MOTIVATE Microlearning Study Guide

Jean Monnet Motivating Teachers4Europe 2022-2025

Motivated teachers
fuel Europe's future

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D3.1 MOTIVATE Microlearning Study Guide

1st Edition

Editing

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Accessibility was considered in the design of the Study Guide. The font was intentionally chosen to make the text as readable as possible for individuals with special educational needs and/or disabilities.

In addition, the inclusion of alternate text for each image ensures that individuals with visual impairments can understand the information using screen readers or other forms of assistive technology. The decision to align the text on the left facilitates readability and helps maintain a natural reading flow for a wide audience.

MOTIVATE in a nutshell

Motivating Teachers 4 Europe (MOTIVATE) is an innovative project, within Jean Monnet Actions run under Erasmus+ to support teaching, learning, research and debates on various aspects of the European Union. MOTIVATE has been designed by the University of Piraeus Research Center (UPRC) under the coordination of the Jean Monnet Chair on European Union's Education, Training, Research and Innovation Policies and the Laboratory of Education Policy, Research, Development and Interuniversity Cooperation, Department of International and European Studies.

MOTIVATE will familiarize teachers to promote EU subjects through innovative methods and digital tools upgrading teachers' and students' digital skills in classrooms.

A Microlearning programme has been created, available in Greek, English and Greek Sign Language, targeting:
- 2.000 teachers
- 1.000 students of Pedagogical Departments

Eighteen workshops enhancing the European dimension in education will benefit:
- 150 school leaders;
- 1.200 in-service teachers (1.000 in-service primary and secondary education teachers, 200 special needs in-service teachers)
- 1.000 students (including 200 early childhood 300 primary education students, 300 secondary education students and 200 sociology and political sciences students);
- 150 parents;
- 120 stakeholders.

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The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

(Art. 2 of the Treaty on European Union)

1.0 Introduction

This Study Guide comprises an integral part of the content of the Jean Monnet Motivating Teachers4 Europe Programme 2022-2025 (MOTIVATE), which supports teaching, learning, research and dialogue about the European Union (EU) and is implemented by the Research Centre of the University of Piraeus under the academic coordination of the Jean Monnet Chair on European Union's Education, Training, Research and Innovation Policies and the Laboratory of Education Policy, Research, Development and Interuniversity Cooperation of the Department of International and European Studies of the University of Piraeus. The Study Guide aims at providing trainees with the information required for effectively organizing the attendance of the online asynchronous **MOTIVATE Microlearning Programme** and the required study, for their positive evaluation and ultimately for the successful completion of the programme and the desired accreditation.

In particular, initially information is made available about the goal, aims and learning model of the microlearning programme, the beneficiaries, the content, the language of teaching and the duration of the programme, as well as about the attendance mode (activities, workload, ECTS), and the trainees' evaluation and accreditation. Then, the course syllabus is presented analytically per teaching module; in specific, attendees are provided with the goal and the aims of each module, and the subject areas, the objectives and the expected learning outcomes of each module unit. Trainees are also supplied with general practical tips for reinforcing their skills of efficient, autonomous programme attendance and, what is more, lifelong learning.

2.0 The Jean Monnet MOTIVATE Programme

2.1 Vision and goal

The Jean Monnet Motivating Teachers4 Europe Programme 2022-2025 (MOTIVATE) aims at offering structured and accredited microlearning training in European Union (EU) affairs to in-service and substitute teachers of the Primary and Secondary Education, as well as to university students of Pedagogical Departments, Departments of Social and Political Studies, and Departments of International and European Studies, through a microlearning programme.
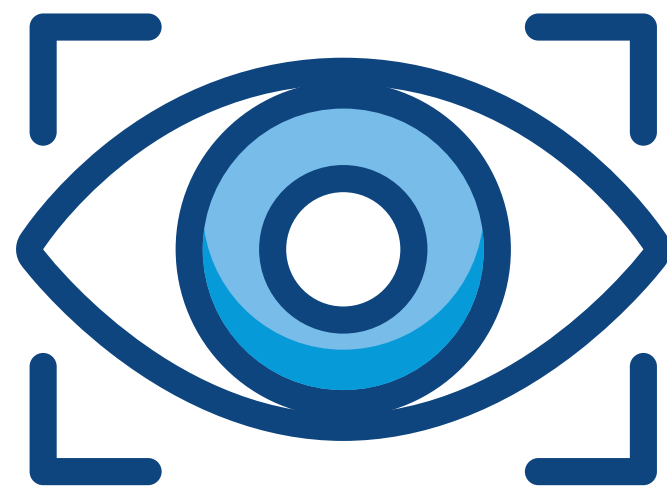
The **MOTIVATE Microlearning Programme**, along with other research and training activities, aims at feeding in-service and future teachers with the required knowledge, skills and motives to convey their learners the collaborative venture that has been taking place in Europe since the end of World War II and that has resulted in a longlived period of peace and prosperity.

2.2 The Microlearning model

The Microlearning model is based on the theoretical framework developed by the psychologist George Miller in his famous work "The Magical Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information" (Miller, 1956). Miller claimed that it is extremely difficult for the human brain to process information offered all at one time and in large quantities; so he suggested content chunking, as well as a number of supplementary techniques, for the activation of functional memory.

