

Pedagogical methodology to facilitate the educational e-Studio “Women in sustainable Environmental entrepreneurship”

NOW-SEE: New Opportunities for Women through Sustainable Environmental Entrepreneurship WP4: Pedagogical implementation e-Toolkit for adult educators



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NOW-SEE

Contents

Pedagogical methodology to facilitate the educational e-Studio “Women in sustainable Environmental entrepreneurship”	1
Contents	2
1.1 Introduction to the educational e-Studio “Women in sustainable environmental entrepreneurship”	3
1.2 Main aims of the e-Toolkit and its structure	4
1.3 Tool “Pedagogical methodology to facilitate the educational e-Studio “Women in sustainable environmental entrepreneurship” using NOOCs and facilitated workshops”	5
1.4 Innovative upskilling pathways for adult learners in the format of the e-Studio “Women in sustainable environmental entrepreneurship”	6
1.5 Implementation of the flipped learning classroom in the e-Studio “Women in sustainable environmental entrepreneurship”	7
The educational e-Studio Lessons’ Plan	9
Introduction to self-learning sessions	10
1st self-learning session - “Understanding innovation in sustainable environmental (SE) entrepreneurship”	10
2nd self-learning session - Implementing the principles of social entrepreneurship in SE business	12
3rd self-learning session - The use of digital technologies in SE business	12
Participating in the Workshops facilitated by adult educators	13
Organising assessment of learner’s competences and skills	13
1.6 Motivation of women learners to participate actively in the educational e-Studio	14
1.7 References	17

1.1 Introduction to the educational e-Studio

“Women in sustainable environmental entrepreneurship”

The educational e-Studio “Women in sustainable environmental entrepreneurship” is designed as a training course for adult women learners to develop the skills and competences of a sustainable environmental (SE) entrepreneur.

The objectives of the educational e-Studio “Women in sustainable environmental entrepreneurship” are:

- to create an upskilling digital pathway to develop the skills and competences of a sustainable environmental (SE) entrepreneur;
- to ensure a digital assessment of learners’ skills and competences needed to become a sustainable environmental entrepreneur.

Developing the skills and competences of SE entrepreneur is essential for starting and running a successful business. The analysis of the learners’ needs helped to identify and clarify three subject competences needed to develop the ability of learners to become SE entrepreneurs:

- understanding of innovation in the field of SE entrepreneurship;
- implementation of social entrepreneurship principles in SE business;
- the use of digital technologies in the SE business.

For each competence 5 important soft skills were selected which are developed through educational e-Studio. 3 short, well-structured Nano Open Online Courses (NOOCs) are developed to deepen knowledge of these skills and competences. NOOCs ensure the implementation of an innovative flipped classroom methodology in a flexible digital learning environment, then self-learning is integrated into a digitally transformed classroom facilitated by adult educators, including video conferencing tools such as Adobe Connect, ZOOM, MS TEAMS, etc. To ensure the digitalization of the self-learning process, NOOCs are delivered in a MOODLE learning environment.

The educational e-Studio “Women in sustainable environmental entrepreneurship” training course composes of:

- self-learning material presented as NOOCs (Nano (small) Open Online Courses - short video courses) available through learner-friendly [Moodle platform](#);
- workshops facilitated by adult educators (face-to-face or online);
- assessment of learner’s competences and skills.



This document is created for adult educators as a guidance tool on how to run the educational e-Studio “Women in sustainable environmental entrepreneurship” with learners.

1.2 Main aims of the e-Toolkit and its structure

The Pedagogical implementation e-Toolkit for adult educators is dedicated to support adult educators-facilitators in effectively running the educational e-Studio “Women in sustainable environmental entrepreneurship”.

The main objective of the Toolkit is to improve the competences of adult educators in order to effectively facilitate an innovative upskilling pathway for women to become sustainable environmental (SE) entrepreneurs.

It aims of to present the innovative and attractive learning pathway dedicated to enhancing women learners’ main competences needed to start, develop and successfully run sustainable environmental (SE) business.

