



NaraXR

WIDE



Stowarzyszenie CRAS
Centrum Rozwoju
Aktywności Społecznej



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THE E-LEARNING COURSE “EDUCATIONAL VENTURES”

The themes of the e-learning course and immersive experiences reflect the objectives and strategies outlined in the project, enriched by the conclusions drawn from this study and by the results of the survey on the needs of the target group, which will take part in the experimentation of the model. For the personal development of students in the long term, transversal skills, digital skills and immersive technologies, active and responsible citizenship, the enhancement of cultural and environmental heritage through outdoor learning, meta-skills and the use of RAS to promote learning emerged as important topics.

The course consists of the following 5 e-learning training modules/themes for students aged 15 to 17, divided into 4 teaching units and 1 assessment quiz:

MODULE 1: TRANSVERSAL SKILLS FOR THE XXI CENTURY

(CAIO)

Objective: to develop essential skills such as critical thinking, collaboration, communication and creativity, which are essential to foster a real change in the dynamics of personal development, also in the perspective of future employment.

UNIT 1: CRITICAL THINKING AND PROBLEM SOLVING

Objectives:

- Understand and apply critical analysis techniques.
- Develop problem-solving skills to deal with complex situations.
- Use tools and methods to identify and resolve issues
- Apply critical thinking in real-world contexts.

Contents:

- **Introduction to Critical Thinking:** definition and Importance, Fundamental Principles of Critical Thinking.
- **Critical analysis techniques:** tools for evaluating information, identifying biases and logical fallacies.
- **Problem solving strategies:** structured problem-solving methods, such as the Plan-Do-Check-Act (PDCA) cycle and the 5-plus method.



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- **Practical problem-solving exercises:** real case studies, simulations and role-playing to put into practice the techniques learned.
- **Evaluation of solutions:** criteria for the evaluation of proposed solutions, cost-benefit analysis and impact of decisions.

UNIT 2: COLLABORATION

Objectives:

- Understand the dynamics and benefits of teamwork.
- Develop skills for effective cooperation in group environments.
- Manage and resolve conflicts constructively within teams.
- Apply collaboration techniques in concrete projects.

Contents:

- **Introduction to collaboration:** definition of collaboration and the importance of collaboration.
- **Group dynamics:** roles and responsibilities in groups, how to create a cohesive team, the stages of team development (formation, conflict, normalization, performance, dissolution).
- **Intercultural communication:** understanding and managing cultural differences, techniques to facilitate communication in multicultural environments.
- **Conflict management:** identification of the causes of conflicts, resolution and mediation techniques, approaches to negotiating.
- **Group projects and team building:** planning and management of collaborative projects, team building, evaluation of the effectiveness of group work and feedback.

UNIT 3: COMMUNICATION

Objectives:

- Improve verbal and non-verbal communication skills.
- Be able to prepare and present information in a clear and persuasive way.
- Apply active listening techniques and provide constructive feedback.
- Manage communication in digital and social media contexts.

Contents:

- **Introduction to communication:** fundamental principles of communication, communication models and the role of verbal and non-verbal language.



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- **Presentation techniques:** preparation of effective presentations, use of visual aids and public speaking techniques, structuring content for a specific audience.
- **Assertive communication:** techniques for expressing opinions and desires clearly and respectfully, conflict management and assertiveness.
- **Active listening and feedback:** definition and practices of active listening, how to provide and receive constructive feedback, role-play exercises and simulations.
- **Digital communication and social media:** use of online communication platforms.

UNIT 4: CREATIVITY AND INNOVATION

Objectives:

- Stimulate creativity and innovation in different contexts.
- Apply brainstorming and design thinking techniques to solve problems and generate new ideas.
- Develop and implement innovative projects.
- Evaluate and manage the impact of innovation on processes and outcomes.

Contents:

- **Introduction to creativity:** definition of creativity and innovation, the difference between individual and group creativity, and the role of creativity in personal progress.
- **Brainstorming techniques:** methods and tools to stimulate idea generation, such as traditional brainstorming, mind mapping and visual ideation techniques.
- **Design thinking:** phases of design thinking (empathize, define, ideate, prototype, test), practical application through case studies and projects.
- **Methods of increasing creativity:** knowing how to devise functional activities to stimulate creativity, such as role-plays, creative writing exercises and lateral thinking challenges.

UNIT 5: QUIZ

A questionnaire consisting of 8 questions (2 for each unit) with multiple choice with 3 answer options and the indication of the correct answer.