Nowadays, this method (Learning by Chunking) is topical and comprises an innovative approach to the creation of course curricula of digital learning (Fountain & Doyle, 2012), as it is related with the modern demanding lifestyle and work conditions, that impose the acquisition of continuous, fast-changing, updated knowledge and of new skills in modern networked, digital environments.

Microlearning programmes can offer "small chunks of 'microcontent', loosely joined, permanently changing, rearranging and circulating" (Lindner, 2007: 52). It has been found out that these programmes are more effective at a time when the majority of the citizens is familiar with social media, online games and smart devices (Bothe et.al., 2019). Practically speaking, these flexible programmes can function in the framework of lifelong learning as a bridge between initial formal education and continuous education and training. In addition, they may also be a part of blended learning, as well as of original modes of knowledge certification (e.g. through games, quizzes, digital crosswords, digital puzzle etc.).

The Microlearning programmes offer individualized learning depending on the trainee's needs (Fitzgerald et al., 2018). They also fall within the framework of the European priority for access of all to quality and inclusive education and provide the equivalent certification through Microcredentials (European Commission, 2020a). In the context of the recovery of the European societies from the consequences of the COVID-19 pandemic, but also of the transition to digital, green development, microcredentials have been included in the new European Skills Agenda as the tenth of its twelve emblematic actions (European Commission, 2020b). Member-states adopt this initiative of the market. For this reason, in 2022 the Council of the European Union issued a recommendation about a European approach to microcredentials for lifelong learning and employability (Council of the European Union, 2022).

"The best investment in our future is the investment in our people. Skills and education drive Europe's competitiveness and innovation. But Europe is not yet fully ready. I will ensure that we use all the tools and funds at our disposal to redress this balance."

President Von der Leyen

"Everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market."

Principle 1 of the European Pillar of Social Rights

Source: European Skills Agenda

Consequently, Microlearning becomes a learning process in which the learning time required is relatively short and measurable, the content is narrow, simple and understandable, the curriculum is organized in modules or/and episodes, the learning process is repetitive, and the learning medium is digital or/and traditional (Hug, 2005). These programmes also offer accredited learning outcomes, and can become Open Education Resources for a much wider audience than the audience they were initially addressed to (Kävrestad, & Nohlberg, 2019). Relevant studies have shown that the microlearning programmes are gaining ground in secondary school students (Nikou & Economides, 2018).

Why has Microlearning been chosen?

The microlearning approach is shown to be more effective than traditional approaches (e.g., Ozdamli et al, 2016, Sirwan Mohammed et al, 2018). Indicatively, many obstacles in knowledge and skill acquisition can be alleviated, as learning materials can be accessible from different digital media (e.g., a 'smart' mobile phone, a computer, a laptop, social media) and therefore made available without restrictions. The learning content is considered more comprehensible and interesting, and the learning aims are regarded as achievable, the learning needs of a large number of participants with diverse learning profiles can be satisfied, the long-term retainment of information can be reinforced, the necessary work time is realistic in relation to the learners' daily chores, and autonomous learning at the pace of each participant is allowed. Various interesting, digital tools are made good use of and consequently not only are verified as a big driving force of learning, but also expand the participants' learning network by turning them into lifelong learners. As a result, learning motives are increased, learners are activated more during their learning, learner performance is enhanced largely, learning failure is decreased significantly, and the whole learning experience becomes more rewarding. Last, but not least, microlearning offers accredited knowledge, which is distinctive and useful for personal and professional development, and for the work environment.

"Micro-credentials can be defined as documented statements that acknowledge a person's learning outcomes, which are related to small volumes of learning and that for the user are made visible in a certificate, badge, or endorsement (issued in a digital or paper format)."

European Commission 2020b: 51

2.3 Beneficiaries

The programme is addressed to:
- In-service primary and secondary school teachers, substitute primary and secondary school teachers, teachers of general and vocational education (incl. teachers of Special Education, Intercultural Education, Music Schools, etc.)
- Non-appointed teachers
- Heads of schools
- Vocational Education and Training (VET) Teachers
- Students of University Departments of Pre-school Education, Primary School Education, Secondary School Education, Social and Political Sciences, and of International and European Studies
- Erasmus+ exchange university students

2.4 Aim and modules

The MOTIVATE programme aims at the development and implementation of the particular microlearning programme, consisting of specialized modules, by making effective use of the experience of the interdisciplinary group of eight Universities. In particular, it comprises the following six (6) modules, the content of which is relevant to the academic studies on European Integration, Pedagogic Studies, Social Sciences and Humanities, and the ICT in Education. I.e.:

Modules	Topic areas
1	Institutions, Governance, Policies of the EU
2	EU Human and Fundamental Rights – EU Values and Democracy
3	European Education Area: Policies and Practices for Teachers and Schools
4	Approaches, Methods and Practices for Teaching EU at Schools
5	Innovative Tools on Teaching EU at Schools
6	Implementing EU at Schools – Developing Good Practices

Each one of the above Modules is developed in specialized subject areas and aims at satisfying concrete objectives and learning outcomes, as these are analyzed below under "Detailed description and alignment of programme".

