DIGITALCRAFT

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Co-funded by the European Union

ERASMUS+ program

NO PROJECT: 2023-1-RO01-KA210-VET-000166913

DigitalCRAFT: Enhancing Vocational Skills Through Design Thinking and Graphic Design

ACTIVITY 5: NATIONAL TRAINING IN ROMANIA
TRAINING COURSE TITLE: ,,DIGITALCRAFT: INNOVATION AND CREATIVITY THROUGH DESIGN THINKING AND DIGITAL TOOLS IN EDUCATION"

- course support for trainers -

STRUCTURE
Training program for functional empowerment
,,DigitalCRAFT: Innovation and creativity through Design Thinking and digital tools in education"
30 hours: 15 hours [face-to-face] and 15 hours [asynchronous online]

DAY 1 (face to face):

- **MODULE 1: INTRODUCTION TO THE DIGITALCRAFT PROJECT: OBJECTIVES, ACTIVITIES, EXPECTED RESULTS - 1 HOUR**
- **MODULE 2: PRINCIPLES AND METHODOLOGIES RELATED TO DESIGN THINKING AND ITS INTRODUCTION IN THE LEARNING PROCESS - 4 HOURS**

2.1. The concept of DESIGN THINKING

2.2. The relevance of DESIGN THINKING PRINCIPLES in education

2.3. Stages of DESIGN THINKING in an educational context

ACTIVITIES AND DISCUSSIONS

DAY 2 (face to face):

- **MODULE 3: CREATING VISUAL EDUCATIONAL RESOURCES - 2 HOURS**

3.1. Overview of the Canva platform

3.2. Creating educational posters and infographics

3.3. Creating Interactive presentations in Canva

3.4. Collaboration and group projects in Canva

- **MODULE 4: CREATING INTERACTIVE TIMELINES - 3 HOURS**

4.1. Introduction to the use of timelines in education

4.2. Presentation of timeline platforms and their functions

4.3. Creating timelines for history, science or literature lessons

4.4. Integrating multimedia resources into timelines

4.5. Presentation and evaluation of timelines.

ACTIVITIES AND DISCUSSIONS

DAY 3 (face to face):

- **MODULE 5: CREATING AND EDITING EDUCATIONAL VIDEOS - 2 HOURS**

5.1. Introduction to video editing and CapCut

5.2. Video editing techniques for creating visual lessons

5.3. Using visual and audio effects to enhance videos

5.4. Creating video lessons and integrating them into the teaching process

- **MODULE 6: INTEGRATING DESIGN THINKING IN EDUCATIONAL PROJECTS - 3 HOURS**

6.1. Introduction to integrating design thinking in education

6.2. Planning an educational project using Design Thinking

6.3. Creating visual and interactive materials for the project

ACTIVITIES AND DISCUSSIONS

- **DAY 4 (individual study): DEEPENING DESIGN THINKING AND THE USE OF DIGITAL TOOLS - 8 HOURS**

1. Creating visual assets with

2. Creating an interactive timeline with TIMELINE

3. Reflection: using digital tools in your own practice

- **DAY 5 (self-study): DEVELOPING AND EDITING CAPCUT EDUCATIONAL EDUCATIONAL VIDEOS: 7 HOURS**

1. Further information on the application

2. Creating an video

3. Video enhancement and

- **FINAL EVALUATION AND ISSUING OF CERTIFICATES**

ACTIVITY 5: NATIONAL TRAINING IN ROMANIA

TITLE OF THE TRAINING PROGRAM: „DigitalCRAFT: Innovation and Creativity through Design Thinking and Digital Tools in Education"

This training program aims to develop teachers' skills in the use of **Design Thinking** and **graphic design** to improve teaching and to facilitate creative thinking and problem solving among students.

During the course, teachers will learn how to use digital tools such as **Canva** (graphic design and presentations), **TimelineJS** (interactive timelines) and **CapCut** (video editing) to create innovative teaching materials.

SPECIFIC OBJECTIVES:

1. Understanding the fundamental steps of the **DESIGN THINKING** process: **empathizing**, **problem definition**, **idea generation**, **prototyping**, **testing**

2. Adapting these steps to solve specific learning and teaching problems.

3. Practice collaborative and creative thinking skills in identifying innovative solutions to educational challenges.

PROGRAM DURATION:

- **30 hours: 15 hours - face-to-face and 15 hours - online asynchronous**

The training program includes theoretical activities, practical workshops and feedback sessions to ensure applied learning of the concepts.

At the end of the training, participants will receive a certificate of completion.

