DESIGNING THE INTAKE APPLICATION ON EDUCATIONAL ASPECTS

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Preliminaries

- A learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process
- Learning outcomes are usually specified in three categories – as knowledge, skills and competence

1. The learning/research material should meet educational standards/formats in order to pass the entrance requirements
2. The basic elements of learning material should at least identified by the European Qualification Framework
3. During testing the developed learning material of the running Erasmus+ project (Thrive!) will be used

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Target groups

- VET & HEs
- SMEs
- Entrepreneurs
- Sector organizations
- Social partners in the Cultural and Creative Industries

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European Qualifications Framework (EQF)

The EQF uses 8 reference levels based on learning outcomes The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. By shifting the focus to learning outcomes it helps to:

- support a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision
- facilitate the validation of non-formal and informal learning
- facilitate the transfer and use of qualifications across different countries and education and training systems

The 8 reference levels of EQF (1/2)

- **Level 1:** Basic general knowledge
- **Level 2:** Basic factual knowledge of a field of work or study
- **Level 3:** Knowledge of facts, principles, processes and general concepts, in a field of work or study
- **Level 4:** Factual and theoretical knowledge in broad contexts within a field of work or study

The 8 reference levels of EQF (2/2)

- **Level 5:** Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
- **Level 6:** Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- **Level 7:** Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research

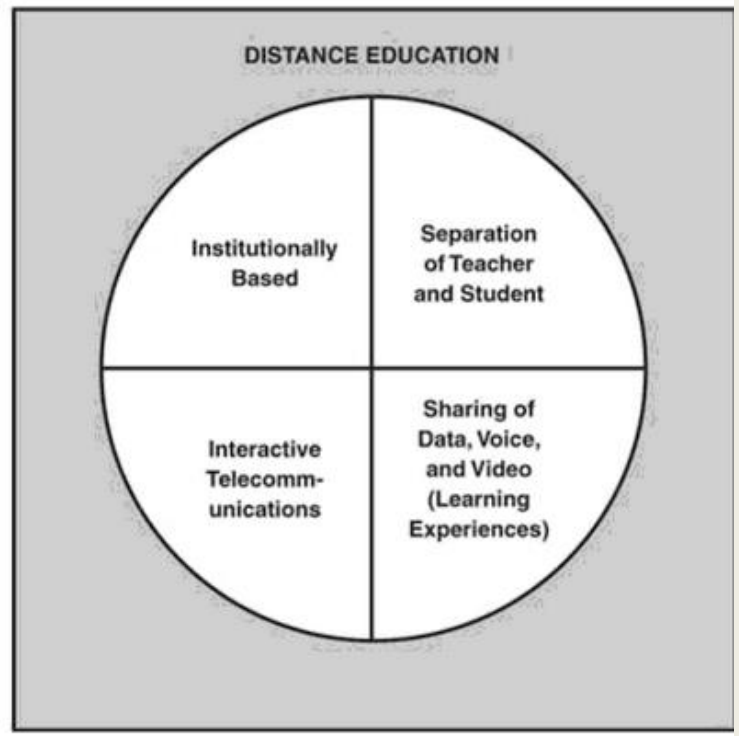
  Critical awareness of knowledge issues in a field and at the interface between different fields
- **Level 8:** Knowledge at the most advanced frontier of a field of work or study and at the interface between fields

Special skills development

- **Level 6:** Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- **Level 7:** Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- **Level 8:** The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice

Distant Education

Distance education is the scholastic process described by geographical distance, time distance and even intellectual distance between professor-student or teacher-learner.



The four components that define distance education (Simonson, Smaldino, & Zvacek, 2015)

Differences between traditional education and distance education:

- Traditional education takes place in the same time and place while distance education can take place either in a different place and different time (asynchronous distance learning) or different place and same time (synchronous distance learning)
- The need of properly designed and organized educational material to support and encourage the learners to achieve the goals of the learning process