The e-Toolkit consists of the following tools:

- Pedagogical methodology to facilitate awareness raising and motivation Workshop “Could sustainable environmental entrepreneurship be my future?”
- The Pedagogical methodology to facilitate the e-Studio “Women in sustainable environmental entrepreneurship”
- Pedagogical methodology to facilitate the follow-up educational workshop “Sustainable environmental business - I can do it!”

All three tools are interlinked, as the consistent implementation of each of them will ensure a smooth and successful learning process during the learning journey, which starts with the awareness raising and motivation Workshop, continues on the e-Studio and finalises during the educational workshop “Sustainable environmental business - I can do it!”. In this tool you will be introduced onto the step-by-step facilitation process to run the educational e-Studio “Women in sustainable environmental entrepreneurship”.



1.3 Tool “Pedagogical methodology to facilitate the educational e-Studio “Women in sustainable environmental entrepreneurship” using NOOCs and facilitated workshops”

This document is presented as a part of the e-Toolkit for adult educators and it serves as a tool *Pedagogical methodology to facilitate the educational e-Studio “Women in sustainable environmental entrepreneurship”*.

Objectives of the tool:

- To introduce the implementation of the innovative upskilling pathways, submitted to adult women learners in the format of the e-Studio “Women in sustainable Environmental entrepreneurship”
- To describe the implementation of the flipped learning classroom.
- To present the learning outcomes of self-learning sessions for learners and their impact on developing the competences of the sustainable environmental entrepreneur
- To introduce the assessment of learner’s competences and skills

Learning outcomes:

By the end of the self-learning of this tool, adult educators will be able to:

- Understand the main principles, objectives and outcomes of the educational e-Studio created during the project NOW- SEE: New Opportunities for Women through Sustainable Environmental Entrepreneurship
- Understand the content, structure and process of the educational e-Studio “Women in sustainable Environmental entrepreneurship”
- Organise learning activities in the e-Studio “Women in sustainable Environmental entrepreneurship” including self-learning sessions by the learners and facilitated face-to-face group sessions
- Organise assessment of learner’s competences and skills including pre-assessment and post-assessment developed in the project.
- Motivate and empower the women learners to grow their competences and skills during the training in the e-Studio.



1.4 Innovative upskilling pathways for adult learners in the format of the e-Studio

"Women in sustainable environmental entrepreneurship"

The e-Studio is part of a **3-step methodology** of the NOW-SEE learning process consisting of:

- Awareness raising
- Deepening knowledge
- Making actions

Awareness raising is the first step of the learning process and it is strictly connected to the first result developed within the NOW-SEE project called "Awareness raising and Motivation workshop "Could sustainable environmental entrepreneurship be my future?", which consists of:

- The learning model for the awareness and motivation workshop "Could sustainable entrepreneurship be my future?"
- the Interactive readings "Why sustainable environmental entrepreneurship is important for women?"
- e-Collection of success stories, based on storytelling
- Set of innovative solutions based on existing in EU good practices on women's sustainable environmental businesses

Deepening knowledge is the second step of the learning process and is related to the second result developed within the NPW-See project, called e-Studio "Women in sustainable environmental entrepreneurship" which consists of:

- e-Guide for learners on how to participate in the e-Studio
- E-learning platform e-Studio "Women in sustainable environmental entrepreneurship" containing 3 NOOCs based self-learning sessions:

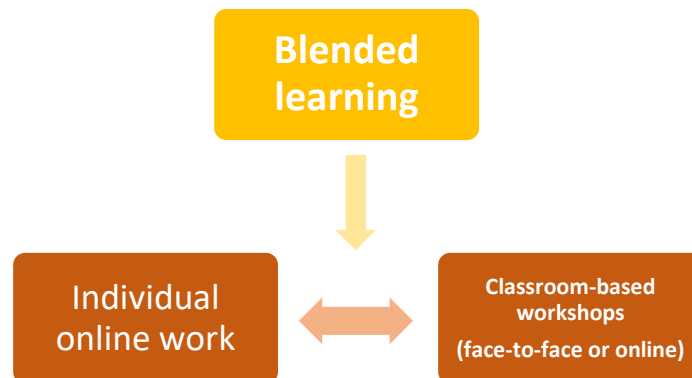
1. The NOOC "Understanding innovation in social environmental (SE) entrepreneurship"
2. The NOOC "Implementing the principles of social entrepreneurship in SE business"
3. The NOOC "The use of digital technologies in SE business"

Making action is the last stage of the NOW-See learning process and is related to the the follow-up educational workshop "Sustainable environmental business - I can do it!"



