Teaching Guide for the resources design related to the Training Plan "From the Household to the SME"

ΔΑΦΝΗ ΚΕΚ | Κέντρο Δια Βίου Μάθησης

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Knowledge Area : Informatics

INFORMATICS within MUPYME :

General Didactic Aim/Title : " **Technology oriented competences acquisition through the transition of the household to SMEs economy"**

Module 1 : 3 UNITS >

U1.Informatics inside the household

U2. Informatics recreational, social and professional use

U3. Developments and useful applications to the SMEs

A. Requirements:

a.1   Concerning the teaching staff:

1.   Very good knowledge of the subject " Informatics in the context of MUPYME"

2.   Understanding the psychological profile of the target learners " MUPYME housewives"

3.   Comfortable in using open structured and experiential based learning techniques (proceed in further development of the material by introducing authentic resources and new strategies goal oriented)

4.   Empathy in delivering the subject

a.2   Concerning the participant students.

As Students we indentify the MYPYME target group : Women with experience in household (used to or still being housewives) , in (employment or) unemployment , from a diverse educational background . Additionally:

1.   Strong motivation

2.   Ability to learn (learn to learn)

3.   Autonomous learning skills – basic ICT skills are preferable

4.   Open in cooperation with others (team working)

        (Tool for Selection : Expectations and Motivation Diagnosis Interview semi structured)

B. Training Plan description

b.1 Training goals : Via the Knowledge Area "Informatics " the MUPYME partners will develop a number of Didactic units which will serve the following training goals

Table 1:   **Training Goals in terms of Knowledge, Skills and Attitudes (preliminary – to get elaborated in depth):**

Module	Session (Lesson Plan)-	Knowledge	Skills	Attitudes
U1.Informatics inside the household *Skill Level 1*1 **Mode of delivery : traditional- in classroom**	U1.1 The Informatics as concept and content –2h U1.2 Informatics and Household Economy - 3h	The Informatics as concept and content and its practical footprint in daily life of a modern citizen (Communication, Internet, Public Services, Consumer and e-banking , Travel and Leisure)What : Tools for internet communication (Discussion	Ability to understand the possibilities that are produced by using several web applications such as : Being member of discussion forums or e-learning groups	The impact of internet in daily activities Assess the possibilities that

1 *Skill Level 1*

/ ICT laboratory/ lectures	U1.3 Informatics Applications at home : Listing and Analyzing . Critical reflection strategies -4h	Forum , e- shops / digital services / e=learning /e-applications /Examples from experience	creation process of Google Group e-banking / online banking	INTERNET provides according to needs , the safety issues .
Total Duration	9h			
U2. Informatics recreational, social and professional use *Skill Level 2*[2]	U2.1 Transforming the usual daily activities into ICT applications Types of Communication Tools for communication [3] 1. Duration: 6h	Transforming the usual daily activities related to technology to ICT (e- Communication Skills) Theory and form of internet applications and Social Media Managing Contact Information[4] f.e: Address an e-mail, add attachments, create an e-mail signature	**Able to proceed in manipulation, ordering and storage of relevant information** Create and use of e-mailing lists (google forms, etc), Use of social media /Write messages Filling e-forms and submit them accordingly /Sending cards, etc/RSS reader, e-mail gmail skype Recognize the dos and don'ts of business email	
Mode of delivery : blended learning				

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2 *Skill Level 2*

3 Training Resource: http://www.smetoolkit.org/smetoolkit/en/content/en/439/Basic-Computer-and-Communication-Tools#1

4 Background information by Hp Course: https://hplife.edcastcloud.com/learn/managing-contact-information-open?locale=en&cohort=2414/&s=/go/esp