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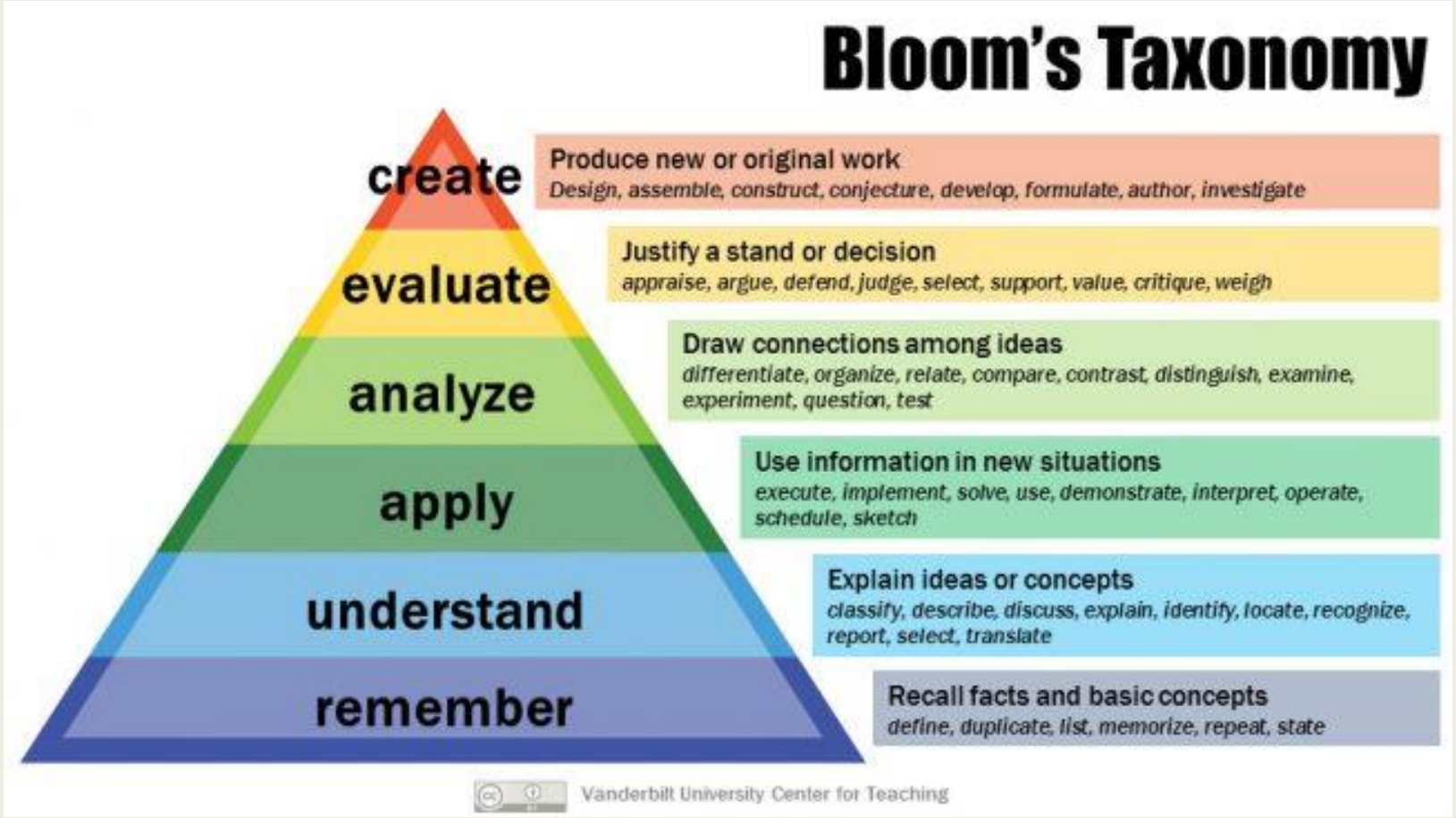
Additional educational strategies to be followed

- The material layout should transform from teacher-centered to a more learner-centered type
- Transition from using the educational material as a simple teaching method to an exploratory and discovering method
- Transition from a learning system in which everyone has the same learning objects to the development of a dynamic system where everybody has specific learning objects, incorporating multiple representations, images, texts, symbols, maps of multiple representations, etc.
- In general transition from just teaching to group teaching and collaborative learning

Learning outcomes by using certain educational scenarios

- ability to solve problems,
- development of critical thinking
- ability to investigate and search for information across a wide range of data
- development of decision-making skills
- possibility of modeling phenomena and situations of the real world
- support for co-operation and common approach and problem solving
- multidisciplinary approach to knowledge
- developing knowledge transfer skills from one framework to another

Bloom’s Taxonomy (1956) revised (2001)



https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

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