1.5 Implementation of the flipped learning classroom in the e-Studio “Women in sustainable environmental entrepreneurship”

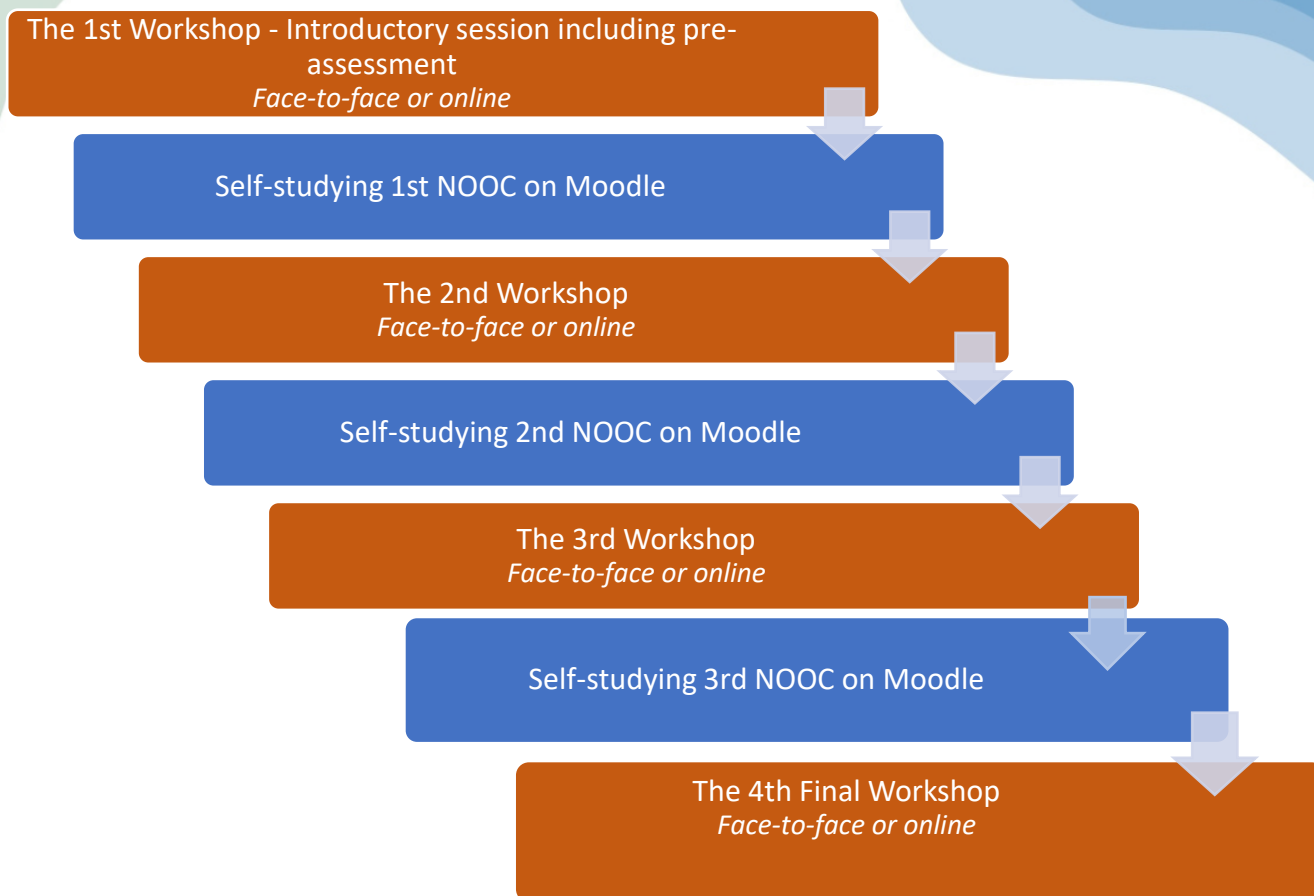
e-Studio “Women in sustainable environmental entrepreneurship” learning pathway is based on **blended learning approach**. To implement this approach, training course consists of self-learning sessions for individual work online and workshops to discuss and fulfil the practical exercises facilitated by adult educators which can be done face-to-face or online.