The first module was assigned to **CAIO**. The Czech Partner is particularly qualified to develop quality content and practical approaches on transversal skills, thanks to its long experience and expertise in the field of corporate and continuing education. CAIO's vast network of contacts also offers the opportunity to have a broader vision of which transversal skills students can enhance to enrich their learning, also with a view to future expendability.



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MODULE 2: DIGITAL SKILLS AND IMMERSIVE TECHNOLOGIES

(NARA XR)

Objective: to provide students with the necessary skills to use digital, AR and VR technologies effectively and safely, preparing them for an increasingly interconnected and technologically advanced future.

UNIT 1: DIGITAL LITERACY

Objectives:

- Understand the fundamental concepts of computer science.
- Know how to use the basic tools for digital productivity.
- Know the main online communication platforms.
- Knowing how to create digital content.

Contents:

- **Introduction to computer science:** hardware, software, operating systems.
- **Digital communication:** email, chat, sharing forums, video conferences.
- **Digital content:** Create and edit digital content in a variety of formats.
- **Web browsing** browsers, search engines, criteria for evaluating online sources.

UNIT 2: ONLINE SECURITY AND PRIVACY

Objectives:

- Know the main risks associated with the use of the internet.
- Learn best practices for protecting your identity and data online.
- Knowing how to recognize and manage digital threats.

Contents:

- **Online risks:** malware, phishing, social engineering.
- **Personal data protection:** encryption, password management, two-factor authentication.
- **Privacy regulations:** GDPR and other regulations.
- **Network security:** firewall, VPN, Wi-Fi network protection.

UNIT 3: ETHICAL AND INFORMED USE OF TECHNOLOGIES



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Objectives:

- Promote a conscious and responsible use of digital technologies.
- Understand the importance of ethics in the use of technologies.
- Learn the principles of netiquette and digital citizenship.

Contents:

- **Digital ethics:** copyright, plagiarism, intellectual property.
- **Digital citizenship:** online rights and obligations, appropriate behaviour in digital communities.
- **Social and cultural impacts:** internet addiction, impact of technologies on interpersonal relationships.
- **Media education:** knowing how to distinguish between information and disinformation, fake news.

UNIT 4: AR AND VR TO IMPROVE LEARNING

Objectives:

- Understand the potential of AR and VR technologies in the educational context.
- Knowing how to use AR and VR tools to create immersive learning experiences.
- Evaluate the effectiveness of immersive technologies in teaching and learning.

Contents:

- **Introduction to AR and VR:** differences, applications, equipment.
- **Educational applications:** examples of the use of AR and VR in teaching.
- **Immersive content creation:** software and platforms for developing AR and VR experiences.
- **Evaluation of immersive technologies:** methods for measuring the impact on learning.

UNIT 5: QUIZ

A questionnaire consisting of 8 questions (2 for each unit) with multiple choice with 3 answer options and the indication of the correct answer.

The second topic was assigned to **NARA XR**, whose corporate vision is to make the most up-to-date and effective educational technologies accessible to people from all walks of life, developing products and services that build the future of the next generation. Thanks to the experience gained in the field of innovation and technology, Nara's research group has the capabilities to provide students with the necessary skills to use digital, AR and VR technologies effectively and safely.



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MODULE 3: ACTIVE AND RESPONSIBLE CITIZENSHIP SKILLS

(Liceo Scientifico Statale Francesco D'Assisi)

Objective: to educate students in the principles of active citizenship and civic education, promoting conscious and responsible participation in the community and developing a strong social and ethical awareness.

UNIT 1: THE FUNDAMENTALS OF CITIZENSHIP

Objectives:

- Understand the fundamental concepts of citizenship.
- Knowing the rights and duties of citizens
- Develop an awareness of the role and responsibilities of a citizen.

Contents:

- **Active citizenship and responsible citizenship:** key concepts and types of citizenship.
- **Citizens' rights and duties:** fundamental rights and protection mechanisms, civic duties and civic education.
- **Digital tools for civic participation:** platforms, social media and digital mobilization.

UNIT 2: CONSTRUCTIVE PARTICIPATION IN THE COMMUNITY

Objectives:

- Promote the importance of individual contribution to the community.
- Develop skills to participate actively and positively in Community initiatives.
- Learn to identify and solve community problems through concrete actions.

Contents:

- **Importance of community participation:** definition of community, individual and collective benefits of community involvement.
- **The fundamental civic and social skills** that an active citizen must possess.
- **Issues related to global challenges:** environmental protection, human rights and tolerance.
- **Civic participation and involvement:** ways to participate in civic life.

