

TRAINING COURSE FOR 21ST CENTURY SOFT SKILLS

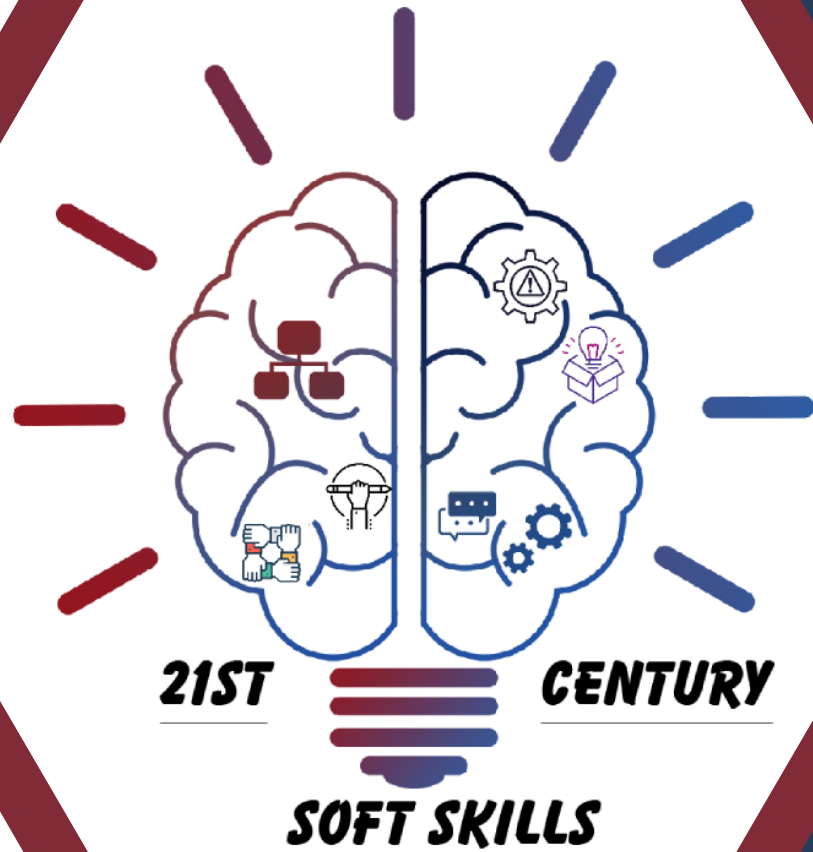
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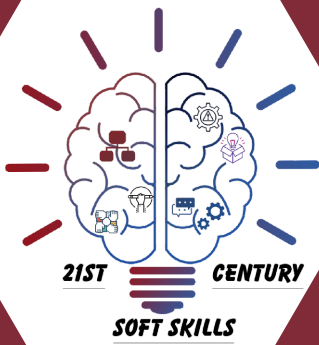
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MBO
College
Airport

innovative Thinking

No. 2020-1-LV01-KA202-077561



technical & social innovation

When we think of innovation, we mainly think of technical innovation but we must also look at the conditions for making that innovation possible. Nowadays, the question is how innovative companies can organize themselves and what kind of employees fit in there. Innovation is only 25% about the use of new technology and 75% about other ways of leadership, self-organization, smarter working, forms of co-creation.

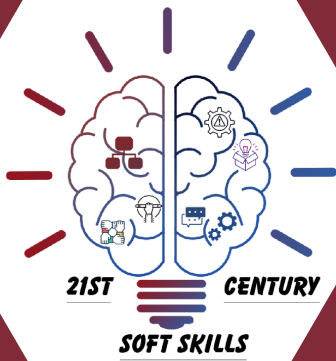
Innovative thinking and working is not a separate soft skill but consist of a combination of different soft skills? The most mentioned soft skill that is linked to innovative thinking and working is: 'creative problem solving'. But 'reflection', 'iterating between abstract and concrete thinking', 'mental resilience', 'courage or taking initiative' also score high.

If companies want to innovate these days, it is mainly about creating an innovative climate. An innovative climate of an organization presupposes a range of soft skills among the staff and de co-workers.

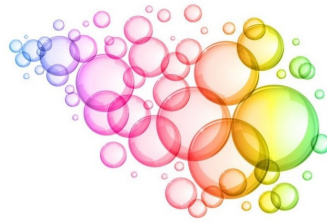
We as educators have a job to do: practice soft skills ourselves and to integrate those skills in the courses of our students.