Each from the three **self-learning session** is organised as a **NOOC: Nano (small) Open Online Course** with 5 Interactive video sessions (IVS) each and including training materials and self-testing quizzes. The self-learning sessions are followed by knowledge deepening face-to-face or online facilitated group sessions.



The e-Studio “Women in sustainable Environmental entrepreneurship” learning process is reflected in the following scheme:



Individual online work

The training process in the e-Studio is organised in the modern educational e-learning environment, adapted to the digitalisation era. Learners individual online work includes the set of NOOCs: Nano (small) Open Online Courses. Each NOOC consists from 5 attractive Interactive Video-Sessions (IVS) including training materials and following-up with the self-testing quizzes.

A Nano Open Online Course (NOOC) is a type of online learning programme designed to be short, focused and highly targeted. Because of their short duration and targeted focus, NOOCs are particularly suitable for learners who need to acquire a new skill or area of knowledge quickly, or who want to supplement their existing knowledge with a deeper understanding of a particular topic. They can also be useful for learners with fewer opportunities, as they often don't have the opportunity to attend long courses or don't have the technical tools to take part in the online course in question.

The online learning course for learners is hosted and supported by the Moodle online learning platform, which provides an engaging and intuitive learning pathway with the ability to track learners' progress and record assessment results.



Classroom-based workshops

The classroom-based Workshops facilitated by adult educators are an important part of the learning process within the Flipped Studio. The discussions and reflections in the groups are essential for developing competences and skills of sustainable environmental entrepreneur and ensure better understanding of the course and learners' progress.

Training programme

The training program is developed in the learner-friendly manner, is easy to join and based on the combination of the self-learning via Moodle supported e-platform with the facilitated face-to-face workshops. The duration of the training is 36 academic hours in total, including 18 academic hours of self-learning in any time suitable for the learner and 18 academic hours for 4 face-to-face workshops facilitated by adult educators and helping to deepen knowledge acquired by online learning.

In the table below, the suggested Lessons' Plan is provided in details. A combination of facilitated face-to-face or online workshops and online self-learning is presented.

The educational e-Studio Lessons' Plan

Training steps	Type of the learning session	Duration, a. h	Content/Topics
1	1st Workshop- Introductory session Face-to-face /Online	4	<ul style="list-style-type: none">➤ Getting to know each other. Ice-breaker exercise➤ Introduction of the learning process within the e-Studio "Women in sustainable Environmental entrepreneurship"➤ Learners' expectations➤ Initial assessment of competences and skills of women learners willing to become sustainable environmental entrepreneurs➤ Short Introduction of the first self-learning session with NOOC "Understanding innovation in sustainable environmental (SE) entrepreneurship"➤ Giving the task for first online self-learning session
2	First online self-learning session "Understanding innovation in social environmental (SE) entrepreneurship"	6	<ul style="list-style-type: none">➤ Self-learning using 5 Interactive Video Sessions (IVS) on the lesson's topic➤ Fulfilling the self-testing quizzes➤ Reflecting on the studied material
3	2 nd Workshop Face-to-face / online meeting	4	<ul style="list-style-type: none">➤ Deepen knowledge obtained during the 1st self-learning session:➤ Feedback on the learning material and the learning process➤ Reflection on the innovation in the sustainable environmental entrepreneurship➤ Practical task and group work "SWOT analysis"➤ Short Introduction of the second self-learning session with NOOC "Implementing the principles of social entrepreneurship in SE business"➤ Giving the task for second online self-learning session



