Co-funded by
the European Union

FEMST - Empowering girls with knowledge and confidence in STEM to become future STEM leaders.
2022-1-NL01-KA220-HED-000090191

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Table of Contents

Table of Contents

Table of Contents ***2***

Training content **4**

Methodology **5**

A. Important Notes **11**

B. General Guidelines **12**

D. Material placement **17**

Introduction

This document presents the training methodology and instructional design of the trainings addressed to women in STEM and the need for a more gender-sensitive training to the aforementioned target group.

Practitioners of FEMST in each partner nation will involve educators, teachers, academic staff, counsellors, and female students in the newly designed learning model and assist them as they grow their ability on both a professional and personal level. This is a vital component of the FEMST project.

The aim of the document is to map out the methodologies of developing the content of the modules, with the support of equivalent guidelines and templates provided by CSI Cyprus. The current document is developed in the context of *WP3 - FEMST [VirtualLearningEnvironment/OnlinePlatform/Toolkit/Resources]*.

The drafting of this training methodology is a result of the desk and field research undertaken in WP2 – FEMST Training Package Development and Validation. This document is focused on the methodological approaches and on the identification of modules and topics that will be dealt with in the trainings. The actual contents of the trainings will be developed in the subsequent task of WP3, Activity 3.2*: Online Content elaboration, update and delivery*. This document also lays down the allocation of content development per partner, although some parts of the contents will be country-specific and will therefore need to be developed according to each country.

Structure of the trainings

Objectives and description

Supporting the capacity building and competence development of the chosen target groups is the main outcome of the FEMST Trainings. Two workshops will be held as part of the implementation efforts in each partner nation. The implementation activities will be carried out in each nation's native tongue unless there is a compelling cause to do so in English. There will be a total of 12 workshops with a maximum of 15 participants each, where they can familiarize themselves with the course material and learn about the advantages of encouraging more females to pursue STEM-related fields. The achievement of the project's learning objectives for the involved participants will be a crucial outcome of the implementation activities.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

A set of two self-evaluation questionnaires that are to be given to participants before and after the workshops and designed to gauge the influence on them in relation to the predetermined learning outcomes will be used to gauge this achievement.

Training content

Although the training will have a national viewpoint (in terms of language and target group selection), the implementation will still be a standardized procedure across all partner nations. A trustworthy impact assessment of the outcomes of this activity across the consortium nations will be made possible as a result. There are 12 workshops with a total of 15 participants in the training material. The project's goal is to have a local and global influence after FEMST Implementation is complete.

The activities are those that involve project implementation and effect evaluation after the research and development phase. Activities are specifically designed to:

-Provide partners with the required direction and resources to carry out implementation activities to the highest standard.

-In order to make an impact assessment of these trainings that take place in various surroundings meaningful, it was intended to establish a standard of homogenization of the implementation in the various partner nations.

-The Training Package's localization is a task that is taken on by all partners. This activity will introduce target people to cutting-edge learning paths through activities including awareness-raising, education, and empowerment. It will take place concurrently in all partner nations.

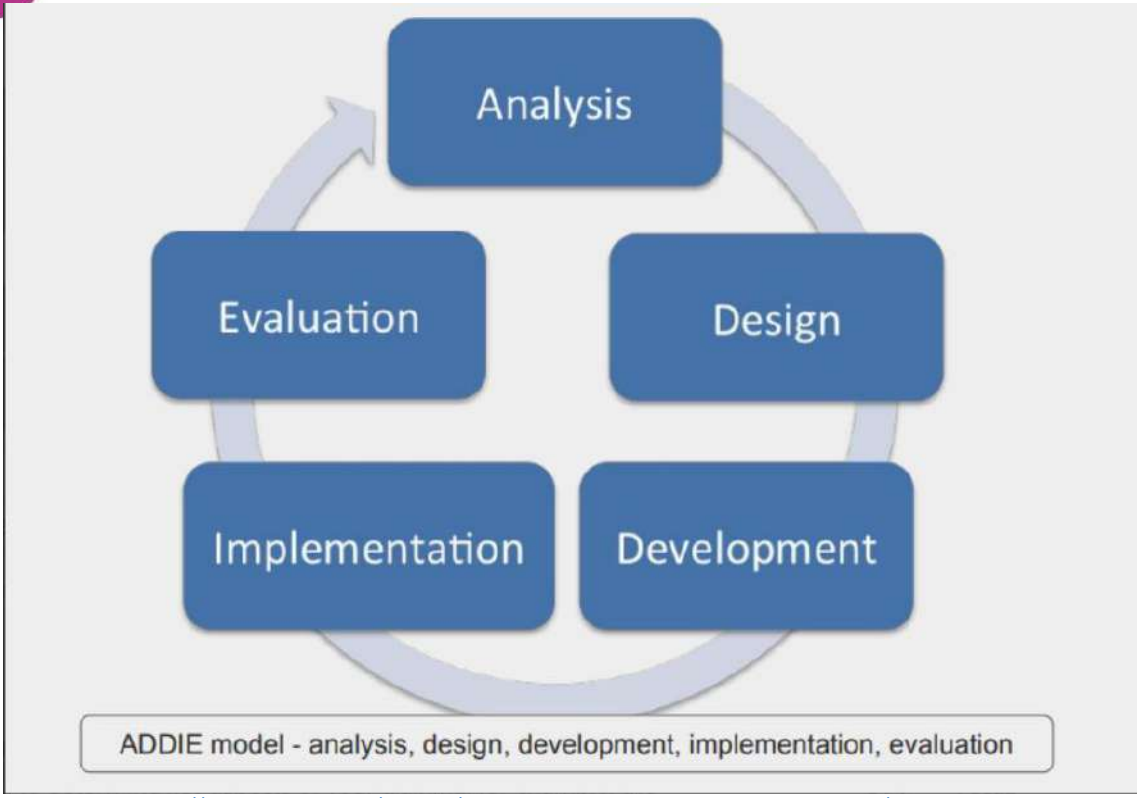
-Participants will complete surveys that serve as the foundation for the impact analysis report. The Integrated Pedagogical Framework's targeted learning results will be compared to participant perceptions in the report.