As a starter for the participants:

to become aware of the importance of all the necessary skills and organizational conditions for becoming innovative, divide them into groups of 3 people and have them lay out a series of cards on two dimensions:
very essential <----> less essential
for innovation



a balance between structure and playfulness



For us as teachers, it is important to weave all the important soft skills like innovation into our education by creating activities and situations where innovative thinking and acting comes naturally to our students.

To this end, education must be organized in such a way that there is a balance between providing structure and offering playful space for our students.

Playful space to experiment and tap into the intuition of our students and give them free rein. In learning conversations, for example, we have to take more account of different multiple solutions next to each other, instead of working 'directly' towards 'the best solution'.

We must look for working methods that encourage innovative thinking and acting. Perhaps, as teachers, we must learn to surrender part of our need for control.

What certainly stimulates innovative thinking and acting are playful work forms such as games with multiple solutions and multiple paths to a solution.

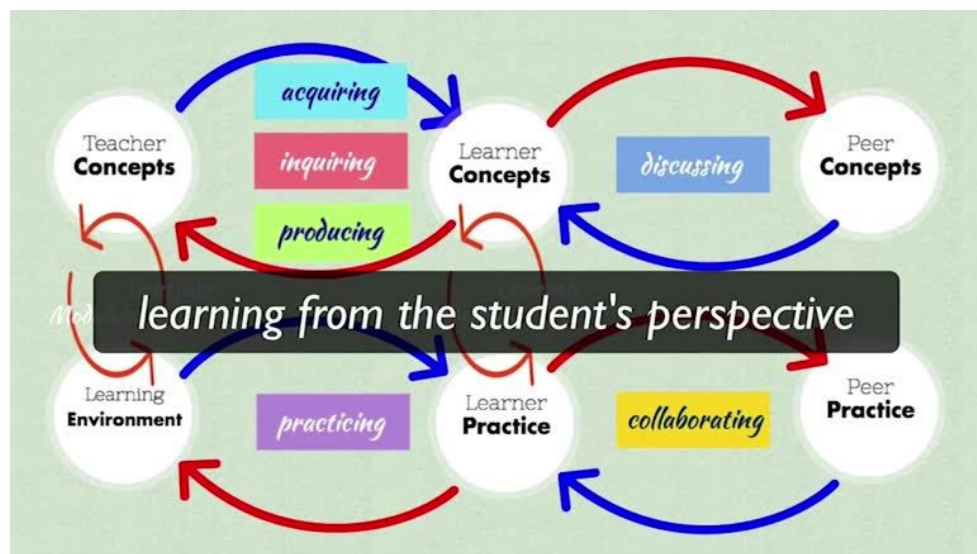
We will give a few digital examples of this and hope that these methods will put you as a teacher on the path to experimenting with this and integrating it into your lessons.

INNOVATION IN THE CLASSROOM

from Passive to Active learning?

To learn, students need to actively participate in learning activities. Just listening to a lecture teaches them nothing. So what is the difference between active and passive learning?

Passive learning mostly promotes receptive skills like listening and reading. But productive skills are not much developed since the role of the learners is submissive in the class.



10 STEPS TO ANALYZE AND (RE)DESIGN AND INNOVATE LEARNING ACTIVITIES

use the free program : **learning designer**: <https://www.ucl.ac.uk/learning-designer>

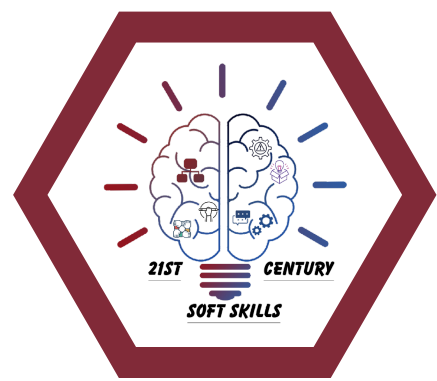
how to use learning designer:

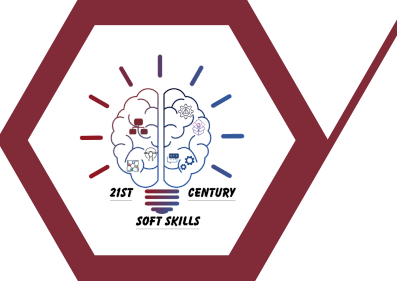
use the free course made for you made in genial.ly

<https://view.genial.ly/633ee1772aba480012a3ebe3>



● Acquisition ● Collaboration ● Discussion ● Inquiry ● Practice ● Production





Activity 1

become aware of negative thinking

to use at the start of innovation

description:

Many people have learned from an early age and developed a tendency to analyze and criticize something new and critical has become second nature to them. We have become experts in it. While there may be a few exceptions, most of us are programmed with the "automatic no" answer. Through training and conditioning at school and at home, we have learned to criticize first and think later. It's almost as if we've learned that it's better to reject something new outright than even consider its potential value as a solution.