2.5 Coherent learning approach

Based on the philosophy, the goal and the aims, the learning model and the thematic modules of the programme, further issues are defined in a way that renders the learning approach of the programme coherent and integrative. In particular:

- The structure and the content of the programme is described in depth through the development of each module in thematically relevant sub-units that serve concrete objectives and learning outcomes. Care has been taken that repetition is avoided in the learning input.
- Various teaching and self-assessment tools are deployed, so that learning can be interesting and effective.
- Additional reading materials, printed, digital and multimodal, are provided so that different learning types and personal needs can be satisfied.
- In the framework of digital microlearning, the distance learning mode is implemented, while the trainees' self-assessment mode is determined through digital tools and interactive tasks.
- The time determined for the completion of each module takes the differentiated learning pace into consideration so as to make programme attendance and completion feasible.
- Certification is provided upon the completion of each module, which corresponds to one (1) credit of the European system of transfer and accumulation of academic credits (ECTS).

Further information that illuminates the coherent learning approach of the programme is given in the following sections.

2.6 Programme attendance and duration

The MOTIVATE Online Microlearning comprises remote, asynchronous distance learning in a virtual learning environment. In particular, Information and Communications Technology (ICT) is deployed for the purposes of course teaching, communication with trainees, and trainee assessment. The programme will be available in Greek, English and Greek Sign Language.

Participants can attend the programme:
- autonomously
- as a selective academic course, or as a part of it, in at least four universities (University of Piraeus, National and Kapodistrian University of Athens, University of Thessaly, University of Western Macedonia).

University students are invited to participate in high quality short, modular and flexible learning opportunities (six two-week modules), using an array of educational learning material.

In the MOTIVATE programme, trainees are expected:
- To attend video lectures.
- To enrich their understanding through discrete training material.
- To use multimedia and documents in various forms (e.g., word files, pdf files).
- To do interactive consolidation activities.
- To evaluate themselves.
- To accredit their knowlegde through micro-credentials.
- To unlock their professsional opportunities

2.7 Assessment, allocation of ECTS credits, certification

Successful programme attendance is certified with micro-credentials; i.e., certificates proving the completion of the attendance of the small, modular learning units of the microlearning programme.

The European approach to micro-credentials is an outcome of the European Pillar of Social Rights and consequently of the right of every single individual to access quality inclusive education, training and lifelong learning so as to retain and develop skills that will enable them to handle changes in the labor market efficiently (European Commission, 2020a).

Micro-credentials are also forwarded within the framework of the European Commission's action plan for shaping the European Education Area by 2025, which will facilitate the European citizens' access to quality education and the use of their knowledge and skills between different educational systems and member-states. In addition, they relate to the European Skills Agenda and thus certify the acquisition of state-of-the art knowledge and the development of various targeted skills and competences necessary for the trainees' successful participation in a continuously changing labor market and for the achievement of economic development and the improvement of social cohesion.

Last, but not least, the microlearning programmes and the microcredentials are included in the framework of the Digital Education Action Plan 2021-2027, adopted on September 30th, 2020 by the European Union, which promotes the development of a digital education ecosystem of high performance and the use of digital technology with the aim of providing more flexible learning opportunities for the transition to digital transformation (European Commission, 2020).
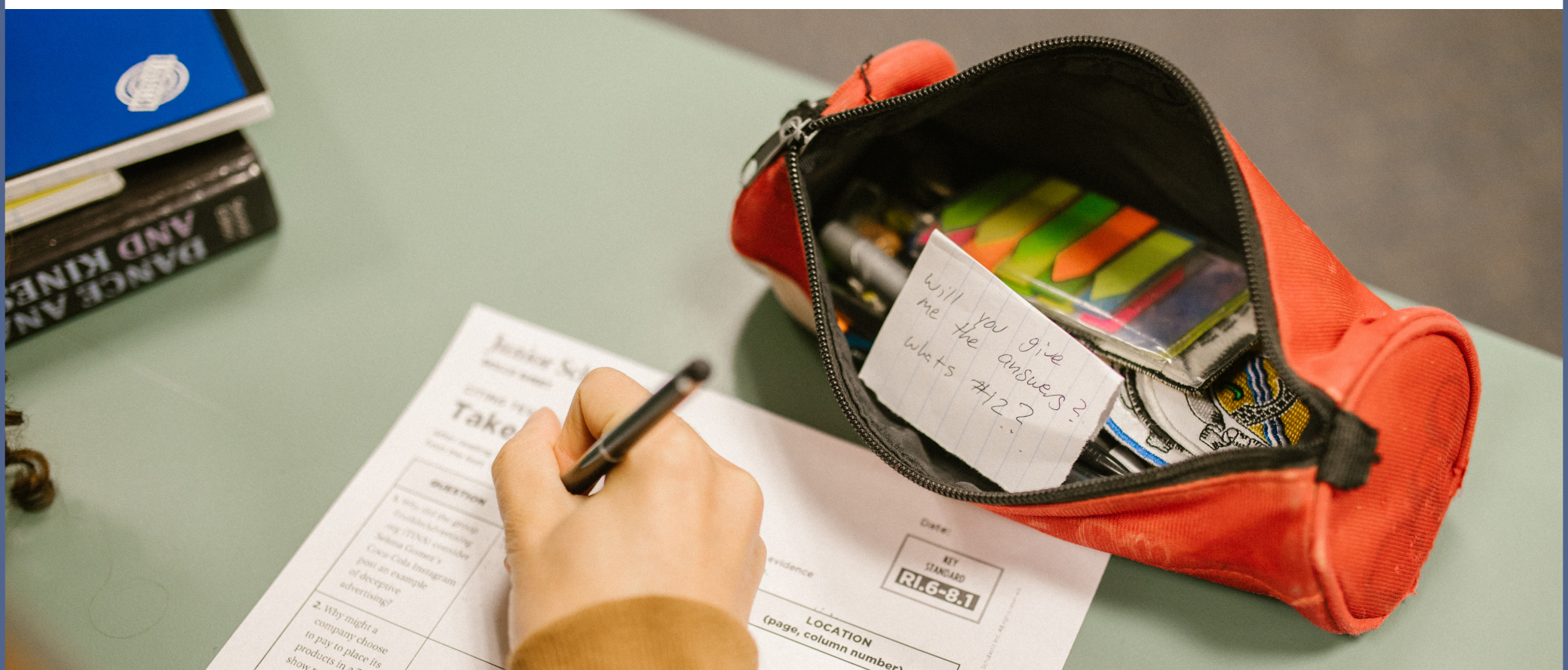
To enhance the offer of short learning experiences more widely, as well as the validation of this learning and its portability to and recognition by diverse European member-states and different sectors, micro-credentials are provided after an evaluation of learning outcomes. Additionally, in order to achieve measurability, transparency and reliability, the European Credit Transfer and Accumulation System (ECTS) is applied in the certification of micro-credentials, as this makes the notional workload and the learning outcomes of a module unit obvious and facilitates the portability of the units to other learning environments and countries.