Training steps	Type of the learning session	Duration, a. h	Content/Topics
4	Second online self-learning session “Implementing the principles of social entrepreneurship in SE business”	6	<ul style="list-style-type: none"> ➤ Self-learning using 5 Interactive Video Sessions (IVS) on the lesson's topic ➤ Fulfilling the self-testing quizzes ➤ Reflecting on the studied material
6	3 rd Workshop Face-to-face / online meeting	4	Deepen knowledge obtained during the 2 nd self-learning session: <ul style="list-style-type: none"> ➤ Feedback on the learning material and the learning process ➤ Reflection on the social aspects in the sustainable environmental entrepreneurship ➤ Practical task and group work “The modern leader” ➤ Short Introduction of the third self-learning session with NOOC “The use of digital technologies in SE business” ➤ Giving the task for third online self-learning session ➤ Introduction on how to prepare for the post-assessment test and course finalisation
7	Third online self-learning session “The use of digital technologies in SE business”	6	<ul style="list-style-type: none"> ➤ Self-learning using 5 Interactive Video Sessions (IVS) on the lesson's topic ➤ Fulfilling the self-testing quizzes ➤ Reflecting on the studied material
9	4 th Workshop Face-to-face / online meeting	6	Deepen knowledge obtained during the 3 rd self-learning session: <ul style="list-style-type: none"> ➤ Feedback on the learning material and the learning process ➤ Reflection on the digital technologies in the SE business ➤ Practical task and group work “Spot fake news” ➤ Fulfilling the post-assessment test ➤ Digital Certificates “Sustainable Environmental Entrepreneur” ➤ Information on the follow-up educational workshop “Sustainable environmental business - I can do it!” and participation in it ➤ Reflections on the educational e-Studio, participants' questionnaire
TOTAL		36	

After successfully finishing the training course learners are invited to participate in the follow-up educational workshop “Sustainable environmental business - I can do it!”

Introduction to self-learning sessions

1st self-learning session - “Understanding innovation in sustainable environmental (SE) entrepreneurship”

This self-learning session is dedicated for developing competence “Understanding innovation in sustainable environmental (SE) entrepreneurship”.



This self-learning session consists of **5 Interactive Video Sessions (IVS)** including learning materials and interactive quizzes:

- Understanding the principles of innovation and its role in generating impactful social, environmental and economic changes
- Creative thinking in generating a sustainable innovative business solution
- Market research: ability to analyse and assess the current landscape
- Capability to structure the innovative environmental sustainable business solution as a viable business plan
- Establishing and maintaining innovative partnerships and collaborations

Learning outcomes of this session:

- Ability to identify the principles of innovation
- Ability to apply innovation principles in business
- Understanding the role of creative thinking potential in SE business
- Ability to identify criteria for selecting business solutions that benefit both society and the environment and understand the wider implications of business decisions
- Ability to apply SWOT analysis to assess both internal and external factors affecting the business
- Ability to identify opportunities for differentiation and improvement (competitors analysis), identify market segmentation criteria, plan a customer feedback analysis
- Ability to develop a business plan
- Ability to identify strategic relationship principles in building innovative partnerships and collaborations

NOOC-1 Understanding innovation in social environmental (SE) entrepreneurship



Interactive Video Session

The principles of innovation and its role in generating impactful social, environmental and economic changes



Interactive Video Session

Creative thinking in generating an innovative social and environmental sustainable business solution



Interactive Video Session

Market research: ability to analyse and assess the current landscape



Interactive Video Session

Capability to structure the innovative social and environmental sustainable business solution as a viable business plan



Interactive Video Session

Establishing and maintaining innovative partnerships and collaborations



2nd self-learning session - Implementing the principles of social entrepreneurship in SE business

This self-learning session is dedicated for developing competence “Implementing the principles of social entrepreneurship in SE business”.