-2-4 months after the training is over, there will be follow-up activities that link the training sessions to the opening of the online toolbox. Participants will become familiar with the FEMST toolkit through this exercise, and they will receive assistance in signing up for and utilizing it.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Methodology

The instructional design approach to develop the training modules and guidelines will be based on an adapted version of the ADDIE model. The model has five stages for the content-related and technical development of standardized and standard-compliant. These stages are Analysis, Design, Development, Implementation, and Evaluation.



Source: https://moodle.com/news/instructional-design-workplace/
Image taken from Anastasia Mavraki's presentation for Moodle Academy

The first step is the **Analysis** and in the case of FEMST this refers to the analysis of the needs of the target groups, i.e., Women in STEM. The analysis step of the ADDIE methodology stems from the results of the research phase of the project, WP2 - FEMST Training Package Development and Validation.
CSI, in communication with IEK AKMI who leads WP2, has taken the main conclusions from the desk and field research in all partner countries and identified the specific needs of the two target groups into this instructional design document.

The second step of the ADDIE methodology is **Design**. This stage determines all goals, tools to be used to gauge performance, various tests, subject matter analysis, planning and resources. In the design phase, the focus is on learning objectives, content, subject matter

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

analysis, exercise, lesson planning, assessment instruments used and media selection.

The third step is **Development**. The Development stage starts the production and testing of the methodology being used in the project. In this stage, all partners will make use of the data collected from the two previous stages and use this information to develop the learning content that will relay what needs to be taught to the two target groups.

The next stage is **Implementation**, which refers to the actual organization of the training to the two target groups and is part of WP4 - FEMST Training Package Implementation.

Finally, the **Evaluation** stage. This is the stage in which the project is being subjected to meticulous final testing regarding what, how, why, when of the things that were accomplished (or not accomplished) of the entire project. The initial evaluation happens during the development stage where CSI as the responsible partner will evaluate the initial drafts of the contents developed by partners. There is another evaluation phase, where the participants, upon completion of the training, will provide an evaluation of the training through an assessment form. The main goal of the evaluation stage is to determine if the goals have been met, and to establish what will be required moving forward in order to further the efficiency and success rate of the project.

Content development

Women in STEM

During the research phase of FEMST, partners were able to identify the needs of women in STEM from desk-based research (development of national reports), and field-based research (online surveys and focus groups). This activity involves the development of thematic modules drafts. The Training Package is comprised of 6 modules. Each partner will develop a thematic module which will be based on the results of Integrated Pedagogical Framework. IEK AKMI must ensure that modules are balanced and relevant for implementation in all partner countries.

The following key competencies included in the modules below are based on the Council Recommendations on key competences for lifelong learning (2018/C 189/01), which states among other things, that "everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that allow full participation in society and successful transitions in the labour market" and "People need the right set of skills and competences to sustain current standards of living, support high rates of employment

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

and foster social cohesion in the light of tomorrow's society and world of work".

From the findings of all partners, six modules were identified. This is coordinated by IEK AKMI with significant contributions from all partners. It will consist of 6 modules, each corresponding to a thematic subject. The training package will include multimedia files such as video, audio files, illustrations etc. which will be embedded on a PowerPoint file for easier usage in implementation (Type: PowerPoint file (multimedia); Language: English).

COURSE MODULES DESCRIPTION

Training Module 1

Thematic Area: Problem Solving

Course Module Title: STEM Breakthroughs to Global Challenges

- Unit 1: Introduction to Problem Solving in STEM
- Unit 2: Interdisciplinary Approach on addressing societal challenges
- Unit 3: Current examples of Breakthroughs to Global Challenges through STEM

Description: This module aims to offer a holistic knowledge on multiple STEM disciplines to address societal challenges.

Each responsible partner should develop each unit by following the structure: **Module -> Unit -> Topic**.

Training Module 2

Thematic Area: Digital Skills and E-Learning

Course Module Title: Bridging the Gender Division through Digital Knowledge

- Unit 1: Introduction
- Unit 2: E-learning and essential digital skills
- Unit 3: Unique challenges and opportunities for female students in technology

Description: This module aims to offer a series of digital sources which, could assist female students in STEM with more skills, empowering them to follow careers in the STEM field.

