profile.

Hints and Tips for educator:

- *Encourage everyone to set the concrete topics, problems, or challenges they have that are needed to be solved*
- *Distribute the piece of paper to each participant before they leave the class*
- *On the next day ask the participants whether they have written the ideas already.*
- *Participants can write more than ten ideas*
- *They can also work in groups of max 3 persons on the same topic*

Annexes: Content for the Workshop modules.

Module 1. Creativity.

Introduction Video Transcript	*Hi! Welcome to Module 1 – Creativity.* *Think that you have solved a difficult problem. Great, but not enough. After all, she may have several other, not the most obvious solutions. This is what distinguishes creative people - they look for different options, offer even strange at first glance ideas, find a connection between the most disparate things. And all these skills can be trained.* *Now we will try to answer the three questions that will help you understand what creativity is, how to use and develop it.* *But before that – please watch the video and then fulfill the Interactive task 1.*
Lecture Video Transcript	*What is a Creative Thinking?* *This is the ability to solve different problems in non-standard ways. Or the ability to translate your ideas and dreams into reality. A creative approach helps to see non-obvious patterns, connect things that seem completely different at first glance and, as a result, come up with new ideas. Creativity isn't just for musicians or artists. Non-standard, creative approach helps everyone. To come up with an interesting slogan, launch a new promotion campaign also requires creativity.* *But is everyone creative? Sure, we are all born with creativity skill as it is confirmed by the study conducted by the scientist George Land and colleagues that we have just watched.* *It is possible to come to similar conclusions without much research. Remember how a child sees the world. He can create his own universe literally from scrap materials by sheer imagination. The sticks become the house, and the stone becomes the dishes. With age, the initial creative skill gives way to a more rational approach. The table becomes a tool, not an exciting constructor. A PowerPoint presentation is a rigid template, not a blank canvas. As a result, it seems to us that we have no creativity, and that we are not capable of innovation.* *Do we really stop being creative? No, we are not. Our creativity does not go anywhere, we simply stop using it, developing it. It can be assumed that we do not train our imagination because of stereotypes. The very word "creativity" is sometimes perceived as almost abusive. It is a big mistake to think that only people of certain professions need creativity - designers, writers or musicians. The ability to move away from the usual patterns and decisions helps any person to think outside the box.*

	If we do the same thing, the result will be the same. With this approach, it is difficult to create something new. The essence of creativity was well described by George Bernard Shaw, although he, of course, did not use this particular definition but he said: "Some people see things as they are, and say: "Why?" I see something that has never been in the world, and I think, why not?" This is the basis of the creative approach - to move away from the usual and constantly ask yourself the question, why not. Build a wooden horse and hide in it, why not? *At the same time, creativity still has differences from the pure flight of creative thought. The creative approach is usually used to solve certain problems and therefore is at the intersection of several areas:* - *expertise and knowledge. You can offer new options and approaches when you understand what is at stake, have a set of certain skills. You can solve the problem in a non-standard way, knowing arithmetic;* - *creative thinking and imagination. This is the "component" that allows you not to use template solutions and rely only on previous experience;* - *internal and external motivation. Your creativity should be encouraged from outside (that is, by the team) or from within (you do not set limits for yourself)* *How to develop creativity skill?* *British psychologist and creative thinking expert Edward de Bono coined the acronym EBNE – Excellent But Not Enough. It accurately describes the approach of creative people to solving problems - not to stop at one, even if it is the right solution. We often perceive tasks as a challenge. We need to find the answer, we found it, everything is done. But is it always a challenge? Maybe the point is not to decide "correct" and "fine", but to find many other solutions.* *To estimate how creative you are, you now will be asked to fulfill three more Interactive tasks and challenge your creative skills. Good luck!*
Gamification-Based Interactive Tasks	*Interactive task 1.* *In five minutes, come up with as many sentences as possible with a set of words: I, not, enjoy, apricots, annoyed, dogs, willingly, angry.* *Interactive task 2.* *Think of a problem that needs to be solved. You now shall discuss it with an imaginary companion by writing your conversation in the computer. Write without thinking and without re-reading. You can come up with an additional task as well.* *(Those who write slowly on the computer, can write only basic*

	statements). *By pressing the "Start" button of a timer the participant will have 15 min to finish the task.* *Interactive task 3.* *Think on the same problem that you were discussing in the previous task.* *You will now write a "Sinkwine" –a five-line text written according to certain rules. You shall briefly express your associations and emotions by highlighting the main things in your thoughts, analyzing and summarizing the problem.* *The rules:* *The first line is one noun, the main theme of the sinkwine.* *The second line is two adjectives that describe the main topic.* *The third line is three verbs that describe actions related to the main theme of the sinkwine.* *The fourth line is a four-word sentence or phrase about the theme of sinkwine.* *The fifth line is a concluding noun with association with the first word.* *Example:* *1. Fundraiser* *2. Smart, experienced* *3. Communicates, attracts, collects* *4. Foundation's base of financial stability* *5. Professional* *Interactive task 4.* *Fill in the table in accordance to the challenge you have been working on.*
Reading	https://jamesaltucher.com/blog/the-ultimate-guide-for-becoming-an-idea-machine/ https://hbr.org/2014/03/why-you-should-stop-brainstorming *Courses available on external learning platform to go deeper in the topic:* https://www.coursera.org/courses?query=creativity