"A microcredential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards. The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Microcredentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards."

CEDEFOP (2022)

STRENGTHS

Microcredentials respond to the changing needs of the labour market

promote lifelong learning,

assist in upskilling and reskilling,

enable leaners to build and validate professional skills (non-formal and informal learning),

offer opportunities for better understanding and cooperation between education providers and employers,

have the potential to provide access to education to a greater variety of learners.

provide flexible learning pathways

Source: CEDEFOP 2022

In the Jean Monnet MOTIVATE–Motivating Teachers4Europe Programme, the successful attendance of each module leads to the acquisition of one ECTS, six ECTS in total as shown in the Table below, and of a micro-credential, i.e., of a certificate of completing every small learning module of the **MOTIVATE Microlearning Programme**. The level of the learning experience leading to the micro-credential is that of the undergraduate and postgraduate studies.

To achieve the above accreditation, the compulsory activities, the expected workload and the ECTS are distributed as follows:

Activities	Workload	ECTS	Also offered to Erasmus/European University Alliance students
Video lectures	2 hrs	0.08	✓
Reading assignments	18 hrs	0.72	✓
Self-assessment questionnaire	1 hr	0.04	✓
Comprehension of content through interactive activities	2 hrs	0.08	✓
Final assessment	2 hrs	0.08	✓
Total	25 hrs	1	✓

To acquire the above certification, at the end of attending each module and after identity verification, trainees must be evaluated unsupervised with a variety of evaluation tasks, like YES/NO questions or close-ended questions, quizzes, matching tasks, 'Right or Wrong' statements, etc., that relate to at least two or three predetermined learning aims of the particular module.

2.8   Quality assurance

During the design and the implementation of the MOTIVATE Programme, specific emphasis is placed on quality assurance (QA) using the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESGs). Firstly, a university student-centered learning model is adopted respecting the diversity of the trainees and their various needs and thus offering them a flexible learning programme. The programme embraces numerous modes of approaching knowledge depending on the topic and uses a variety of pedagogical techniques, strategies and tools for teaching purposes and for the purpose of evaluating learning outcomes. At the end of each module, there will be an evaluation questionnaire for users to enable improvements by the scientific team.

Last, but not least, the programme strengthens a sense of autonomy in trainees, who can manage the study of the learning materials in accordance with their available time, while their support by their trainer is ensured through a special platform application.

3.0 Detailed description and alignment of programme

Aiming at the satisfaction of the strategic vision, the goal and the aim of the programme MOTIVATE–Motivating Teachers4Europe, the learning modules have been designed in such a way that their completion will be feasible within two weeks' time and their accreditation will equal one ECTS, as shown in the Table below. Nevertheless, trainees beyond academic programmes may follow their own pace.

Nr	Topic areas	Lead instructors/Trainers	Duration	Accreditation
1	EU institutions, Governance, Policies	Prof. A. Kotios, University of Piraeus Prof. F. Asderaki, University of Piraeus Dr. St. Tzagkarakis, University of Crete	2 weeks	1 ECTS
2	EU Human and Fundamental Rights – EU values and Democracy	Prof. P. Grigoriou, Aegean University Dr. El. Ftaklaki, Aegean University Kl. Hatzidaniel, PhD cand., Aegean University	2 weeks	1 ECTS
3	European Education Area: Policies and Practices for Teachers and Schools	Prof. F. Asderaki, University of Piraeus Assist. Prof. Y. Roussakis, National and Kapodistrian University of Athens Dr. S. Mastrokoukou, University of Turin	2 weeks	1 ECTS
4	Approaches, Methods and Practices for Teaching EU at Schools	Prof. Th. Mpampalis, National and Kapodistrian University of Athens Assist. Prof. Y. Roussakis, National and Kapodistrian University of Athens	2 weeks	1 ECTS
5	Innovative Tools on Teaching EU at Schools	Prof. K. Botsoglou, University of Thessaly Prof. Th. Bratitsis, University of Western Macedonia	2 weeks	1 ECTS
6	Implementing EU at Schools – Developing Good EU-related Practices	Assist. Prof. E. Beazidou, University of Thessaly Assist. Prof. K. Tsoli, National and Kapodistrian University of Athens Dr F. V. Kuloheri, EdD Warwick University	2 weeks	1 ECTS

4.0 Module design

Each learning module of the MOTIVATE programme aims at contributing to the attainment of a particular goal and the achievement of specific, explicitly stated basic aims. Also, it has been developed in thematically linked module units, each of which is meant to serve certain objectives and desired learning outcomes.