To illustrate and to become aware of this automatic tendency, you can use a little exercise to reflect on and discuss and laugh.

Think of an example that fits the group about an organizational change, a new project, a new idea. Give five minutes and let each person come up with at least 8 negative reactions.

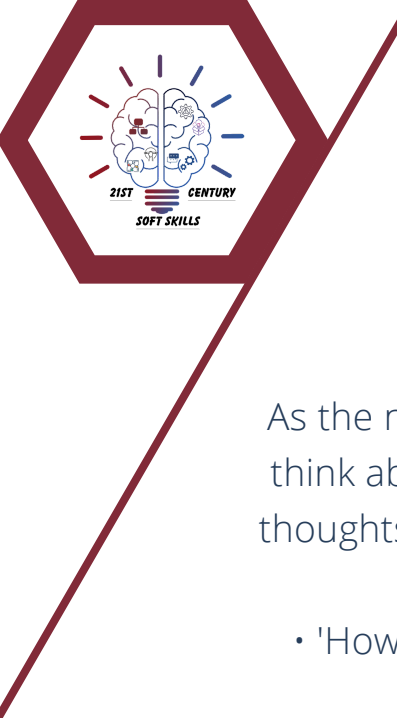
You can find an exercise and material you can use at our site:

<https://softskills.erasmusplustenerife.com/index.php/courses/innovation-innovative-thinking/>

let's stop with comments like

- *It will require a heavy investment in time and money.*
 - *It never pays for itself.*
 - *We don't have enough help.*
- *Our systems are not suitable for this.*
 - *It's impractical.*
 - *It is ahead of its time.*
 - *We've tried that before.*

and laugh



Activity 2

Turning is Learning

Description:

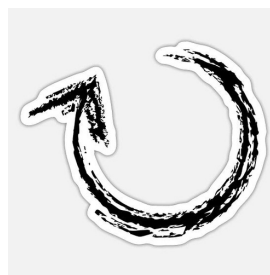
As the name suggests, this is a different way of brainstorming. You don't think about possible ways to achieve what you want. But you focus your thoughts on what to do if you want to achieve just the opposite. You turn the question around, for example in:

- 'How do we ensure that NO ONE really feels like participating in this project group?'
- or**
- 'How do you, as a lecturer, have as little impact as possible on the work of students?'
- or**
- 'How do we ensure that a train station becomes as inaccessible as possible to people with a physical disability?'

When does the working method help?

By turning the question, you create a different perspective to look at something that keeps failing and that you would like to change. It leads to new insights into situations in which you go round in circles or suffer from tunnel vision, and helps you to think 'out of the box', so to be innovative.

The reverse brainstorm is light and fast, and especially with tough and difficult questions a fun way of generating ideas that can yield a lot. Everyone learns that for one problem there are several solutions and that those solutions are in principle of equal value.



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Activity 3

the use of gamification techniques

description

innovation by gamification with Deck-Toys

Using gamification the program 'Deck-Toys' is not an end in itself but only a means or a tool to be innovative and to stimulate the motivation of the students and to activate them.

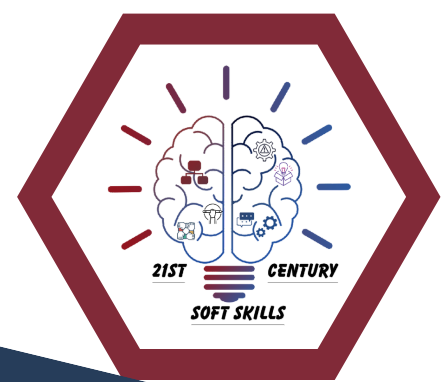
When we play a game, we produce dopamine, a substance related to learning and memory. When we experience pleasurable sensations, such as solving a problem or getting a good answer, we release dopamine. The interesting thing about this is that we tend to repeat any action that gives satisfaction because it is essentially a reward.

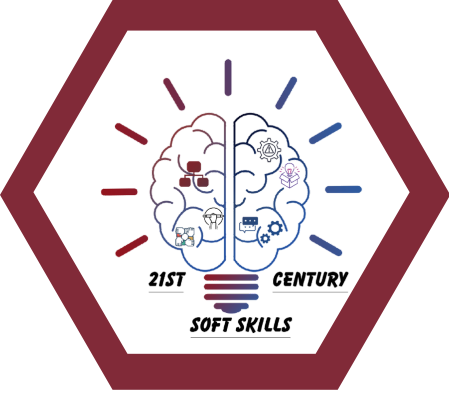
Deck-Toys can be used to evaluate, to process learning material, to present, to reflect, to design simple escape rooms and much more.