GENERAL AND SPECIFIC COMPETENCES ACQUIRED BY PARTICIPANTS AS A RESULT OF THE TRAINING PROGRAM :

- identify their current challenges in the classroom, related to student engagement, teaching methods or managing diverse learning needs;
- have a clear understanding of Design Thinking;
- will understand the role and applicability of Design Thinking in education and will be able to formulate examples of educational challenges that could be solved using this method;
- know how to apply the steps of the Design Thinking process in education;
- acquire the skills to create lessons and projects centered on students' needs and interests, fostering collaboration and innovation in teaching;
- will be able to navigate the Canva platform efficiently and use the basic functions to create a simple design;
- will acquire skills in creating attractive and effective educational posters and infographics that can be used to explain concepts visually, encouraging easier and more interactive learning;

- will acquire skills in creating interactive and engaging educational presentations, integrating animations, images and other multimedia elements to capture students' interest and facilitate visual learning
- will acquire skills in integrating the use of Canva in collaborative activities with students, enabling them to actively participate in the learning process, contributing to the development of group visuals;
- understand how and when they can use a timeline to make learning more visual and accessible;
- will have a basic understanding of TimelineJS platforms and will have acquired proficiency in the use of timelines to facilitate students' chronological understanding of events and the evolution of complex processes.
- acquire skills in creating interactive timelines for different subjects, incorporating multimedia resources, using available digital platforms to stimulate student engagement and learning;
- acquire skills in integrating multimedia resources into the teaching process to make lessons more engaging and interactive;
- acquire skills in creating and editing educational videos using CapCut, integrating visual and audio elements;
- acquire skills in developing interactive and engaging video lessons to help teach and learn complex concepts;
- acquire skills in using videos created in class to enhance the teaching-learning process, stimulating visual and collaborative learning

MODULE 1: INTRODUCTION TO THE DIGITALCRAFT PROJECT: OBJECTIVES, ACTIVITIES, RESULTS

Project title: DigitalCRAFT: Enhancing Vocational Skills Through Design Thinking and Graphic Design
Call for proposals: ERASMUS+-KA210-VET-2023
Type of action: KA210-VET
National Agency for Community Programs in Vocational Education and Training (NA)
NO PROJECT: 2023-1-RO01-KA210-VET-000166913
Project implementation period: 01.11.2023 - 31.12.2024 (14 months)
Project implemented by **SLI BACĂU in partnership with UN-LAB - Italy.**

THE MAIN OBJECTIVE OF THE PROJECT is to measurably improve the quality and relevance of vocational education and training in the field of design, innovation and graphic design during the 14-month project implementation period by fostering international collaboration, developing and implementing a common curriculum and training a minimum of 50 VET teachers/trainers from Italy and Romania, with the ultimate aim of improving the employability and career prospects of VET students in the dynamic job market.

SPECIFIC OBJECTIVES OF THE PROJECT are:

1. Promoting collaboration and knowledge exchange between UN-LAB -Italy and the BACĂU COUNTY EDUCATION FREE UNION (SLI BACĂU) for the improvement of education and training, as well as training methods in the field of design, innovation and graphic design.
2. Improving the capacity of teachers/trainers and vocational training institutions to effectively train students with skills relevant for the future labor market by creating a common curriculum integrating design thinking methodologies and graphic design techniques into the educational process.
3. Enhance the professional development of VET teachers/trainers and VET institutions by providing them with access to face-to-face and online workshops and training sessions designed to improve their understanding and implementation of the new curriculum, teaching methods and graphic design tools.
4. Increase the visibility and understanding of the new curriculum among teachers/trainers in VET schools by designing and running an awareness-raising campaign, which will use a short video to effectively communicate the benefits of incorporating design thinking methodologies and graphic design techniques in VET education.
5. Improving the employability and career prospects of VET students by providing, through the new curriculum incorporating design thinking methodologies and design techniques graphic design, industry-relevant skills, ensuring their preparation for the dynamic demands of the labor market.

EXPECTED RESULTS:

- **DEVELOPING A CURRICULUM** that incorporates design thinking methodologies and graphic design techniques, designed for VET education and focusing on various sectors such as advertising, branding and digital media.

- **ORGANIZING WORKSHOPS FOR TEACHERS AND TRAINERS** [virtual and face-to-face workshops and training sessions] for VET teachers and trainers to familiarize them with the new curriculum, teaching methods and graphic design tools.
- **DEVELOPING A SCHOOL AWARENESS CAMPAIGN, by producing short** videos to promote the new curriculum and the benefits of integrating design thinking methodologies and graphic design techniques in VET education.

MODULE 2: PRINCIPLES AND METHODOLOGIES RELATED TO DESIGN THINKING AND ITS INTRODUCTION IN THE LEARNING PROCESS

GENERAL OBJECTIVE: The module aims to familiarize teachers with the Design Thinking method and its adaptation in education. Teachers will learn how to apply specific Design Thinking steps to identify and solve educational challenges in an innovative and learner-centered way.