4.1 Module 1: EU Institutions, Governance, Policies

1. Goal and main aims

The European Union (EU) constitutes the most prominent experiment in peaceful international cooperation in world history. In this module, the origins, evolution and impact of the EU will be explored. A solid understanding of the institutions, governance system and decision-making of the EU, as well as of its policies, will also be offered. Additionally, trainees will be introduced to the fundamentals of the EU integration process, and the structure and the functioning of its main institutions.

The decision-making and legislative processes, as well as the main integration steps and objectives of European integration, will be described, and key areas of EU competences, such as the European Single Currency and the Single Market, will be explored. Moreover, the EU budget and EU priorities (2021-2027), as well as the EU's global role, will be presented.

2. Module Units

MU	Subject areas	Objectives	Learning outcomes
1	The historical evolution of the European integration project	• To apprehend the European integration process. • To acquire basic knowledge on historical development, the foundations and challenges for the EU and its member states.	Trainees will be able to critically analyze the evolution of the European integration process.
2	The European Institutional Framework and the EU competences	• To study the EU competences • To understand the operation of the EU as a political system.	Trainees will be able to understand the EU competences and to analyze the main actors and institutions, and their role in the European Governance.
3	The EU Law and the decision-making process	• To get to know the institutions and the EU policy-making process • To understand the role, importance and mode of operation of the European institutions.	Trainees will be able to understand the legislative process and assess challenges of intergovernmental and supranational policy-making and understand the multi-level and multi-actor process of EU governance.
4	The Single Market and the Euro	• To become aware of core EU issue areas such as the Single Market and the Eurozone.	Trainees will be confident about the significance of the EU project.
5	The EU (poly)crises and Euroscepticism	• To discuss the impact of the EU crises in the politicization of European integration and Euroscepticism.	Trainees will comprehend EU strengths and weaknesses.
6	The EU budget and EU priorities 2021–27	• To be informed about the EU budget and the EU priorities for 2021–2027.	Trainees will become aware of the EU impact on citizens' daily life. E.E.
7	EU in the world	• To appreciate the EU role internationally.	Trainees will appreciate the challenges faced by the EU as it becomes a global actor.

4.2 Module 2: EU Human and Fundamental Rights – EU Values and Democracy

1. Goal and main aims

Human rights can be realized only if people consistently demand their protection. Human rights education fosters the values, beliefs and ways of thinking that inspire all people to uphold their own rights and those of others. It develops an understanding of everyone's share in the common responsibility for making human rights a reality in every community. Human rights education makes a vital contribution to the long-term prevention of human rights abuses and to the achievement of a fair society, in which all human rights of every single person are valued and respected. Any violation of the values governing the functioning of the international community is reversed or cured by the force of the character of the one who opposes this mission. Moral restoration of the offended principles can be possible through tradition (the individual's diachronic logical relationship to these values) and the dialectical relationship that society cultivates in this direction. This is also the basis for the development of an education, especially in Europe, that is responsive to a multicultural – and therefore multilingual – world. The cultivation of a meaningful and objective pedagogical method of teaching human rights is seen as an appropriate way of assimilating knowledge of the European moral culture. And this ethical knowledge can be linked not only to groups (social structures), but mainly to individuals. It is therefore through such a pedagogical system that respect for the culture of human rights, which has been cultivated for centuries in Europe both at community and at individual level (human dignity, right to life), can best be guaranteed.

2. Module Units

MU	Subject areas	Objectives	Learning outcomes
1	Democracy – Human Rights – Rule of law	• To understand the independence, impartiality and effectiveness of the judiciary system (judicial systems). • To understand that the EU promotes the importance of the functioning of democratic institutions (separation of powers, good governance, independent authorities).	• Understanding of the importance of ensuring the independence, the impartiality and the effectiveness of the judiciary system (judicial systems). • Study of the importance of the functioning of democratic institutions (separation of powers, good governance, independent authorities). • Further study of the ability to ensure the protection of human beings (victims). • Learning of the management of social inequalities, protection of social rights, applications of smart technology, checks and balances. The rule of law in Europe (EU and Council of Europe). The adoption of operational criteria and challenges.
2	History, concepts and content of human rights	• To approach the evolution of human rights from Antigone (by Sophocles) to the Enlightenment and the Revolutions of the 18th century. • To analyze the importance of human rights for the civil revolutions in Europe (19th cent., 20th cent.)	• Approach of the contribution of the revolutionary period of Ottoman-occupied Greece. From the Declarations of Rigas Velestinlis to the Revolutionary Constitutions of the Liberation Struggle (1822–1830) and after 1844. • Understanding of the position of Human Rights in the 20th cent. and beyond – Internationalization, Establishment, Drafting and Rhetoric.
3	The EU law and the decision-making process	• To present the new conception of human rights due to the recognition of the individual as subject of the international law.	• Study of the rights of indigenous peoples and of minorities. International protection regime. • Presentation of the particular interest of the Rights of vulnerable individuals for respect and protection. • Definition of 'vulnerable individual'. General/Specific protection, categories of rights-special regimes.
4	Us and the others. The approach to the protection of rights from the perspective of the present and of the "different".	• To connect the Other with political developments (populism, far right), social reactions (anti-Semitism, Islamophobia), the formation and feeding of new concepts (xenophobia) and the institutional context (multiculturalism).	• Analysis of the connection of the Other with political developments (populism, far right), social reactions (anti-Semitism, Islamophobia), the formation and feeding of new concepts (xenophobia), and the institutional context (multiculturalism).
5	Identity and citizenship as preconditions for the formation and respect of human rights in Europe	• To counter objections about the European Union's political deficit by underscoring the importance of highlighting various elements of European identity and citizenship. European societies draw upon a shared historical background, contributing to cultural, legal, and political cohesion that is conducive to establishing a European political entity.	• Presentation of a new conception of European citizenship, which may have emerged, based on the reproduction at supranational level of the classical civic, political and social elements of national citizenship.