Deck-Toys is a program that allows you to easily design learning paths for students based on existing material. It can also in particular be deployed as a tool for blended learning because it makes synchronously and asynchronously programs possible.

You can take a look if you follow this link:

<https://deck.toys/zkt-bczf-bpm>





Activity 4 '100 uses'

an example of an exercise you can use as an energizer

Description:

This exercise is a way to warm up a group and lower their inhibitions to share their ideas with others on their team.

The task is simple: come up with 100 uses for old newspapers (or unused pizza boxes, or obsolete computer equipment, etc) in ten minutes as a team.

The exercise can be used repeatedly as an energizer.

Materials used and organization:

- Make the group (e.g. students) into two subgroups of 10.
 - Provide lots of paper and pens & yellows
 - A prize (a few blocks of chocolate for example)
 - Time monitoring via clock on computer

Steps

1. *Create two subgroups. (Do this by drawing colors, pulling strings, odd or even date of birth, etc.)*
2. *State the idea of the assignment without mentioning the material: worktime 10 minutes – winner group with the most applications – prize for the winning group.*
3. *Let each group discuss how they are going to handle it, how they are going to organize it.*
4. *The teams should generate as many ideas as possible. By repeating the exercise a few times, they learn the value of building on each other's ideas and not hindering others' ideas.*
5. *All ideas are good. All ideas count. It's not about the best idea.*



some ideas to think about

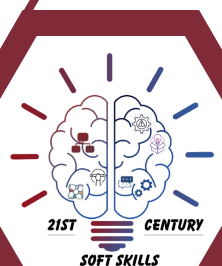
- When we hear the word innovation, we often think of technical innovation & inventions, but don't forget 'social innovation'. It is precisely with social innovation that there is a connection with many other soft skills that enable an innovative attitude.
- In learning situations, focus on multiple solutions, i.e. solutions next to each other, instead of working towards 'the best solution'.
- Innovation benefits from playful space. Try to increase the playful space in learning situations, but keep a balance between providing structure and offering playful space.
- Playful learning space and gamification fit together. Try out some playful working methods by using both digital and non-digital resources.
- Try to get students out of the negative limiting thinking groove.
- Each time you hear a new idea, think and train yourself to think or say, "What's good about it? What is at least one positive feature of that idea?"

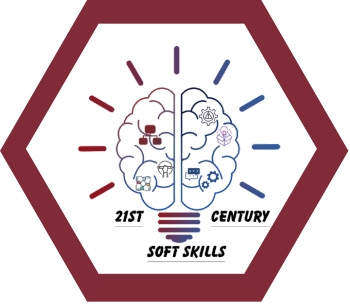
You can find more exercises and material to use and external links to explore at our site:

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Be innovative and explore the possibilities for instance with gamification tools like **genial.ly**. Its fun to use and can be the start of culture in which innovation thrives.

Try the following link: <https://view.genial.ly/6280e3fb14f9e2001166e615/interactive-content-swimming-quiz>





Project information

Erasmus+ KA2 strategic partnership project "21st century soft skills for vocational education teachers" No. 2020-1-LV01-KA202-077561

Today, the European economy is driven by globalization, the development of information and communication technologies (ICT) and the diversity of values in society. The future is becoming more and more unpredictable in a wide variety of areas. Students who are currently studying in schools should learn to live in a world that is constantly changing, and in the future, they should be prepared for an unprecedented economic, political, social and cultural environment.

Teachers work in a fast-paced environment that can best be described by a quote that has been widely circulated on social media; it states that teachers are "currently preparing students for jobs and technologies that don't yet exist to solve problems we don't even know are problems yet." To face the unknown, it identifies that certain skills must be developed in the educational process. But what is required of teachers? How can they contribute to the development of skills that they themselves learn only from methodological materials?

The goal of the project **"21st century soft skills for teachers in VET"** is to train and educate teachers in vocational education and practical training institutions, to prepare staff so that they are ready to work with the now needed 21st century soft skills in lessons together with students.

The partners involved in the project work on the development of training courses for vocational education teachers based on research conducted among teachers, students and employers on the key skills to be learned today.

The activities of the project include the professional development of pedagogues of professional educational institutions, thus promoting the effective acquisition of soft skills or human skills of the 21st century.

Partners