Each responsible partner should develop each unit by following the structure: **Module -> Unit -> Topic**.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Training Module 3

Thematic Area: Engineering and Sustainability

Course Module Title: Sustainable engineering and the role of women in STEM

- Unit 1: Introduction
- Unit 2: Sustainable engineering and the contribution of women engineers in the field
- Unit 3: Practices and projects in engineering, which promote environmental protection

Description: This module aims to offer a holistic knowledge on the correlation between sustainable engineering practices and environmental protection.

Each responsible partner should develop each unit by following the structure: **Module -> Unit -> Topic**.

Training Module 4

Thematic Area: Women in STEM

Course Module Title: Female Role Models in STEM Sciences and their Impact

- Unit 1: Introduction
- Unit 2: Female Role Models who defined their STEM field
- Unit 3: Accessibility for STEM in EU

Description: This module aims to offer a holistic knowledge on the impact of female role models in STEM.

Each responsible partner should develop each unit by following the structure: **Module -> Unit -> Topic**.

Training Module 5

Thematic Area: Data Science and Analytics

Course Module Title: Data Collection and Analysis Techniques

- Unit 1: Introduction
- Unit 2: Concepts, methodologies, and tools in data collection analysis
- Unit 3: Application of data in various industries

Description: This module aims to offer a holistic knowledge on fundamental concepts, methodologies, and tools used in the field.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Each responsible partner should develop each unit by following the structure: **Module -> Unit -> Topic**.

Training Module 6

Thematic Area: Emerging Technologies

Course Module Title: Artificial Intelligence is the Future (?)

- Unit 1: Introduction - Understanding Artificial Intelligence
- Unit 2: The Latest Advancements in Technology (Artificial Intelligence, Virtual Reality, etc.)
- Unit 3: What are the ethical, economic, and social implications of technological advancements?

Description: This module aims to offer a holistic knowledge on latest advancements in technology.

Each responsible partner should develop each unit by following the structure: **Module -> Unit -> Topic**.

Training content development – allocation to partners

Partner	Women in STEM
1. TECHNISCHE UNIVERSITEIT EINDHOVEN	**Training Module 3 -** *Engineering and Sustainability*
2. INSTITUTO POLITECNICO DE SANTAREM	**Training Module 2 -** *Digital Skills and E-Learning*
3. CSI CENTER FOR SOCIAL INNOVATION LTD	**Training Module 6 -** *Emerging Technologies*
4. AKMI ANONIMI EKPAIDEFTIKI ETAIRIA	**Training Module 5 –** *Data Science and Analytics*
5. INDEPCIE SCA	**Training Module 1 –** *Problem Solving*
6. TO HAMOGELO TOU PAIDIOU	**Training Module 4 –** *Women in STEM*

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Deadlines

For a timely submission of all WP3 deliverables, below the table with the deadlines to follow.

WP3: Activity: 3.1	Deadline for CSI	Deadline for ALL PARTNERS
Comments provided to CSI regarding the training methodology (current document)		25th August 2023
CSI finalises the training methodology and sends it to partners, together with the templates for the content development (Power Point template)	28th August 2023	
ALL PARTNERS to develop the content of the trainings in **EN** using the tools provided by CSI (see table above for content allocation) & submit to CSI by **22 September 2023 (TPM, Athens)**	AUGUST - SEPTEMBER 2023	
Review by all partners		TPM, Athens 2023
Piloting (Face to Face, at least 15 participants, in each workshop (2 workshops), 3 hours)		Feb.-Mar. 2024
Improvements and Finalisation of content by CSI	3rd November 2023	
Content translation	13/11/2023-End of January 2024	
CSI to transfer all finalized modules on the online learning platform, testing & set up the online platform and digital areas	Beginning of February 2024	

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Guidelines for e-Platform Content Development

This document provides detailed guidelines on how to fill-in the document **'CSI_e-platform content development_template'** provided by the Center for Social Innovation (CSI), which will be used by all partners in order to develop their **e-platform content (curriculum)** correctly and effectively. Please read these guidelines carefully and proceed to the development of your material, always respecting the instructions provided. Please refrain from any alterations to the template. These guidelines serve our goal to maintain uniformity of the content and reach maximum results in terms of content, layout, design and system functionality.

A. Important Notes

1. **E-platform delivery**
   The e-platform is delivered in **3 phases**: During the **1st phase**, CSI will send the English draft version of the e-platform, where the partners will need to provide their review. During the **2nd phase**, CSI will send the draft version of all other local languages, where the partners will need to provide their review. Finally, during the **3rd phase**, CSI will make the relevant adjustments based on the 2 rounds of reviews and will deliver the final product. CSI will timely distribute a template, to be used for the reviews by all partners.