Total Duration:18h	U2.2 Technology Planning (Organizational skills)5 Duration: 6h	Presentation of the tools for the related e-applications (Transforming daily activities related to memorizing e-file and storage /	File , copy /paste / To do lists / Excel	Adopting rules of safety in using Web/ Internet
	U2.3 Transforming daily activities related to Web search) Duration:6h	How the e-banking works (the concept)	Confident and Competent user. Ability to select / judge the most reasonable application about e-paymentcards editing and use for consuming and shopping or as present to friends, on line shopping, e-booking, registration to events / e-banking for persons/ web banking, mobile banking - home investments	
U3. Developments and useful applications to the SMEs *Skill Level 36*	U3.1 START UP : e-applications /e-commerse7 Duration: 6h	'Administrative issues and documentation – Structure and formalities in web -Codes and protocols – Type of formal letters writing – e-signature	Competent developer **Familiarity** with web based innovation in entrepreneurship	
	U3.2: e- entrepreneurship models and practicalities Duration: 4h	What is e-business and how it works , prerequisites and procedures . Examples (amazon.com. Booking .com, etc)Innovation : what is it		

5 Training Resource : http://www.smetoolkit.org/smetoolkit/en/content/en/439/Basic-Computer-and-Communication-Tools#5

6 *Skill Level 3*

7 Training Resource : http://www.smetoolkit.org/smetoolkit/en/content/en/632/E-Commerce-Kick-Start-Guide

	U3.3 Building personal/company running Brand name in Internet (email, webmarketing)8 Duration: 8h	Web page development Tools9 (personal / company)/ Analysing the site statistics, blogs, etc
Mode of delivery : **blended learning**		
Total duration:18h		
Knowledge Area Duration	45h	

b.2 Professional Qualification goals

The above Competences identified as Knowledge, Skills and Attitudes could be connected to identified as necessary skills of the Professionals , as follows (Skills L1, 2,3) :

Skill Level 1

Occupations at Skill Level 1 typically require the performance of simple and routine physical or manual tasks. They may require the use of hand held tools, such as shovels, or of simple electrical equipment, such as vacuum cleaners. They involve tasks such as cleaning; digging; lifting and carrying materials by

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8 Training Resource: http://www.smetoolkit.org/smetoolkit/en/category/976/Email-Web-Marketing b)
http://www.smetoolkit.org/smetoolkit/en/category/974/Web-Design-Development

9 http://www.smetoolkit.org/smetoolkit/en/content/en/781/ShopFactory-e-Trader

hand; sorting, storing or assembling goods by hand (sometimes in the context of mechanised operations): operating non-motorised vehicles; and picking fruit and vegetables.

Many occupations at Skill Level 1 may require physical strength and/or endurance. For some jobs basic skills in literacy and numeracy may be required. If required these skills would not be a major part of the job.

For competent performance in some occupations at Skill Level 1, completion of primary education or the first stage of basic education (ISCED Level 1) may be required. A short period of on-the-job training may be required for some jobs.

Occupations classified at Skill Level 1 include office cleaners, freight handlers, garden labourers and kitchen assistants

Skill Level 2

Occupations at Skill Level 2 typically involve the performance of tasks such as operating machinery and electronic equipment; driving vehicles; maintenance and repair of electrical and mechanical equipment; and manipulation, ordering and storage of information.

For almost all occupations at Skill Level 2 the ability to read information such as safety instructions, to make written records of work completed, and to accurately perform simple arithmetical calculations is essential. Many occupations at this skill level require relatively advanced literacy and numeracy skills and good interpersonal communication skills. In some occupations these skills are required for a major part of the work. Many occupations at this skill level require a high level of manual dexterity.

The knowledge and skills required for competent performance in all occupations at Skill Level 2 are generally obtained through completion of the first stage of secondary education (ISCED Level 2). Some occupations require the completion of the second stage of secondary education (ISCED Level 3), which may include a significant component of specialised vocational education and on-the-job training. Some occupations require completion of vocation specific education undertaken after completion of secondary education (ISCED Level 4). In some cases experience and on the job training may substitute for the formal education.