SPECIFIC OBJECTIVES:

1. Understanding the concept of design thinking and its relevance for education.
2. Familiarization with the stages of the Design Thinking process (**EMPATIZATION**, **PROBLEM DEFINITION**, **IDEA GENERATION**, **PROTOTYPING**, **TESTING**).
3. Developing skills in applying Design Thinking to generate innovative educational solutions.
4. Practice collaborative working skills through brainstorming and prototyping sessions.

CONTENTS:

2.1. The concept of DESIGN THINKING
2.2. The relevance of DESIGN THINKING PRINCIPLES in education
2.3. Stages of DESIGN THINKING in an educational context
2.4. Open and interactive discussions

2.1.THE CONCEPT OF DESIGN THINKING

- **Introduction of the concept and its history.**
- **Its origins in innovation and its applicability in education.**
- **Presenting Design Thinking as a user-centered innovation method used to generate creative solutions to complex problems**

What is Design Thinking?

- **Definition:** Design Thinking is a problem-solving method that emphasizes deeply understanding the needs of the user (in the case of education, students), generating innovative ideas and testing solutions quickly. It is an iterative process, which means that solutions are constantly improved based on feedback.

The origins of Design Thinking:

- Design Thinking originates from the field of industrial design and technology (e.g. IDEO, Apple) and was originally used to create innovative products and experiences. It has subsequently been adapted to various fields, including education, because of its potential to stimulate creativity and develop user-centered solutions**.**

2.2. RELEVANCE OF DESIGN THINKING PRINCIPLES IN EDUCATION

CONTENTS:

The importance of Design Thinking in education:

- **Student Centered:** Design Thinking helps teachers look from the perspective of students and better understand their needs, challenges, and the ways they learn**.**
- **Promoting creative thinking**: enables the development of innovative solutions to complex problems, such as student engagement, low motivation or comprehension difficulties**.**
- **Collaborative learning:** This method encourages teamwork, critical thinking and rapid prototyping of new ideas, which can be effectively applied in classrooms**.**

Relevance in Education: How Design Thinking can support teachers to develop lessons that meet students' needs. Showcasing successful examples from schools that have used this method.

2.3. STAGES OF DESIGN THINKING IN AN EDUCATIONAL CONTEXT

CONTENTS:

a. **EMPATHIZE: UNDERSTANDING STUDENTS' NEEDS =** Deep understanding of students' needs and challenges through interviews, observations and direct discussions.
b. **DEFINE (PROBLEM DEFINITION): DEFINITION OF LEARNING PROBLEMS FROM THE STUDENTS' PERSPECTIVE=** Clearly defining the problem you want to solve, formulating it in a specific way and in line with the needs of the students.
c. **IDEA (IDEA GENERATION): BRAINSTORMING FOR SOLUTION** GENERATION **=** Generating creative and multiple solutions through brainstorming and other divergent thinking techniques.
d. **PROTOTYPING: CREATING PROTOTYPES OF PROPOSED SOLUTIONS =** Creating a preliminary version of the solution, which can be a teaching material, a lesson format or an educational activity.
e. **TESTING: TESTING SOLUTIONS IN SIMULATED SCENARIOS** = Implementation of the prototype and gathering feedback for continuous improvement of the solution.

2.4. OPEN AND INTERACTIVE DISCUSSIONS

There will be a final discussion to clarify any misunderstandings and to get feedback from participants on the usefulness of Design Thinking in education.

Discussion topics:

- What are the biggest challenges facing students and teachers in the classroom?
- How can this student-centered approach help teachers develop creative solutions?
- Concrete examples of situations from teaching experience where Design Thinking could be applied.

Participants are encouraged to share challenges from their teaching experience and explore how student-centered thinking can solve these problems.

EXPECTED RESULTS:

After completing this module, participants:

- identify their current challenges in the classroom, related to student engagement, teaching methods or managing diverse learning needs;
- They will understand the role and applicability of Design Thinking in education and will be able to formulate examples of educational challenges that could be solved using this method;
- have a clear understanding of Design Thinking;
- know how to apply the steps of the Design Thinking process in education;
- acquire the skills to create lessons and projects centered on students' needs and interests, fostering collaboration and innovation in teaching.

TEACHING METHODS:

- **INTERACTIVE PRESENTATIONS**: Theoretical exposition will be combined with case studies and practical examples.
- **COLLABORATIVE LEARNING:** Group activities will stimulate collaboration between participants to generate innovative solutions.
- **BRAINSTORMING**: Participants will be encouraged to explore as many ideas as possible in a safe and creative environment.
- **PROTOTYPING EXERCISES**: Teachers will develop concrete didactic solutions, which they can then apply in the classroom.