2. **Translation of navigation and registration systems**
   During the translation of the platform content, CSI will request you to **translate** the **registration** and **navigation system** of the platform into your local languages. CSI will timely distribute the template and the content for translation to all the partners.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3. **Plagiarism** is considered a form of intellectual theft and fraud and it is subject to sanctions. To avoid such cases, CSI will provide you with a **Content Responsibility Form** that needs to be filled in and signed by each partner of the consortium. Please ensure that all material used is copyright free and that there is no plagiarism in the material provided. All partners are responsible for the material they deliver to not bridge any copyright laws.

4. **Content grammar and spelling checks**
   Each partner is responsible for their **content grammar and spelling checks**. Please make sure that all necessary rules apply, before sending the final content for the platform uploading.

5. Specific, on-the-spot guidelines are provided in the 'notes' sections of the PPT template. Please follow them carefully.

6. Please view the document provided titled **'CSI e-platform content development_sample'**, in order to get the idea of a filled-in template.

7. For further clarifications, feel free to contact the responsible CSI Project Manager: Spyroula Mavrommati, spyroula.mavrommati@csicy.com

8. For your reference and convenience, CSI provides several finalized e-platforms, in order to get familiar with the system, the structure, the functionality and the content of a final product:
   iHeal – Up-skilling elders in digital health literacy to prevent marginalization and exclusion: http://iheal.eu/
   Volutoring – Volunteer-based tutoring model for low-skilled migrants and refugees: https://www.volutoring.eu/EN/

B. General Guidelines

1. **Module content size***

Each Module should include the following components:
-Unit 1: ..... (title) / Each Unit should be minimum 30 slides (i.e. 10 for each Topic)
-Learning Outcomes: At least 3 Learning Outcomes per Unit
-Learning Objectives: At least 3 Learning Objectives per Unit

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

-Keywords: At least 3-4 keywords per Module
-Training Content
-References: HARVARD (and footnotes)

2. Language used:

English (United Kingdom)
Other languages may also be used, depending on the needs. All foreign language words or phrases used in the English version, need to be in *Italics:* i.e. The acceptance of the essential deliverables is the *raison d'être* of the project.

3. Titles (Module, Unit, Topic)

Font: Arial (Headings)
Font size: 20
Text colour: black
Bold: YES
Italics: NO
Underlined: NO
Text alignment: Aligned left
Important: First letters of each word in the titles should be in capital letters, except the connecting words, i.e. and, the, to, at, for, etc.
Note: *Please respect all grammar spelling rules (i.e. Capital letters whenever necessary, appropriate spelling of foreign words or phrases, frequent general grammar and spelling checks etc.).*

4. Main text

Font: Arial (Body)
Font size: 12
Text colour: Black
Bold: when needed
Italics: when needed
Underlined: when needed
Text alignment: Justified
Note: *Please respect all grammar spelling rules (i.e. Capital letters whenever necessary, appropriate spelling of foreign words or phrases, frequent general grammar and spelling checks etc.).*

5. Additional text in the slide 'notes' section

Font: Arial (Body)
Font size: 11
Text colour: Black
Bold: when needed
Italics: when needed

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Underlined: when needed
Text alignment: Justified
Note: *Please always write the source/link of the provided audio-visual material, in the 'notes' section of the slide.*

C. Module structure and development

The structure of the Module will be as follows:

Thematic Area
↓
Course Module Title
↓
Course Module Description (Aims and Learning Objectives)
↓
Keywords
↓
Learning Outcomes
↓
Unit 1: Introduction, 3 Learning Objectives, 3 Learning Outcomes, Keywords, Training Content: Topic 1, Activities, Further Readings, References // Topic 2, Activities, Further Readings, References // Topic 3, Activities, Further Readings
↓
Unit 2: Introduction, 3 Learning Objectives, 3 Learning Outcomes, Keywords, Training Content: Topic 1, Activities, Further Readings, References // Topic 2, Activities, Further Readings, References // Topic 3, Activities, Further Readings
↓
Unit 3: Introduction, 3 Learning Objectives, 3 Learning Outcomes, Keywords, Training Content: Topic 1, Activities, Further Readings, References // Topic 2, Activities, Further Readings, References // Topic 3, Activities, Further Readings
↓
Assessment method
↓
Conclusions
↓
Related URLs, Online Resources, Further Readings
↓
References

Do not change the structure of the module. The structure should remain as it is for uniformity reasons.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

1. Module

Indicate the number and the title of your Module, always respecting the B. General Guidelines provided above.

2. Outline

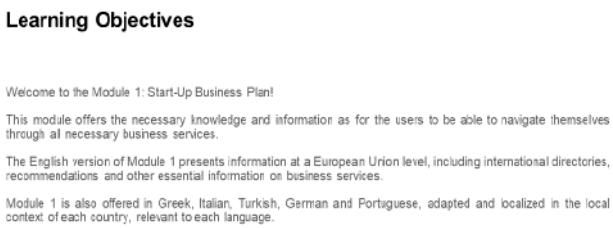
Indicate the number and the title of your Module, and the numbers and titles of your Units and Topics, always respecting the B. General Guidelines provided above. Example:

→

***(Example)* Training Module 6**		
Thematic area	Emerging Technologies	
Course Module Title	Artificial Intelligence is the Future (?)	
Course Module Description (Aims & Learning Objectives)	*This module aims to offer a holistic knowledge on latest advancements in technology ...*	
Keywords (3-4)	Emerging technologies, artificial intelligence, ethical and social implications	
Learning Outcomes	Upon completion of this module, the learners will be able to:	
Content	**Unit 1 (composed of 3 topics):** Introduction - *Understanding Artificial Intelligence* -3 Learning Outcomes -3 Learning Objectives -Training Content (Topic 1, etc. ↓)	
	Topic 1	-What is AI, and which are the key components? -Activities / Further Readings / References
	Topic 2	-What is narrow AI and general AI? -Activities / Further Readings / References
	Topic 3	-AI's role in shaping the future of technology and society. -Activities / Further Readings / References
	Unit 2 (composed of 3 topics): The Latest Advancements in Technology (Artificial Intelligence, Virtual Reality, etc.) / (as above)	
	Unit 3 (composed of 3 topics): What are the ethical, economic, and social implications of technological advancements? / (as above)	
Assessment method	The assessment methods that will be used include multiple choice questions, quizzes, etc.	
Related Urls and Online Resources	Further readings	
References		

3. Learning Objectives

Leave the title as it is. All Modules will have a 'Learning Objectives' section. Write a short summary (1 slide) of the learning objectives for the respective Module. Example:



Learning Objectives

Welcome to the Module 1: Start-Up Business Plan!

This module offers the necessary knowledge and information as for the users to be able to navigate themselves through all necessary business services.

The English version of Module 1 presents information at a European Union level, including international directories, recommendations and other essential information on business services.

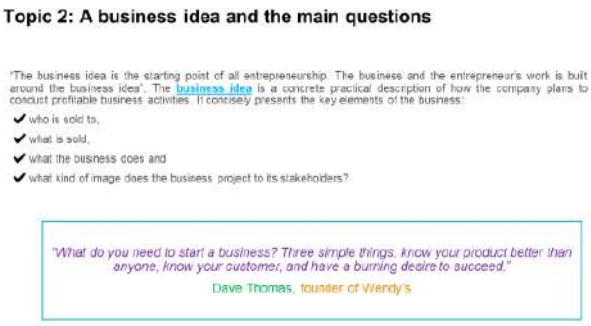
Module 1 is also offered in Greek, Italian, Turkish, German and Portuguese, adapted and localized in the local context of each country, relevant to each language.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4. Topic

Indicate the number and the title of your Topic on the top of the slide. Then proceed to the development of your material (main text), always respecting the B. General Guidelines provided above.

Example:



Topic 2: A business idea and the main questions

"The business idea is the starting point of all entrepreneurship. The business and the entrepreneur's work is built around the business idea". The business idea is a concrete practical description of how the company plans to conduct profitable business activities. It concisely presents the key elements of the business:

- ✔ who is sold to,
- ✔ what is sold,
- ✔ what the business does and
- ✔ what kind of image does the business project to its stakeholders?

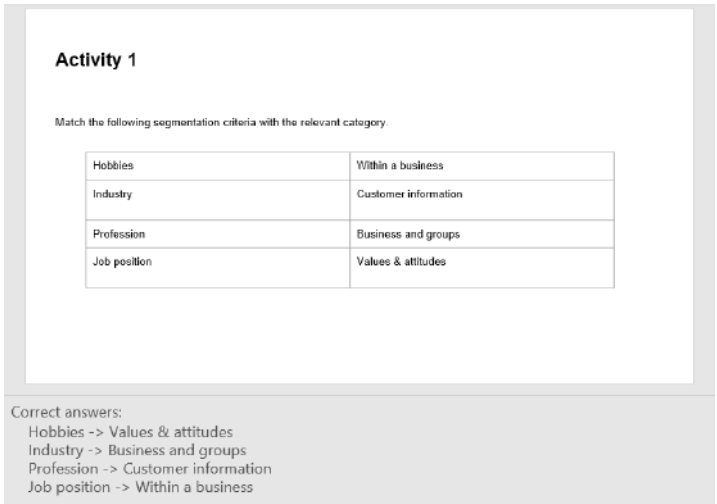
"What do you need to start a business? Three simple things. Know your product better than anyone, know your customer, and have a burning desire to succeed."

Dave Thomas, founder of Wendy's

5. Activities

Activities can have one of the 8 forms provided in the CSI PPT template (section: Activities). Always add the correct answers in the 'notes' section of the slide. The 'Activities' section can either have the form of a quiz with a score (and with the possibility of a certification), or an 'Activities' section without score (and no certification). Depending on the decision of the IO leader or the consortium, choose your activities based on their measurable or non-measurable form. In the template provided, you can see the indication measurable or non-measurable in each activity. It is not mandatory to develop all eight activities, you can develop as many as you like, with a minimum amount of 2 activities per Unit.

Example:



Activity 1

Match the following segmentation criteria with the relevant category.