4.3 Module 3: European Education Area: Policies and Practices for Teachers and Schools

1. Goal and main aims

This module, building on the European Education Area (EEA) initiative, aims at providing students of Initial Teacher Education programmes, servicing teachers, trainers, education officers (i.e., Coordinators of Educational Work) and academics an informed and elaborate overview of the advancements, innovations and challenges in European education, training and lifelong learning policies and actions, and their implications for educational practice. In specific, it aims at enabling participants:

(a) To get acquainted with the vision and the materialities of the European Education Area.

(b) To understand the logic of cooperation and coordination in EU educational initiatives, policies and institutional arrangements.

(c) To analyze European Education Area related reforms in the context of national education systems.

(d) To appreciate the role of the EU in introducing innovation and change towards a European knowledge society and economy.

(e) To identify present and future challenges and prospects for the teaching profession in Europe.

The Module Units (MU) will be delivered using multiple learning approaches and techniques of differentiated instruction between different groups of educators, to accommodate special interests in specific initiatives and policy areas (i.e., school education, training, lifelong learning) and to include and support education and training needs of challenged learners.

2. Module Units

MU	Subject areas	Objectives	Learning outcomes
1	EU and Knowledge Policies: An historical and conceptual overview of EU engagement with education, training, and lifelong learning	To inform and raise awareness in participants of the EU involvement in education.	To learn the different historical phases and implications of EU engagement with education, training and lifelong learning.
2	EU institutional provisions and structures for education, training and lifelong learning	To develop participants' knowledge about EU institutional provisions and structures for education.	To identify institutional provisions (i.e., Treaty, acquis communautaire) and structures (i.e., DG, EACEA, CEDEFOP) of the EU for education, training and lifelong learning and discuss main European education policies and their implications for the future of education in the Member States.
3	European education programmes and initiatives: opportunities for funding, mobility, improvement and innovation	To raise participants' awareness of existing educational opportunities in the EU and develop their competences to participate and benefit from these initiatives.	To articulate the main conceptual ideas underpinning the EU educational policies and initiatives, such as programmes, activities and opportunities for funding/cooperation.
4	European Education Area by 2025	To stress out the importance of the EEA 2025 initiative and its implications for school education in the EU.	To analyze current European education policy debates with special reference to the development of the European Education Area.
5	Digitalisation of education/The Skills Agenda: Implications for teachers and schools	To highlight opportunities for teachers and students within the Digital Education Action Plan (2021–27).	To reflect critically on key European education policy issues by addressing current developments within relevant social, cultural, political, and historical and national contexts.
6	The Teaching Profession in Europe: Challenges and prospects	To explore and understand teaching competences and skills across Europe.	To comprehend the skills of the European modern educational model.
7	The role of education in developing European identity and citizenship	To realize the importance of education for the formation of a European identity.	To be actively involved in the acquisition of European identity.

4.4 Module 4: Approaches, Methods and Practices for Teaching EU at Schools

1. Goal and main aims

The Module "Approaches, Methods and Practices for Teaching EU at Schools" aims at providing prospective and servicing educators and trainers of all levels and types of schooling with the Pedagogical Content Knowledge (PCK), competences and skills needed to teach EU-relevant subjects or/and integrate EU awareness-raising interdisciplinary approaches, methods, contents and practices in their subject teaching.

The following Module Units combine innovative pedagogical/instructional/learning approaches and tools in an attempt to enable participants:

- To make the best use of EU-related content in textbooks and curricula.
- To update and supplement instructional materials with current information about and developments in EU contexts from official/reliable sources.
- To use student-friendly, motivating, engaging, active learning methods for teaching EU values.
- To raise awareness of and take on contemporary school/community issues and problems, such as racism, school violence, nationalism, parochialism and extremism.
- To successfully integrate European programmes and initiatives, ICTs, New Media and 21st cent. skills in EU teaching and professional development.

All module units pay special attention to effectively bringing learning about/for the EU to groups of at-risk students, such as students with Special Education Needs and Disabilities (SEND) and non-European students of immigrant or refugee backgrounds.