MODULE 3: CREATING EDUCATIONAL VISUAL RESOURCES

OVERARCHING OBJECTIVE: This module aims to develop teachers' skills in using the **Canva** platform/application to create engaging and interactive educational resources to support the teaching process. Teachers will learn how to use Canva's features to create engaging visual presentations, infographics, posters and other teaching materials that enhance the learning experience for students.

SPECIFIC OBJECTIVES:

1. Familiarization with the basic and advanced features of the Canva platform.
2. Create educational posters and infographics to convey concepts in a visual way.
3. Develop interactive and engaging presentations for classroom use.
4. Integrate collaboration between students and teachers using the Canva platform for educational projects.

CONTENTS:

3.1. OVERVIEW OF THE CANVA PLATFORM

CONTENTS:

a) What is Canva? Introducing the platform and its easy-to-use interface for graphic design.
b) Template exploration: Use predefined templates to create quick and customizable visuals.
c) Basics: How to add text, images, graphics and use customization options to create relevant educational materials.

PRACTICAL ACTIVITY: Each participant will create an account on Canva and explore the different templates and basic functions, creating a simple poster on a didactic theme (e.g. classroom behavior rules or the structure of a lesson).

EXPECTED OUTCOME: By the end of this section, participants will be able to effectively navigate the Canva platform and use the basic functions to create a simple design .

3.2. CREATING EDUCATIONAL POSTERS AND INFOGRAPHICS

OBJECTIVE:

a) Use Canva to create educational posters to help explain concepts visually.
b) Create infographics to summarize complex information in a simplified visual format that is easy for students to understand.

CONTENTS:

- Educational posters: How to use visual elements (colors, images, icons, text) to make an educational concept more attractive and memorable.
- Infographics Create infographics to present complex data, processes or information in a clear and visual way.

PRACTICAL ACTIVITY: Each participant will create an educational poster and an infographic on a chosen topic, explaining a notion or summarizing a concept from the subject taught. For example, an infographic on "Stages of the Water Cycle" or a poster on "Basic Rules of Geometry".

EXPECTED OUTCOME: Teachers will learn to create engaging and effective educational posters and infographics that can be used to explain concepts visually, encouraging easier and more interactive learning .

3.3. CREATING INTERACTIVE PRESENTATIONS IN CANVA

OBJECTIVE:

a) Develop skills to create interactive and engaging visual presentations to make lessons more engaging.
b) Integrate multimedia elements (images, videos, animations) into presentations to stimulate students' interest and involvement.

CONTENTS:

- Educational presentations: How to create educational presentations using Canva, including using animations and transitions to make the material more dynamic.
- Multimedia integration: Add videos, images and interactive diagrams to presentations to illustrate complex concepts.
- Using Canva for storytelling: Create visual stories to be used to explain complex lessons in an engaging and interactive way.

PRACTICAL ACTIVITY: Each participant will create an educational presentation using Canva, on a chosen topic, integrating images, text, animations and multimedia elements (e.g. a presentation about the evolution of a technological invention, important historical events or a scientific concept). Participants will use the animation and collaboration features to create dynamic and interactive presentations.

EXPECTED OUTCOMES: Teachers will gain skills in creating interactive and engaging educational presentations that capture students' attention and facilitate visual learning .

3.4. COLLABORATION AND GROUP PROJECTS IN

OBJECTIVE:

a) Understand how Canva can be used for collaboration between teachers and students in educational projects.
b) Applying the platform to stimulate teamwork and allow students to contribute to visual projects.

CONTENTS:

- Real-time collaboration: Use Canva's collaboration features, which allow multiple users to edit a document at the same time.
- Group projects: How to involve students in creating visual learning resources such as group posters, research projects or presentations.

PRACTICAL ACTIVITY: Each team of participants will work together to create a collaborative educational project using Canva. The project could be a thematic poster or a group-made presentation summarizing a complex topic taught in class.

EXPECTED OUTCOME: Teachers will learn to integrate Canva into collaborative activities with students, allowing them to actively participate in the learning process, contributing to the development of group visuals.

MID-TERM EVALUATION:

Evaluation will be based on the projects created by the participants, taking into account:

- Quality of posters, infographics and presentations created.
- Integrate visual and multimedia elements.
- Teamwork and active involvement in practical activities.

RESULTS EXPECTED AT THE END OF MODULE 3:

At the end of this module, participants will be able to:

- Create educational posters and infographics to simplify and visualize complex concepts.
- Develop interactive and engaging presentations using Canva to add animations, images and other multimedia elements.
- Collaborate effectively with colleagues and students to create educational visual resources for group projects, integrating Canva's collaboration features.

MODULE 4: CREATING INTERACTIVE TIMELINES

OVERVIEW OBJECTIVE: This module aims to train teachers in the use of **TimelineJS** applications to create interactive educational resources to help teach and visually understand chronological events and concepts. Teachers will learn how to use digital tools to develop customized timelines for use in teaching subjects such as history, geography, literature or science.