Hobbies	Within a business
Industry	Customer information
Profession	Business and groups
Job position	Values & attitudes

→

Correct answers:
Hobbies -> Values & attitudes
Industry -> Business and groups
Profession -> Customer information
Job position -> Within a business

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

6. Further Readings

This section provides the user with additional reading material for extended knowledge. Add your further readings following the guidelines presented: https://www.bibme.org/apa

Further Readings

Patient View (2013). *Patient Care*. Retrieved from: http://www.patient-view.com/bul-myhealthapps.html

Lawrence, D. (2015). *David Lawrence's Top10 Websites for Elders and Aging*. Retrieved from: https://www.familyresourcehomecare.com/david-lawrences-top-10-websites-elders-aging/

Eldercare Locator (2019). *Health*. Retrieved from https://eldercare.acl.gov/Public/Resources/LearnMoreAbout/Health.aspx

Hospital Elder Life Program (2020). *Help Sites*. Retrieved from: https://www.hospitalelderlifeprogram.org/about/help-sites/

World Health Organization (2016). *From Innovation to Implementation: eHealth in the WHO European Region*. Retrieved from: http://www.euro.who.int/__data/assets/pdf_file/0012/302331/From-Innovation-to-Implementation-eHealth-Report-EU.pdf

European Commission (2019). *Digital Single Market Policy: mHealth*. Retrieved from: https://ec.europa.eu/digital-single-market/en/mhealth

7. References

This section provides all the references used for the development of the course material. Add your references following the guidelines presented: https://www.bibme.org/mla

References

European Commission (2012). *First European Directory of Health Apps Recommended by Patients and Consumers*. Retrieved from: https://ec.europa.eu/digital-single-market/en/news/first-european-directory-health-apps-recommended-patients-and-consumers

Healthskouts (2019). *Healthskouts inspires any Healthcare Stakeholder to Delight its Customer*. Retrieved from: https://healthskouts.com/news/apps-directory/

Senior Living (2020). *Our Top Senior Websites*. Retrieved from: https://www.seniorliving.org/internet/websites/

World Health Organization, Regional Office for Europe (2020). *E-Health*. Retrieved from: http://www.euro.who.int/en/health-topics/Health-systems/e-health

D. Material placement

The material (content) can include text, images, audio files, video files, quotes, external links, files (e.g., additional reading, resources). If you have any other types in mind, please consult us to ensure that the e-learning platform can support them.

1. Text

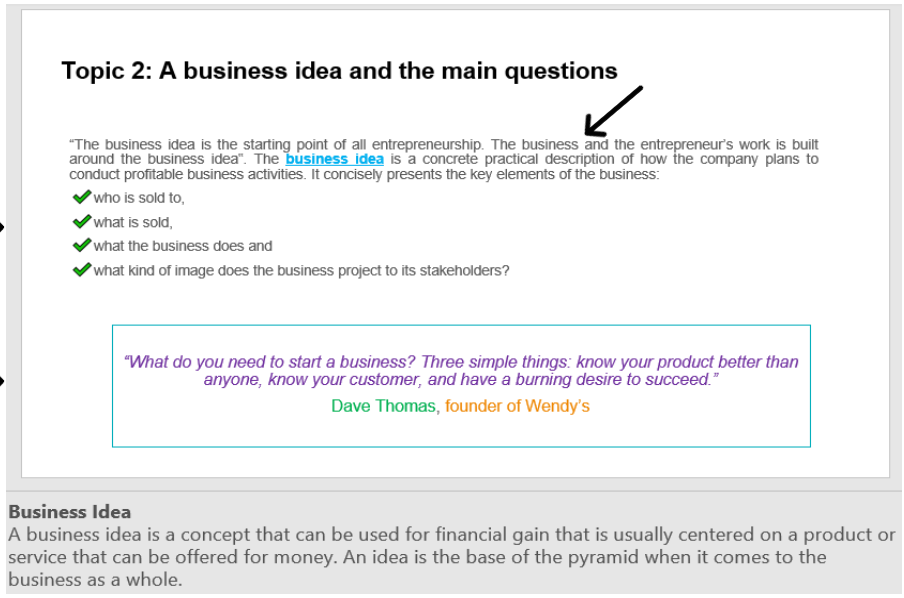
Please use one slide to define the topic's title and the content for it. You can add more slides to add all the necessary content for a topic, always using the word **(continuation)** to indicate the continuity of the content. You can choose how much content you want to be presented on each screen of the platform by indicating the 'continuation' word in the next slide. This way, you can have the content of one or more slides in one screen of the platform, without needing to click 'previous' or 'next' on