This self-learning session consists of **5 Interactive Video Sessions (IVS)** including learning materials and interactive quizzes:

- Understanding of social and environmental mission
- Creating inclusive opportunities that enable people to improve their lives and contribute to society
- Adaptability and flexibility (in relation to surrounding community)
- Leadership and influence (persuasive communication with stakeholders and customers, stakeholder engagement)
- Commitment to sustainable business ethics, resilience and perseverance in the face of challenges

Learning outcomes of this session:

- Ability to develop strategies and initiatives that prioritize both social equity and environmental sustainability
- Know how to organize business in an inclusive way
- Ability to demonstrate leadership qualities that can adjust to different situations and contexts within the community
- Ability to influence and persuade others through compelling storytelling, data-driven arguments, and ethical persuasion techniques

3rd self-learning session - The use of digital technologies in SE business

This self-learning session is dedicated for developing a specific competence “The use of digital technologies in SE business”

This self-learning session consists of 5 Interactive Video Sessions (IVS) including learning materials and interactive quizzes:

- Creative use of digital technologies
- Communication and teamwork in digital environment
- Fake news recognition: how to spot fake news and how to react to them
- Business analysis: knowing what analytics are important, how to read them and draw conclusions
- Digital marketing with use of digital technologies

Learning outcomes of this session:

- Ability to use digital technologies to facilitate the cooperation with the partners
- Ability to apply digital tools to support the one's business

- Effectively use digital communication tools
- Ability to process fake news and identify credible sources
- determine what analytics are important, read them and draw conclusions
- understand key performance indicators
- apply customer segmentation
- Awareness and use of the digital marketing tools.

Participating in the Workshops facilitated by adult educators

In addition to self-learning sessions defined above, the classroom-based Workshops facilitated by adult educators are an important part of the learning process within the e-Studio. The discussions and reflections in the groups are essential for developing a sense of innovation and ensure a better acquisition of the five competences described above and development of related to them skills.

The first workshop is intended for introducing by adult educator-facilitator the learning process within the educational e-Studio “Women in sustainable environmental entrepreneurship” as well as the content of the first self-learning session “Understanding innovation in sustainable environmental (SE) entrepreneurship” to the participants.

The next three facilitated workshops are dedicated to developing the competences “Implementing the principles of social entrepreneurship in SE business”, and are based on the reflections on self-learning materials and developing abilities for establishing of the successful sustainable environmental business and assessment of the competences and skills developed during the course.

The facilitator could also organise these classroom-based workshops in the online environments, like ZOOM classrooms.

Organising assessment of learner's competences and skills

NOW-SEE project uses a 'formative and summative' type of assessment, where a test is given before the course starts and after it is completed. This approach helps adult educators through the formative test to better understand the needs of their learner group, assess the strengths and weaknesses of their learners and plan their teaching activities accordingly. In addition, the summative assessment allows adult educators to assess and measure what the learners have learned, providing measurable data on the impact of the course.

The NOW-SEE assessment process consists of two stages:

1. A pre-test to assess an initial level of sustainable environmental entrepreneurship related skills and competences.



2. A post-test to define the level of skills and competences acquired by the learners upon completion of the training programme.

The self-assessment test covers all three competences and consists of **30** closed questions. For an assessment session (pre- or post- assessment), the learner is presented with **randomly selected questions**, 2 questions for each pre-defined by the partnership skill. See NOW-SEE Competence and skills Matrix, Annex 1.

Each question is provided with an explanation of the correct answers, thus, the self-assessment test has also the **educational value**.

After successfully completing the post-assessment test the learners get the **digital Certificate “Sustainable Environmental Entrepreneur”** with micro-credentials which is automatically generated in Moodle once the learner successfully passes the post-assessment test.

Micro-credentials are a way to validate learning in smaller, more specific units than traditional degrees or certifications. They focus on particular skills or competencies and are typically earned through shorter, targeted learning experiences, such as online courses, workshops, or practical projects. Micro-credentials provide a flexible and targeted approach to validating learning, allowing individuals to acquire and demonstrate specific competencies in a rapidly changing world.

In the validation of the learning process, micro-credentials offer several advantages:

Flexibility. Micro-credentials are often more flexible in terms of time and cost compared to traditional credentials. Learners can choose which skills they want to develop and earn credentials accordingly, fitting their learning around their schedules and budget.

Lifelong Learning. They promote lifelong learning by enabling individuals to continuously upskill or reskill throughout their careers. Learners can pursue micro-credentials in areas that are relevant to their current roles or future career aspirations.