SPECIFIC OBJECTIVES:

1. Familiarization with the basic functions of **TimelineJS** programs.
2. Create interactive timelines to visualize historical, literary or scientific events.
3. Integrate multimedia elements (images, videos, links) into timelines to enhance the learning experience.
4. Developing collaborative educational projects based on interactive timelines.

CONTENTS:

4.1. INTRODUCTION TO THE USE OF TIMELINES IN EDUCATION

CONTENTS:

- What is a timeline? Explain the concept of a timeline and its role in education. How timelines can help students better understand long-term processes, historical events and developments.
- Examples of interactive timelines: Presenting examples of good practice in education where timelines have been used to visualize important dates in history, geography or literature (e.g. the evolution of civilizations, the literary journey of an author or scientific advances).

A TIMELINE (OR CHRONOLOGY) is a graphical representation that organizes events in a chronological order, usually on an axis, to show how they have occurred over time. This visual method allows users to understand the relationships between events and perceive them in a structured, logical and sequential manner.

THE BASICS OF A TIMELINE:

1. **Chronological axis:** This is the horizontal (or vertical, depending on the design) axis that symbolizes the passage of time. Events are placed on this axis in the order in which they happened.
2. **Events:** These are marked points on the axis, each corresponding to a significant moment in the past. Details such as specific dates (years, months, days) and event descriptions can be added.
3. **Time intervals: The** distinction between events can be marked by larger or smaller intervals, depending on the duration between them. This allows the user to quickly understand how much time has passed between different events.

THE IMPORTANCE OF A TIMELINE:

1. **Clearly structured information:** Timelines provide an overview of a series of events or stages, making it easier to understand their logic and sequence.
2. **Visualizing the relationships between events:** students can see how one event can influence another and how certain processes or developments are linked over time.
3. **Simplicity and clarity:** Graphical presentation makes it easier to perceive and retain information as it provides a visual context to help integrate concepts.

TYPES OF TIMELINES:

- Linear timelines: These illustrate events in a simple chronological sequence.
- Comparative timelines: they can compare two or more events or processes that occurred in parallel, making it easier to understand their synchronization and differences (e.g. the evolution of ancient civilizations).
- Interactive timelines: Using digital platforms, these timelines allow the addition of multimedia (images, videos, links) to enhance the learning experience.

APPLICABILITY IN EDUCATION:

In education, timelines are extremely useful for teaching topics that require understanding the sequence of events, such as:

- History: Visualizing major events over a period of time (e.g. evolution of wars, revolutions).
- Science: The evolution of a natural phenomenon or technological development (e.g. scientific discoveries, progress of an invention).
- Literature: the evolution of a literary movement or the life and work of an author.

In conclusion, a timeline is an effective way to structure and visualize information in a clear and accessible form, providing a chronological framework for understanding causal relationships between events.

PRACTICAL ACTIVITY: Participants will explore different examples of timelines and discuss how they could be integrated into their own lessons.

EXPECTED OUTCOME: By the end of this section, participants will understand how and when they can use a timeline to make learning more visual and accessible.

4.2. PRESENTATION OF TIMELINE PLATFORMS AND THEIR FUNCTIONS

OBJECTIVES: Develop skills in using Timeline applications to create personalized and interactive timelines that illustrate important events in a visual and logical way.

CONTENTS:

- **Platforms used**: Presentation of the main online platforms that allow the creation of interactive timelines (e.g. TimelineJS, Tiki-Toki, Sutori etc.).
- **Main features**: adding events, integrating text, images and multimedia resources (videos, links to external resources), customizing colors and styles.
- **Navigation and collaboration**: how to share timelines and collaborate with students during the creation process.

PRACTICAL ACTIV ACTIVITY: Each participant will create an account on one of the suggested platforms and explore the basic functions, adding a simple event to the timeline.

EXPECTED OUTCOMES: Participants will have a basic understanding of the Timeline platforms and be able to add events and use the main functions .

4.3. CREATING TIMELINES FOR HISTORY, SCIENCE OR LITERATURE LESSONS

OBJECTIVES: Create personalized timelines illustrating the evolution of historical events, scientific phenomena or literary processes.

CONTENTS:

- Structuring information on a timeline: How to choose events and organize them chronologically for maximum pedagogical impact.
- Examples of application: timelines for lessons in history (e.g. 'World Wars'), literature ('The Evolution of the European Novel') or science (e.g. 'The Industrial Revolution').

PRACTICAL ACTIVITY: Each participant will create a detailed timeline on a chosen topic from their teaching field (e.g. Renaissance timeline, the evolution of a technological invention, the development of a literary genre), integrating relevant text and images.