2. Module Units

MU	Subject areas	Objectives	Learning outcomes
1	Active learning approaches for teaching EU and EU values to students of different learning levels and types of education and training	To suggest and illustrate active learning strategies and approaches for teaching EU and European values.	To choose and implement effective active learning approaches and techniques in order to teach EU-related subjects and content, and EU values.
2	Information and Communication Technologies, web-based tools and applications, and New Media for teaching EU at schools	To exemplify uses of the Internet, New Media and various Information and Communication Technologies for teaching and learning EU at school education.	To use innovative technologies, applications and media to enhance their teaching and their students' learning.
3	Design and development of updated and innovative EU-related learning content (e.g., integration of Arts and Culture, 21st cent. competencies, Socio-Emotional Learning and Multiple Intelligence)	To guide participants in updating existing EU-related learning materials and curricula, as well as in locating or developing, and integrating current EU-related learning content and innovative teaching approaches and practices in their instructional design.	To identify/develop and integrate updated, suitable and innovative EU-related learning content in their teaching effectively.
4	Dealing with contemporary problems in education from an EU perspective: Inclusion and exclusion, racism and xenophobia, school violence, extremism	To prepare participants to manage contemporary challenges faced in the context of European school education by making pedagogical use of European practices and perspectives.	To engage effectively with contemporary problems and issues that are increasingly relevant to European schools, such as inclusion of every learner, racism and xenophobia, school violence and forms of extremism.
5	European programmes for strengthening the European dimension in education: Mobility, networking, exchange of practices, professional development	To inform participants about benefits from available EU programmes and initiatives for teaching, networking, sharing good practices, gaining first-hand experiences and developing professionally.	To make efficient use of European programmes and initiatives for professional development, networking, peer communication, and sharing/improvement of teaching practices.

MU	Teaching methodologies and techniques
1	Inquiry-based teaching/learning, case studies, storytelling, value clarification techniques (i.e., discussions/voting/taking sides in contrived or real value-laden situations), simulations, role playing, networking, reflection, structured discussions (i.e., think-pair-share)
2	Virtual classroom collaboration, augmented reality applications, game-based learning, computer-based collaborative learning, Webb's Depth of Knowledge
3	Project-based learning, website evaluation techniques (i.e., Who-What-When; WWW), artful thinking, differentiated instruction
4	Structured discussion methods (i.e., World Cafe, active listening), conflict resolution methods (i.e., stop-think-act), critical thinking techniques (i.e., Six Thinking Hats - Eduard de Bono technique), case studies, debates, social stories.
5	Learning journals, portfolios, communities of practice, workshops/peer teaching - learning

4.5 Module 5: Innovative Tools on Teaching EU at Schools

1. Goal and main aims

This module attempts to acquaint teachers with the dominant modern pedagogical approaches and innovative teaching tools for teaching European education, training, and lifelong learning policies and their implications for educational practice. These approaches aim to highlight a new dynamic view of teaching and offer a supportive teaching organization framework based on reflection and openness, so that the teacher can be able to make appropriate choices and adjustments according to the characteristics of his/her students, but also to his/her personal characteristics. For that, innovative approaches will be treated within this module, including Flipped Classroom, Gamification, Snack/bite learning, Active listening, Digital Storytelling and Applied STEAM. In specific, the main objectives of the module are that participants:

- Become aware of the proposed teaching tools and methodologies by exploring their theoretical foundations.
- Understand (through practical examples) how to address EU-related issues through the proposed methodologies, by designing complete lesson plans.
- Identify the characteristics of a class that better match the proposed methodologies.

Special emphasis will be given to teaching and understanding the content of gamification, and how this can be used as a teaching method. At the same time the goal is that participants understand the Snack/bite size learning approach and the concept of Pedagogy of Listening and Active Listening.

2. Module Units (MU)

MU	Subject areas	Objectives	Learning outcomes
1	Flipped Classroom	To learn and understand the model of the flipped classroom.	• To comprehend the concept and the content of the model of the flipped classroom. • To recognize the steps in applying the model in practice. • To be aware of the benefits, but also of the possible difficulties entailed in the application of the model.
2	Gamification in teaching and learning	To understand the importance and the content of gamification in teaching and learning.	• To comprehend the concept and the content of gamification in teaching and learning. • To understand the concept and the content of the educational entertainment called "Edutainment". • To identify the techniques of gamification of the educational process.
3	Snack/bite sized learning	To get to know how the Snack/bite size learning approach works.	• To understand the concept of the Snack/bite size learning approach and the way this approach can be used in teaching and learning.
4	Active listening in teaching and learning	To apprehend the concept of Pedagogy of Listening and Active Listening.	• To internalize the concept of Pedagogy of Listening and Active Listening. • To describe the techniques that can make a teacher an active listener.
5	Digital Storytelling – Design Thinking	To develop empathy by recognizing alternative points of view emerging through digital stories, using Design Thinking tools.	• To embrace the power of (digital) storytelling as a communication and learning medium. • To become familiarized with story-development techniques, based on Design Thinking. • To understand the significance of multiple points of view.
6	Applied STEAM	To become aware of important real-life problems and issues (e.g., sustainable development) by addressing challenges with the STEAM approach.	• To recognize the nature of real-life problems connected with aspects of the EU. • To understand the STEAM approach as a problem-solving method. • To cultivate innovative/critical thinking when addressing problems.