Recognition of Informal Learning. Micro-credentials can recognize informal learning experiences, such as self-directed study or on-the-job training, which may not be formally recognized by traditional education systems.

1.6 Motivation of women learners to participate actively in the educational e-Studio

Motivation plays a crucial role in adult education as it serves as a driving force that propels adult learners toward their educational goals and maximizes their learning outcomes. In the context of adult education, where learners often have diverse responsibilities and competing priorities, **motivation serves as the fuel that sustains their commitment and engagement**. Additionally,



motivation fosters a positive mindset and self-belief, enabling adult learners to overcome barriers, embrace new knowledge and skills, and achieve personal growth.

The implementation of an innovative upskilling pathway utilizing online methods aims to enhance learners' motivation and engagement in the flipped studio through a **participatory approach**. This approach allows learners to conveniently study from home at their preferred times and actively participate in online or face-to-face workshops between the self-studying sessions. This methodology holds significant appeal, particularly during the pandemic, as it accommodates learners' needs and circumstances. Additionally, it proves especially beneficial for individuals with limited opportunities, residing in rural areas, even in non-pandemic situations.

Importance of learners' motivation:

1. **Lifelong learning.** Motivated adult learners are more likely to engage in lifelong learning, continuously expanding their knowledge and skills. Motivation fuels their curiosity and drive for self-improvement, enabling them to adapt to evolving societal, technological, and professional demands.
2. **Professional growth and advancement.** Motivation plays a pivotal role in adult learners' professional growth and advancement. It fuels their determination to acquire new competencies, stay abreast of industry trends, and pursue career development opportunities, increasing their employability and prospects for promotion.
3. **Career transition and employability:** Motivated adult learners are better equipped to navigate career transitions. By actively participating in the flipped studio, they acquire relevant knowledge, develop critical skills, and demonstrate their commitment to continuous learning, enhancing their employability in a competitive job market.

Understanding the motivation of adult learners in the flipped studio is essential for facilitators to design effective learning experiences that inspire active participation and foster lifelong learning. By aligning learning objectives with learners' needs, providing relevant and engaging content, and nurturing a supportive community, instructors can enhance motivation. Motivated adult learners, in turn, are more likely to achieve their goals, enhance their employment possibilities, and embrace lifelong learning as a pathway to personal and professional growth.

Methods for motivating adult learners in the e-Studio:

1. **Clear learning objectives.** Communicating clear and specific learning objectives helps adult learners understand the purpose and value of their participation in the learning process. It sets the foundation for motivation by highlighting the benefits they can expect to gain.
2. **Relevance and application.** Demonstrating the practicality and real-world applicability of the knowledge and skills acquired in the flipped studio enhances adult learners' motivation. Connecting the learning content to their personal and professional lives ignites a sense of purpose and relevance.



3. **Engaging instructions.** Incorporating interactive content and multimedia resources stimulates adult learners' motivation. Flipped studio has a wide range of educational videos on the e-learning platform that can be used not only for individual learning but also for engaging learners.
4. **Supportive learning community.** Cultivating a supportive learning community within the flipped studio encourages adult learners to engage actively. Opportunities for peer collaboration, feedback, and discussion foster a sense of belonging, motivation, and accountability. This can be ensured during online or face-to-face workshops.

Motivational features of the e-Studio:

- Importance of the sustainable environmental business, possibility to join the sector becoming entrepreneur,
- Attractive and learner friendly blended learning pathway using self-learning sessions with NOOCs and Workshops
- Assessment Tool which boosts willingness to gain or improve the skills and contains Digital Certificate containing micro-credentials with information on acquired competences and skills.
- Participation in the follow-up workshop follow-up educational workshop “Sustainable environmental business - I can do it!”

More information on Pedagogical methodology to facilitate awareness raising and motivation Workshop “Could sustainable environmental entrepreneurship be my future?” and pedagogical methodology to facilitate the follow-up educational workshop “Sustainable environmental business - I can do it!” you can find at [e-Toolkit for Adult Educators](#).

You are ready now to organise your own course for the future successful sustainable environmental entrepreneurs!



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