EXPECTED RESULTS: Participants will learn how to organize and visualize educational information in a way that is attractive and effective for students.

4.4. INTEGRATING MULTIMEDIA RESOURCES INTO TIMELINES

OBJECTIVES: Learning to integrate multimedia resources (images, videos, links to external articles) to make timelines more interactive and engaging for students.

CONTENTS:

- **How to add images and videos:** Integrate visual assets that illustrate key timeline events.
- **External links and resources:** How to include relevant articles or online resources to extend learning beyond the core lesson.
- **Creating an interactive learning experience:** How to turn a timeline into a learning tool that actively engages students.

PRACTICAL ACTIVITY: Participants will add images, videos and external resources to their timelines, creating an interactive lesson that they can present to their students.

EXPECTED OUTCOMES: Teachers will be able to create interactive timelines that include multimedia resources to stimulate student engagement and learning .

4.5. PRESENTATION AND EVALUATION OF TIMELINES

OBJECTIVE:

- Present the timelines created and evaluate them from an educational and visual point of view.

CONTENTS:

- **Presentation of projects:** each participant will present the timeline created to the group, explaining how it will be used in their lessons.
- **Feedback and improvements:** Colleagues and trainer will provide constructive feedback on the structure, content and visual impact of the timelines. Suggestions for improvement and optimization will be discussed.

PRACTICAL ACTIVITY: Participants will present their projects and receive feedback, then work on improving them according to the suggestions received.

EXPECTED OUTCOMES: At the end of this session, each participant will have a well-structured and interactive timeline ready to be used in lessons .

EVALUATION:

- Evaluation will be based on the projects created by the participants, taking into account:
    - Clarity and relevance of information presented on the timeline.
    - Integrate multimedia resources to enhance the learning experience for students.
    - Chronological organization and visual timelines.

RESULTS EXPECTED AT THE END OF MODULE 4:

At the end of this module, participants will be able to:

- Create interactive timelines for different subjects using available digital platforms.
- Integrate multimedia resources to make lessons more engaging and interactive.
- Use timelines to facilitate students' chronological understanding of events and the evolution of complex processes.

MODULE 5: CREATING AND EDITING EDUCATIONAL VIDEOS

GENERAL OBJECTIVE: This module aims to develop teachers' skills in using **CapCut** to create and edit educational videos. With these skills, teachers will be able to transform lessons into engaging visual experiences, using videos to facilitate interactive learning and stimulate student interest.

SPECIFIC OBJECTIVES:

1. Familiarization with the interface and basic functionalities of the CapCut application.
2. Develop video editing skills to create engaging educational content.
3. Learning how to use visual and audio effects to enhance your videos.
4. Integrate videos into lessons to increase student engagement and facilitate visual learning.
5. Promote collaboration in the use of the videos created, either peer-to-peer or with students.

CONTENTS:

5.1. Introduction to video editing and CapCut

5.2. Video editing techniques for creating visual lessons

5.3. Using visual and audio effects to enhance videos

5.4. Creating video lessons and integrating them into the teaching process

5.1. INTRODUCTION TO VIDEO EDITING AND THE CAPCUT APPLICATION

CONTENTS:

- What is CapCut? Introducing CapCut as an affordable and easy-to-use video editing tool with a variety of features for creating video content.
- CapCut interface: Explore basic functions and core tools such as importing videos, cutting and joining sequences, adding text, effects and filters.

PRACTICAL ACTIVITY: Each participant will download and install the CapCut application (if they don't already have it), then explore the interface by creating a simple project in which they will import and cut video sequences.

EXPECTED RESULTS: Participants will learn how to navigate through the CapCut application interface and be able to start basic editing of an educational video .

5.2. VIDEO EDITING TECHNIQUES FOR CREATING VISUAL LESSONS

OBJECTIVES: Learning the basic techniques for editing educational videos, from cutting and adjusting sequences to adding explanatory text and subtitles.

CONTENTS:

- **Cutting and stitching video clips:** How to select the most relevant parts of a video and stitch them together to create a coherent lesson.
- **Adding text and subtitles:** How to insert titles, descriptions and subtitles to explain or emphasize important concepts.
- **Speed adjustment and sound synchronization:** How to adjust the speed of your video to emphasize certain moments and how to synchronize the sound with the visuals.

PRACTICAL ACTIVITY: Participants will edit a short video (e.g. 1-2 minutes), incorporating all these elements: cutting and splicing, adding text and subtitles, adjusting sound.

EXPECTED OUTCOMES : At the end of this section, participants will be able to edit lesson videos using CapCut's basic features, creating clear and coherent video content .

5.3. USING VISUAL AND AUDIO EFFECTS TO ENHANCE VIDEOS

OBJECTIVES: Learning how to use visual and audio effects to make educational videos more engaging and to capture students' attention.