	Book for nerds to buy: *https://www.amazon.com/Thinkertoys-Handbook-Creative-Thinking-Techniques-2nd/dp/1580087736*
Self-evaluation test / Quiz	*Please choose the appropriate alternative:* *1. I always work with a great deal of certainty that I am following the correct procedure for solving a particular problem.* *A. Agree* *B. Undecided or Don't Know* *C. Disagree* *2. It would be a waste of time for me to ask questions if I had no hope of obtaining answers.* *A. Agree* *B. Undecided or Don't Know* *C. Disagree* *3. I concentrate harder on whatever interests me than most people.* *A. Agree* *B. Undecided or Don't Know* *C. Disagree* *4. I feel that a logical step-by-step method is best for solving problems.* *A. Agree* *B. Undecided or Don't Know* *C. Disagree* *5. In groups I occasionally voice opinions that seem to turn people off.* *A. Agree* *B. Undecided or Don't Know* *C. Disagree* *6. I spend a great deal of time thinking about what others think of me.*

A. Agree

B. Undecided or Don't Know

C. Disagree

7. It is more important for me to do what I believe to be right than to try to win the approval of others.

A. Agree

B. Undecided or Don't Know

C. Disagree

8. People who seem uncertain about things lose my respect.

A. Agree

B. Undecided or Don't Know

C. Disagree

9. More than other people, I need to have things interesting and exciting.

A. Agree

B. Undecided or Don't Know

C. Disagree

10. I know how to keep my inner impulses in check.

A. Agree

B. Undecided or Don't Know

C. Disagree

11. I am able to stick with difficult problems over extended periods of time.

A. Agree

B. Undecided or Don't Know

C. Disagree

12. On occasion I get overly enthusiastic.

A. Agree

B. Undecided or Don't Know

C. Disagree

13. I often get my best ideas when doing nothing in particular.

A. Agree

B. Undecided or Don't Know

C. Disagree

14. I rely on intuitive hunches and feelings of "rightness" or "wrongness" when moving toward the solution of a problem.

A. Agree

B. Undecided or Don't Know

C. Disagree

15. When problem solving, I work faster when analyzing the problem and slower when synthesizing the information I have gathered.

A. Agree

B. Undecided or Don't Know

C. Disagree

16. I sometimes get a kick out of breaking the rules and doing things I am not supposed to.

A. Agree

B. Undecided or Don't Know

C. Disagree

17. I like hobbies that involve collecting things.

A. Agree

B. Undecided or Don't Know

C. Disagree

18. Daydreaming has provided the impetus for many of my more

important projects.

A. Agree

B. Undecided or Don't Know

C. Disagree

19. I like people who are objective and rational.

A. Agree

B. Undecided or Don't Know

C. Disagree

20. If I had to choose from two occupations other than the one I now have, I would rather be a physician than an explorer.

A. Agree

B. Undecided or Don't Know

C. Disagree

21. I can get along more easily with people if they belong to about the same social and business class as myself.

A. Agree

B. Undecided or Don't Know

C. Disagree

22. I have a high degree of aesthetic sensitivity.

A. Agree

B. Undecided or Don't Know

C. Disagree

23. I am driven to achieve high status and power in life.

A. Agree

B. Undecided or Don't Know

C. Disagree

24. I like people who are sure of their conclusions.

A. Agree

B. Undecided or Don't Know

C. Disagree

25. Inspiration has nothing to do with the successful solution of problems.

A. Agree

B. Undecided or Don't Know

C. Disagree

26. When I am in an argument, my greatest pleasure would be for the person who disagrees with me to become a friend, even at the price of sacrificing my point of view.

A. Agree

B. Undecided or Don't Know

C. Disagree

27. I am much more interested in coming up with new ideas than in trying to sell them to others.

A. Agree

B. Undecided or Don't Know

C. Disagree

28. I would enjoy spending an entire day alone, just "chewing the mental cud."

A. Agree

B. Undecided or Don't Know

C. Disagree

29. I tend to avoid situations in which I might feel inferior.

A. Agree

B. Undecided or Don't Know

C. Disagree

30. In evaluating information, the source is more important to me than the content.

A. Agree

B. Undecided or Don't Know

C. Disagree

31. I resent things being uncertain and unpredictable.

A. Agree

B. Undecided or Don't Know

C. Disagree

32. I like people who follow the rule, "business before pleasure."

A. Agree

B. Undecided or Don't Know

C. Disagree

33. Self-respect is much more important than the respect of others.

A. Agree

B. Undecided or Don't Know

C. Disagree

34. I feel that people who strive for perfection are unwise.

A. Agree

B. Undecided or Don't Know

C. Disagree

35. I prefer to work with others in a team effort rather than solo.

A. Agree

B. Undecided or Don't Know

C. Disagree

	36. I like work in which I must influence others. A. Agree B. Undecided or Don't Know C. Disagree 37. Many problems that I encounter in life cannot be resolved in terms of right or wrong solutions. A. Agree B. Undecided or Don't Know C. Disagree 38. It is important for me to have a place for everything and everything in its place. A. Agree B. Undecided or Don't Know C. Disagree 39. Writers who use strange and unusual words merely want to show off. A. Agree B. Undecided or Don't Know C. Disagree