Occupations classified at Skill Level 2 include butchers, bus drivers, secretaries, accounts clerks, sewing machinists, dressmakers, shop sales assistants, police officers, hairdressers, building electricians and motor vehicle mechanics.

Skill Level 3

Occupations at Skill Level 3 typically involve the performance of complex technical and practical tasks which require an extensive body of factual, technical and procedural knowledge in a specialised field.

Occupations at this skill level generally require a high level of literacy and numeracy and well developed interpersonal communication skills. These skills may include the ability to understand complex written material, prepare factual reports and communicate with people who are distressed.

The knowledge and skills required at Skill Level 3 are usually obtained as the result of study at a higher educational institution following completion of secondary education for a period of 1 – 3 years (ISCED Level 5b). In some cases extensive relevant work experience and prolonged on the job training may substitute for the formal education.

Occupations classified at Skill Level 3 include **shop managers,** medical laboratory technicians, legal secretaries, commercial sales representatives, computer support technicians, and broadcasting and recording technicians.

Skill Level 4

Occupations at Skill Level 4 typically involve the performance of tasks which require complex problem solving and decision making based on an extensive body of theoretical and factual knowledge in a specialised field. The tasks performed typically include analysis and research to extend the body of human knowledge in a particular field, diagnosis and treatment of disease, imparting knowledge to others, design of structures or machinery and of processes for construction and production.

Occupations at this skill level generally require extended levels of literacy and numeracy, sometimes at a very high level, and excellent interpersonal communication skills. These skills generally include the ability to understand complex written material and communicate complex ideas in media such as books, reports and oral presentations.

The knowledge and skills required at Skill Level 4 are usually obtained as the result of study at a higher educational institution for a period of 3 – 6 years leading to the award of a first degree or higher qualification (ISCED Level 5a or higher). In some cases experience and on the job training may substitute for the formal education. In many cases appropriate formal qualifications are an essential requirement for entry to the occupation.

Occupations classified at Skill Level 4 include sales and marketing managers, civil engineers, secondary school teachers, medical practitioners, operating theatre nurses and computer systems analysts.

Table 2

Mapping of ISCO-08 major groups to skill levels

ISCO-08 major groups	Skill Level
1 – Managers, senior officials and legislators,	**3 + 4**
2 – Professionals	**4**
3 - Technicians and associate professionals	**3**
4 – Clerks **5 -** Service and sales workers **6 -** Skilled agricultural and fishery workers **7 -** Craft and related trades workers **8 -** Plant and machine operators, and assemblers	**2**
9 - Elementary occupations	**1**
0 – Military occupations	**1 + 4**

C. Modules' Structure

C.1 Number of modules: One Module divided in 3 Units (see the Table above)

C.2 Name of each module : " Technology oriented competences acquisition through the transition of the household to SMEs economy"

C.3 Connections between them _ level based on Skills 1-3 (ISCO-08) – see ANNEX1

D. Modules length: 45h
Unit 1: 9h
Unit 2: 18h
Unit 3: 18h

E. Modalities

e.1 Classroom training (Unit 1) In order to familiarize the group with the concept and the basic applications
e.2 Distance learning
e.3 Mixed (blended learning) U2-3 : Half attainment face to face / half working home by applying the exercises

F. Teaching resources
f.1 General supporting materials
1.   Open Learning Resources in ICT competences (per partner language)
2.   Development of Supportive material – with links to external resources with audio/ or video performance
3.   Working scenarios with special objective to link life experience with Entrepreneurial activity
4.   Supportive ppt and audio (possible narrator video)

f.2 Technological resources *ad hoc* (various applications/software FREE in relation to)
f.3 Ready-made technological resources (various applications/software FREE in relation to)

G. Pedagogical suggestions

g.1 Visits
g.2 Meetings : face to face
g.3 Projects : working scenarios and relevant activities as group or individuals
g.4 Didactic Resources : Learning Scenarios/ Unit

H. Another aspects related to training efficiency

h.1 Highlight elements or aspects
h.2 Rejected elements or aspects