CONTENTS:

- **Adding visual effects:** How to use transition effects and visual filters to make transitions between sequences smoother and more dynamic.
- **Adding audio effects:** How to add sounds, background music or narration to enhance the educational quality of your video.

- **Text animation:** How to make text appear in an animated way to highlight key ideas and make your video more interactive.

PRACTICAL ACTIVITY: Participants will edit a video by adding visual and audio effects to enhance the educational quality of the material (e.g. transitions between sequences, background music or sound effects to emphasize important points).

EXPECTED RESULTS: Participants will be able to use visual and audio effects to make their videos more dynamic and engaging for students .

5.4. CREATING VIDEO LESSONS AND INTEGRATING THEM INTO THE TEACHING PROCESS

OBJECTIVE

- Develop skills to create complete lesson videos and integrate them into the teaching process.
- Learning to use videos to facilitate visual and collaborative learning.

CONTENTS:

- **Creating a complete video lesson:** How to structure an educational video from start to finish, including introducing the topic, explaining the concepts, and the final conclusion.
- **Using videos in the classroom**: How to integrate videos you create into daily lessons to enhance student learning. You can use videos to explain complex concepts, for review or to introduce new concepts.
- **Video assessment**: How to use videos to assess students or have them create their own videos on educational topics.

PRACTICAL ACTIVITY: Participants will create a complete video lesson (3-5 minutes) on a chosen topic, using all the functions learned (cutting, visual effects, text, sound). The videos will then be used in a lesson simulation.

EXPECTED OUTCOMES: By the end of this section, participants will be able to create complete video lessons and know how to use them in the classroom to stimulate visual and collaborative learning .

EVALUATION:

Evaluation will be based on the videos created by the participants, taking into account:

- Editing quality and coherence of the video lesson.
- Use visual and audio effects to make your video more captivating.
- The applicability of the video in an educational context.

RESULTS EXPECTED AT THE END OF MODULE 5:

At the end of this module, participants will be able to:

- Create and edit educational videos using CapCut, integrating visual and audio elements.
- Develop interactive and engaging video lessons to help teach and learn complex concepts.
- Use videos created in class to enhance the teaching-learning process, stimulating visual and collaborative learning .

MODULE 6: CREATING AND EDITING EDUCATIONAL VIDEOS

GENERAL OBJECTIVE: This module aims to provide teachers with the necessary tools to integrate the **Design Thinking** methodology into educational projects. By completing this module, teachers will learn how to apply all the steps of the Design Thinking process to develop innovative solutions in the classroom, actively involving students in problem solving, collaborative learning and encouraging creativity.

SPECIFIC OBJECTIVES:

- Applying the Design Thinking process to develop an educational project centered on student needs.
- Use of visual and multimedia tools (Canva, Timeline, CapCut) in educational projects to stimulate student engagement.
- Developing collaboration skills between teachers and students in educational projects based on Design Thinking.
- Creating an interactive learning environment that fosters creativity and innovation among students.

CONTENTS:

6.1. Introduction to integrating design thinking in education

6.2. Planning an educational project using Design Thinking

6.3. Creating visual and interactive materials for the project

6.1. INTRODUCTION TO INTEGRATING DESIGN THINKING IN EDUCATION

CONTENTS:

- **Design Thinking Recap:** Recalling the fundamental steps of the Design Thinking process: Empathize, Define, Ideate, Prototype, Test, and how they can be applied in education to develop innovative learning projects.
- **The benefits of Design Thinking in education:** how this methodology transforms the teaching-learning process, centered on the student and on finding innovative solutions to classroom challenges.

PRACTICAL ACTIVITY: Case study: The participants will analyze a successful educational project based on Design Thinking, discussing how the process was applied and what were the results...

EXPECTED OUTCOMES: Participants will have a clear understanding of how to integrate Design Thinking into educational projects and will identify the benefits of this method for student learning.

6.2. PLANNING AN EDUCATIONAL PROJECT USING DESIGN THINKING

OBJECTIVES: Understanding how to plan an educational project using Design Thinking steps.

CONTENTS:

- **Empathize:** How to understand students' needs and challenges in order to be able to define the educational issues the project will address**.**
- **Define:** How to clearly formulate the educational problem or challenge that the project will address.
- **Ideate:** Brainstorming techniques to generate ideas for innovative solutions to the defined challenge.

PRACTICAL ACTIVITY: Planning an educational project: Each participant or group will identify a specific educational problem and use brainstorming techniques to generate possible solutions. They will develop a plan for a project that includes the use of Canva, Timeline and CapCut.

EXPECTED OUTCOMES: Participants will have a clear plan for an educational project based on Design Thinking that actively involves students and solves a problem relevant to them .