UNIT 3: SOCIAL AND ETHICAL RESPONSIBILITY

Objectives:

- Understand the importance of social responsibility and ethical decisions.



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- Analyse the social and ethical implications of one's actions.
- Apply ethical principles in real-world contexts.

Contents:

- **Definition of social responsibility:** meaning of social responsibility, how individual and corporate actions affect society and the environment.
- **Principles of ethics and responsibility:** ethics, codes of conduct and the concept of social justice.
- **Sustainability and environmental impact:** the role of sustainability in social and business decisions, ecological practices and environmental responsibility.
- **Ethical behaviour:** examples of good practices and responsible behaviour in daily life and work.

UNIT 4: EMPATHY AND CULTURAL COMPETENCE

Objectives:

- Develop empathy and understanding towards people with different cultures.
- Promote cultural competence and respect for diversity.
- Apply empathy in communication and daily interactions.

Contents:

- **Definition of empathy and cultural competence:** concepts of empathy, what is cultural competence and why it is important.
- **Understanding and respecting diversity:** the importance of respecting cultural, ethnic and social differences.
- **The key aspects of an inclusive community:** principles and strategies for promoting inclusion and equity in groups and communities.
- **Techniques for developing empathy:** exercises and activities to improve the ability to put oneself in the shoes of others and understand different perspectives.
- **Intercultural communication:** techniques and practices to communicate effectively with people from different cultures, avoid stereotypes and prejudices.

UNIT 5: QUIZ

A questionnaire consisting of 8 questions (2 for each unit) with multiple choice with 3 answer options and the indication of the correct answer.



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The third module was assigned to **LICEO FRANCESCO D'ASSISI**, as its educational offer aligns perfectly with the objectives of preparing students to face the challenges of active and responsible citizenship in a global context. Its focus on inclusion, dialogue between different cultures and social responsibility can be transferred to the e-learning environment to teach students the importance of community participation, empathy and cultural competence, which are fundamental for responsible citizenship ready for societal transformations and sensitive to stimuli.

MODULE 4: SUSTAINABILITY, TERRITORY AND OUTDOOR LEARNING

(CRAS)

Objective: To learn how to enhance the local cultural and environmental heritage through outdoor learning activities, promoting sustainability and the use of new immersive technologies.

UNIT 1: INCLUSIVITY AND RESPECT FOR OTHERS

Objectives:

- Promote an inclusive and respectful learning environment.
- Understand different cultural and social perspectives.
- Develop empathy and the ability to work in heterogeneous groups.
- Apply inclusive practices in outdoor activities.

Contents:

- **Introduction to inclusivity:** definition and importance of inclusivity, diversity and equity.
- **Recognition of differences:** understanding and respecting different cultural, social and economic perspectives.
- **Empathy and respect:** development of empathy and mutual respect.

UNIT 2: ENVIRONMENTAL AWARENESS AND SELF-PERCEPTION IN THE ENVIRONMENT

Objectives:

- Develop a critical awareness of environmental issues.
- Promote personal connection with the natural environment.
- Understand the impact of individual and collective actions on the environment.
- To promote sustainable behaviours in daily activities.



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Contents:

- **Introduction to environmental awareness:** key concepts of sustainability and environmental and cultural conservation.
- **Connection with the environment:** suggestions for practical activities to develop a personal relationship with nature and the surrounding environment, such as observation and volunteering.
- **Impact of human actions:** ecological footprint analysis, examples of environmental impacts and sustainable practices.
- **Sustainable behaviours:** promotion of ecological behaviours in outdoor activities and daily life, environmental and cultural awareness projects.

UNIT 3: LEADERSHIP, AUTONOMY AND INITIATIVE

Objectives:

- Develop leadership skills and autonomy.
- Promote personal initiative and the ability to make informed decisions.
- Foster collaboration and guidance within groups.
- Apply leadership and autonomy skills in outdoor activities.

Contents:

- **Introduction to Leadership:** definition of leadership, leadership styles, and key competencies.
- **Autonomy development:** techniques to encourage personal autonomy, problem solving and decision making.
- **Personal initiative:** promotion of initiative through suggestions and practical activities, development of self-confidence.
- **Leadership in action:** examples of outdoor leadership, group management, and conflict resolution.

UNIT 4: TECHNIQUES AND BENEFITS OF OUTDOOR LEARNING AND CONNECTION WITH THE TERRITORY

Objectives:

- Explore and apply effective techniques for outdoor learning.
- Promote the connection with the territory and the local cultural heritage.
- Highlight the educational, physical and psychological benefits of outdoor activities.