4.6 Module 6: Implementing EU at Schools – Developing Good Practices

1. Goal and main aims

The main emphasis of this module is placed on parameters related to the design of good school practices, with the ultimate goal to support educators in educationally sound practice design and in the development of a positive stance towards them. In particular, the module aims at gradually introducing attendants (teachers and stakeholders) to aspects of the design of school practices that can make a difference. As such, it targets at:

- Making the key features of 'good practices' known;
- Raising awareness of the needs and capacities of different school learner age groups;
- Attracting prime attention to the development of learner skills and competences, as well as learning strategies, as a sine qua non of the learning outcomes of good practices;
- Highlighting the need for setting goals, aims and teaching/learning outcomes;
- Emphasizing the importance of integrating teaching/learning approaches in school practices;
- Stressing the importance of a critical stance towards resources;
- Urging an opening to collaborations and networking at local and international level;

with the ultimate goal to showcase school practices as good and as a dynamic vehicle of teacher and learner development.

2. Module Units

MU	Subject areas	Objectives	Learning outcomes
1	'Good practice': A definition	• To enhance understanding of the features and of the importance of a 'good practice' within the context of class work on an EU challenge.	To identify the features of good practices and feel confident with designing their own good practices.
2	Development of learner skills and competences Development of learning strategies	• To foster comprehension of what a learner skilll, a learner competence and a learning strategy comprises as tools for active, self-directed and effective involvement in school and in life-long learning. • To inform about key competences and skills for the 21st cent.	To be able to recognise, give examples of and/or classify learner skills and competences, and learning strategies.
3	Teaching/learning approaches	• To present core approaches to the design of quality practices.	To understand the key educational teaching/ learning approaches suitable for school practices on EU issues, and the way these determine practice design.
4	The pandemic of unreliable information resources	• To raise awareness of what fake news is. • To exemplify the identification of fake news.	To become able to recognize and avoid fake news.
5	Developing synergies	• To emphasize collaboration and networking as core elements of the process of building up and exchanging knowledge and experience, of developing and refining skills and of enhancing ownership of EU values and of fundamental rights.	To become able to identify possible sources of networkers and suggest possible lines of action for creating collaborations/networking at school, in the local community and beyond.
6	Evaluation	• To raise awareness of the criteria for the evaluation of the quality of a practice, and of informal evaluation techniques.	To consolidate criteria for evaluating school practice before, during and after its implementation.

5.0 Study and attendance tips

The rewarding completion of digital learning programmes like the digital microlearning programme MOTIVATE–Motivating Teachers 4Europe presupposes the flexible and efficient deployment of existing background knowledge and its enrichment, as well as the effective development and/or reinforcement not only of digital skills but also of specific skills and competences of autonomous learning, like cognitive strategies (e.g., analysis, reasoning and practicing), metacognitive skills (e.g., concentration, self-regulation in learning, self-evaluation), affective skills (e.g., self-encouragement), and social skills (e.g., ability to ask questions and to cooperate).

Towards this direction in this part of the Study Guide useful advice is provided.

Before attendance:
- Familiarize yourself with the platform of the programme.
- Try using the platform as many times as necessary until you feel confident with its use.
- Seek answers to your queries before you start attending.
- Create your attendance and study diary according to your chores and the programme requirements. Be realistic in your planning!

Before attending a module:
- Read the module syllabus.
- Note down how much time you will devote to the module, as well as how much of the syllabus you wish to cover.
- Create the learning conditions you wish to have. Restrict as many distractors as possible.

Before the video lecture/presentation:
- Note down what you know about the topic.
- Think about what you wish to get to know about the topic.

During the video lecture/presentation:
- Listen to the video lecture once and try to understand the general idea. Then, listen to it again and attend to the detail. Do the same with the presentation.
- Are there things you know already? If yes, then see how they relate to new knowledge.
- Note down key terms. Make sure you have understood what they mean.
- Take notes. Underline the important ideas and/or what is difficult to remember.
- Do the activities as many times as necessary, until you feel you have consolidated new information.
- Revise the lecture/presentation as many times as necessary.
- Study the compulsory sources systematically. See how each one relates to the video lecture/presentation content.
- See what each optional study source is about. See in what order you will study them.

Do you have queries?
- Revise the video lecture/presentation from the perspective in light of your query.
- Study the compulsory reading materials.
- Study the optional reading materials.
- Contact other participants in the Forum. Start a discussion.
- Send a message to your instructors/trainers.

After attendance:
- See what you managed to do. Reward yourself.
- Note down the difficulties you faced. Think about causes and solutions. Don't hesitate to ask for help.
- Revise. The content of each module relates to that of the others.
- Check the hours of attendance in relation to your initial aim. Reschedule if necessary!

During the programme:
- Keep to your programme, your schedule, your aims.
- Complete the evaluation of each module.
- Contact your instructors/trainers and the other participants.
- Check programme announcements.
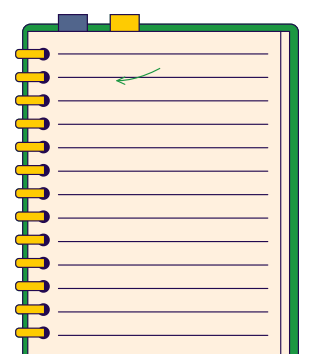
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