6.3. CREATING VISUAL AND INTERACTIVE MATERIALS FOR THE PROJECT

OBJECTIVES: Using digital tools (Canva, Timeline, CapCut) to create educational resources to support the project developed within Design Thinking.

CONTENTS:

- **Canva:** Create interactive posters, infographics or presentations to support the learning phases of the project.
- **Timeline:** Create timelines highlighting project-related events, milestones or developments.
- **CapCut:** Create and edit educational videos to introduce the project concept or to be used as educational resources in the project.

PRACTICAL ACTIVITY: Participants will work in teams to create the visual and interactive materials needed for the proposed educational project, using the tools studied (Canva, Timeline, CapCut).

EXPECTED RESULTS: At the end of this section, each team will have a set of visual and interactive educational materials to support the planned educational project.

EXPECTED RESULTS AT THE END OF MODULE 6:

At the end of this module, participants will be able to:

- Integrate Design Thinking into educational projects, developing innovative solutions to educational challenges.
- Use visual and multimedia resources to create engaging and interactive projects.
- Support projects developed in class, stimulating students' involvement and creativity.

INDIVIDUAL STUDY - 2 days [15 HOURS]

THE OVERALL OBJECTIVE OF THE TWO DAYS OF INDIVIDUAL STUDY is to deepen the concepts and skills discussed in the course through practical activities, reflection and preparation of materials to be applied in educational projects.

The aim of this self-study is to give learners the opportunity to directly experience and reflect on how the new Design Thinking tools and methodology can be integrated into their own educational practice.

DAY 1: DEEPENING DESIGN THINKING AND THE USE OF DIGITAL TOOLS (8 HOURS)

1. CREATING VISUAL RESOURCES WITH CANVA

Objective: Practical application of the skills of using Canva to create visual educational materials.
Activity: Choose a lesson from the syllabus you teach and create two types of educational resources using **Canva**:

- A **poster** summarizing the key concepts of the lesson.
- An **infographic** illustrating the relationships between concepts or processes.

Task: Upload the poster and infographic to the course platform for evaluation by the trainer and peers.

2. CREATING AN INTERACTIVE TIMELINE WITH TIMELINE

Objective: Using **Timeline** platforms to create a timeline to be integrated into a history, science, literature or geography lesson.

Activity:

- Select a topic from a subject you teach (e.g. "The evolution of a historical event" or "The stages of discovery of a scientific phenomenon").
- Create an **interactive timeline** using a platform of your choice (e.g. TimelineJS, Sutori, Tiki-Toki), adding at least five major events and multimedia resources (images, videos).

Task: Save the timeline and submit the link for feedback within the course platform.

3. REFLECTION: USING DIGITAL TOOLS IN YOUR OWN TEACHING PRACTICE

Objective: Think critically about how new digital tools (Canva, Timeline) can improve lessons.

Activity: Reflect on how the digital resources you have created can improve student learning. Think about how these tools can be integrated into your teaching routine.

Task: Write a 200-300 word reflection on how you plan to use Canva and Timeline to increase student engagement and facilitate visual learning.

DAY 2: DEVELOPING AND EDITING EDUCATIONAL VIDEOS WITH CAPCUT (7 HOURS)

1. FURTHER INFORMATION ON THE CAPCUT APPLICATION

Objective: Understand the advanced features of CapCut to create educational videos.

Activity: Watch the tutorials available on CapCut (in the resources section of the course or online) that explain the use of visual and audio effects, text animation and transitions.

Task: Note the main features you discovered in CapCut and how you think you could use them to create a more engaging educational video.

2. CREATING AN EDUCATIONAL VIDEO

Objective: Create and edit a short educational video using the advanced features of CapCut.

Activity: Choose a specific concept or lesson and create a short video (2-3 minutes) explaining that concept, using features such as:

- **Cutting and joining sequences**
- **Adding explanatory text**
- **Visual and audio effects**

Task: Upload the final video to the course platform to get feedback from the trainer and peers.

3. VIDEO ENHANCEMENT AND REFLECTION

Objective: To improve the educational video and reflect on the learning process.

Activity

- Enhance your educational video by adding or changing the necessary elements.
- Reflects on how educational videos can add value to teaching and how students can benefit from this format.

Task: Write a short reflection (150-200 words) about the process of creating the video and the impact you anticipate it will have on students.

FINAL EVALUATION:

Sending to the trainer, by e-mail, one of the products created during the 2 days of individual study, of your choice:

- **1 Poster made with Canva**

  or

- **1 infographic made with Canva**

  or

- **1 Timeline created with TimelineJS**

  or

- **1 educational video edited with CapCut**

  or

- **1 Essay/ written reflections**

These materials will be evaluated by the trainer and individual feedback will be given to each learner.