Contents:

- **Introduction to outdoor learning:** definition and importance of outdoor educational activities.



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- **Outdoor teaching methodologies:** exploration of specific teaching techniques for outdoor learning, such as outdoor education, nature journaling, experiential activities and citizen science projects.
- **Connection with the territory:** strategies to enhance the local cultural and environmental heritage, integrating history, traditions and natural resources.
- **Outdoor activity design:** guidelines for designing and implementing effective and engaging outdoor educational activities, citing the use of immersive technologies.
- **Benefits of Outdoor Learning:** overview of the physical, mental, and educational benefits of outdoor learning, including improved concentration, reduced stress, increased motivation, and social skills development.

UNIT 5: QUIZ

A questionnaire consisting of 8 questions (2 for each unit) with multiple choice with 3 answer options and the indication of the correct answer.

The fourth theme was assigned to **CRAS**, for the commitment that the association places in promoting the social, economic and cultural development of the Polish region in which it operates. Their experience in offering “unconventional” inclusive advice, as well as high social, creative and cooperative skills make it the right partner to develop content related to sustainability, cultural heritage, territory and the promotion of outdoor learning.

MODULE 5: META-COMPETENCES AND USE OF THE RAS

(WIDE)

Objective: To develop self-reflection, time management and autonomous learning skills, leveraging the Network Activation System (RAS) to support continuous learning and training.

UNIT 1: MOTIVATION

Objectives:

- Understand the importance of motivation in learning and personal development.
- Identify your sources of intrinsic and extrinsic motivation.
- Develop strategies to keep motivation high in the long term.

Contents:

- **Definition of motivation:** types of motivation (intrinsic vs extrinsic), theories of motivation (Maslow, Herzberg, Deci and Ryan).



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- **Techniques to increase motivation:** goal setting, visualization, positive self-talk.
- **Obstacles to motivation:** procrastination, lack of clear goals, stress, and burnout.
- **Strategies for maintaining motivation:** long-term planning, reward management, developing positive habits.

UNIT 2: SELF-REFLECTION AND FEEDBACK

Objectives:

- Develop critical self-reflection skills.
- Learn to give and receive constructive feedback.
- Use feedback to improve your performance and skills.

Contents:

- **Self-reflection:** self-reflection techniques, critical analysis of one's own experiences and results.
- **Feedback:** principles of constructive feedback, techniques for receiving feedback in a positive way.
- **Continuous improvement cycle:** using feedback to set new goals and strategies.

UNIT 3: RESILIENCE AND ADAPTABILITY

Objectives:

- Develop resilience in the face of difficulties.
- Learn how to manage stress and anxiety.
- Adapt to changes and new situations effectively.

Contents:

- **Resilience:** definition, importance, strategies to develop it.
- **Stress management:** relaxation techniques, mindfulness, anxiety management.
- **Adaptability:** cognitive flexibility, problem solving, creative thinking.

UNIT 4: PERSONALIZING LEARNING WITH RAS

Objectives:

- Understand how the Reticular Activating System (RAS) works.
- Leverage the RAS to improve attention and concentration.
- Personalize learning strategies using RAS.

Contents:

- **Introduction to RAS:** structure and function, importance in learning.



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- **Improving attention:** techniques for activating the RAS and focusing attention on specific objectives.
- **Personalization of learning:** adapt methods and strategies to one's cognitive characteristics using RAS.

UNIT 5: QUIZ

A questionnaire consisting of 8 questions (2 for each unit) with multiple choice with 3 answer options and the indication of the correct answer.

The fifth theme was assigned to **WIDE**, whose specialization in training and communication allows you to deepen essential skills to improve motivation and feedback. In addition, his expertise in technology and innovative design to facilitate access to knowledge can make it easy to understand complex concepts such as meta-skills and the use of RAS. Thanks to its know-how and skills, WIDE is able to create effective and immediately applicable content for the intended target.

TARGET AND APPLICATION CONTEXT: the training is aimed exclusively at students from 15 to 17 years of age and takes place preferably during school hours to facilitate the involvement of the teacher and educator in guiding, encouraging and assisting students as needed.

FORM INDICATIONS: for the presentation of the contents related to their competence module, the Partners used the PowerPoint format created by WIDE. Each presentation corresponds to a unit. It was decided to limit the textual part in favor of graphs, images, diagrams and practical suggestions to make learning more interesting and engaging.