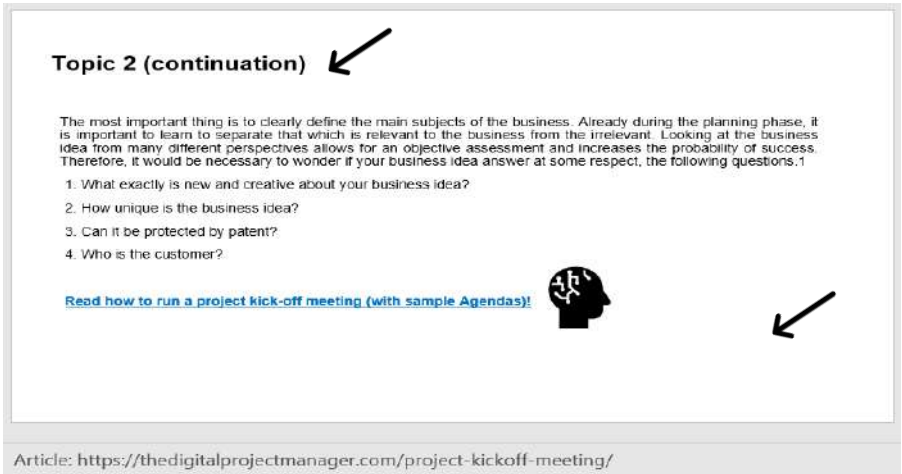
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

the platform. If the title does not contain the word 'continuation', this will mean that the respective content will appear in the next screen, after clicking 'next'.

Feel free to use quotations, list with points, bold words, or phrases, to make your content more attractive and interactive.
Moreover, you can also add a hyperlink to a word or phrase to direct the user to an article/website or any other link. Please keep the hyperlinked words or phrases as the system automatically indicates them, this being underlined with blue colour. You can also indicate a word or phrase with blue and bold, to add additional relevant information as a pop-up window. Feel free to use icons to make it more visible and attractive *(for more information, please see Section 3: Clickable words and pop-up windows)*.

Example:





2. Audio-visual material

Always use one slide to add your video (with the link), photo, graph, icon, or any other visual material. Provide the best possible quality to avoid pixelated or blur results.

IMPORTANT NOTE: If you use any audio-visual material that consists of text or any other information that will need translation (i.e., graphs, images with explanatory text etc.) this material should be **editable** (meaning no png, jpg, screenshot or any other non-editable form is allowed) to be able to translate this material.

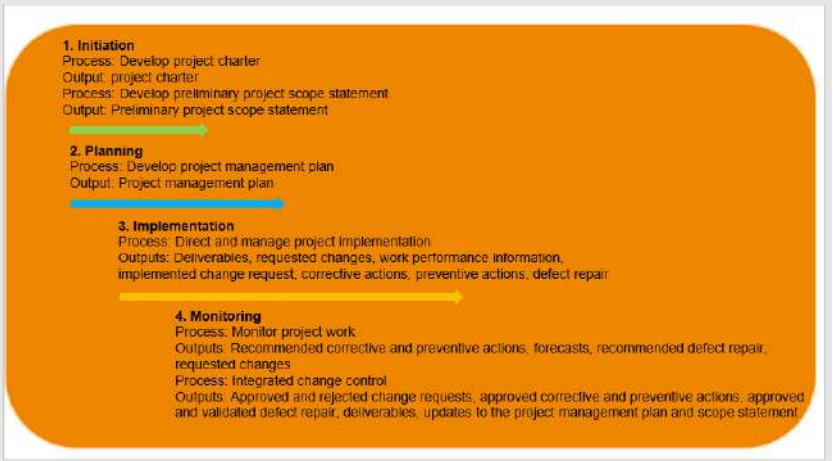
Please always indicate the source of your audio-visual material in the 'notes' section of the slide, always respecting the ***B. General Guidelines*** provided above.

Examples:

Image/photo:

Source: www.businessforall.com

Editable graph (editable, to be used for translation purposes):



Source: Center for Social Innovation Ltd.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Video (you can add an attractive and hyperlinked title on the top):

→

→

IMPORTANT NOTE: At the end of each module, please make sure to add a slide with the copyright-related disclaimer:

All audio-visual material was accessed freely from free online stock image platforms and/or YouTube and apply fair use laws without intention to breach any copyrights. If you feel that copyrights were violated, kindly contact us to resolve the matter in a restorative justice manner.

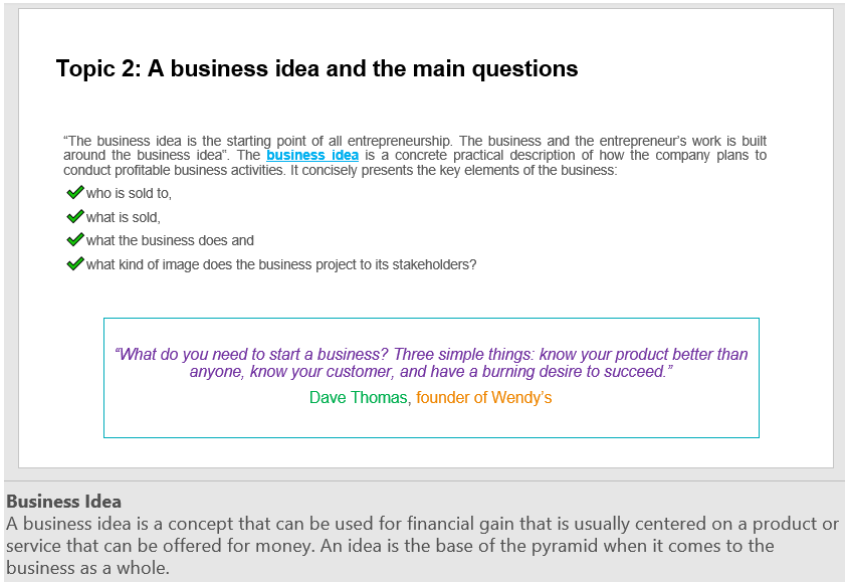
3. Clickable words and pop-up windows

There is the option to have a clickable word or phrase, which will present more information as a pop-up window (or similar function). If you would like to use this option, please use the **bold blue** colour for the word/phrase you want to make clickable in your slide. Please use the PPT 'notes' section under the slide to add the content you want to be presented in the pop-up window.

Moreover, you can also add a hyperlink on a word or phrase to direct the user to an article/website or any other link. Please keep the hyperlinked words or phrases as the system automatically indicates them, this being underlined and in blue colour. Feel free to use icons to make the hyperlinked phrase more visible and attractive. Please always use the 'notes' section of the slide to add the link of your source.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Example:



Topic 2: A business idea and the main questions

"The business idea is the starting point of all entrepreneurship. The business and the entrepreneur's work is built around the business idea". The business idea is a concrete practical description of how the company plans to conduct profitable business activities. It concisely presents the key elements of the business:

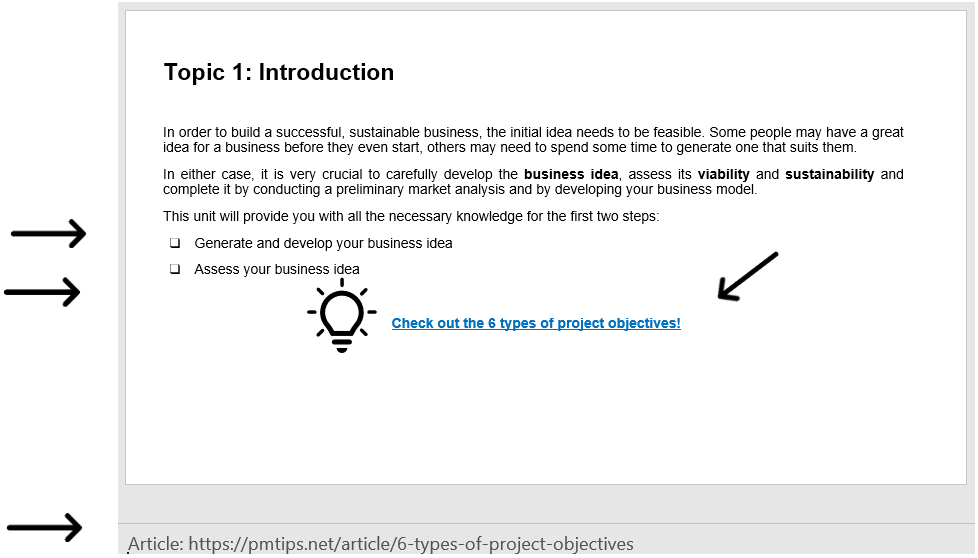
- who is sold to,
- what is sold,
- what the business does and
- what kind of image does the business project to its stakeholders?

"What do you need to start a business? Three simple things: know your product better than anyone, know your customer, and have a burning desire to succeed."

Dave Thomas, founder of Wendy's

Business Idea

A business idea is a concept that can be used for financial gain that is usually centered on a product or service that can be offered for money. An idea is the base of the pyramid when it comes to the business as a whole.



Topic 1: Introduction

In order to build a successful, sustainable business, the initial idea needs to be feasible. Some people may have a great idea for a business before they even start, others may need to spend some time to generate one that suits them.

In either case, it is very crucial to carefully develop the **business idea**, assess its **viability** and **sustainability** and complete it by conducting a preliminary market analysis and by developing your business model.

This unit will provide you with all the necessary knowledge for the first two steps:

- ❑ Generate and develop your business idea
- ❑ Assess your business idea

Check out the 6 types of project objectives!

Article: https://pmtips.net/article/6-types-of-project-objectives

4. PPT designs

Do not use any PPT design options. The slides need to remain plain and simple.

Examples to avoid:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

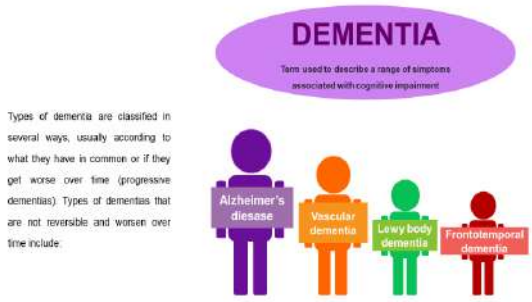
5. Text colouring

You can use any visible colour (avoid light colours for visibility reasons) **EXCEPT blue**, to highlight certain important key words/phrases. Do not use any blue colour in your text, the blue colour is reserved only for indicating your chosen **clickable or hyperlinked words/phrases**.

6. Self-made explanatory graphs and images

Feel free to create your own explanatory graphs, images, or any other form of visual presentation of your information. CSI will use them as they will be presented in the PPT slide, without any changes. Therefore, carefully choose the text colours, font, and overall presentation of your graphs/images.

Examples:



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.