

# Go Remote

## Blueprint on Remote Working

# Go remote

Unlocking the potential of remote job opportunities!

## BLUEPRINT ON REMOTE WORKING

Providing the most appropriate methods and approaches for training

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## Introduction

### ***Aim of the project***

Remote working solutions and their use had evolved recently, especially since the World Pandemic when several companies in different sectors highly sought the necessary digital skills and knowledge. However, some individuals, like NEETs, young mothers and people from rural areas, still need training and guidance to navigate the digital job market successfully. The Go Remote project aims to provide those young people from unprivileged groups with training that will make them more attractive candidates in the job market, especially for jobs in remote and hybrid settings. The topics for training were defined based on the research conducted in every country of the Beneficiary Partner. In this way, we ensured that the training responded both to the demand of the local job market and the needs of the young people in certain areas. One International Training in English and two Local pieces of training in local languages were provided to ensure we cover diverse groups of people. To make sure trainees, after completing the program, are prepared to work in the digital world, real-life solutions were used in the training process, for example, using Slack or Google Teams as a communication tool between the lecturer and trainees. Another innovation in the project was using the flipped learning method as the primary teaching approach. Many trainers that joined the program have not been familiar with the method yet, and preparing a custom step-by-step guide was necessary, and it is an essential part of the presented blueprint.

### ***Aim of this blueprint***

This working document will lead to the development of three results:

- 1) The Go Remote Competence Framework based on the research and the Comparative Report. The Go Remote Competence Framework will consist of Competence Areas (a set of knowledge, skills and attitudes) deemed essential in the field of remote working,

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using as reference frameworks: e-CF, EntreComp and DigComp. Each competence area will be accompanied by a Competence Statement, which describes the competence participants are expected to develop, followed by Learning Outcomes.

2) Following the flipped learning methodology, a training guideline document with the most appropriate methods and approaches for training NEET youth in the most in-demand professions.

3) A final learnings guidebook will encompass national findings on the current needs regarding remote work training and searching path, outlining the best practices based on desk and field research implemented within the project in all beneficiary countries.

## **Methodology of the blueprint**

The main objective of the research phase was to determine what kind of training is needed among young people, especially from unprivileged groups like NEET, young mothers, and young people from rural areas, to prepare them for jobs in remote or hybrid settings and to ensure they meet expectations of their future employers. The process included desk research, field research and the collection of national studies. To better understand the local realities, every Beneficiary Partner assigned a local researcher to conduct the research in the area of their activity, according to the instructions prepared by Expertise Partners: Olemisen Balanssia Ry (Finland) and Keilir (Iceland). All the activities of the research phase, starting from preparing the research framework through collecting data and writing the final report by local researchers, took place from January to June 2022. A short summary of the results of the research are presented in the following paragraphs.

## **Summary of the research phase**

According to the reports provided by the local researchers from all of the Beneficiary Partners, the job market during the World Pandemic was similar in every country. Many enterprises were forced to restructure their work organisation and move their operations to a digital environment; many workers had to switch to perform their tasks in remote settings, many workers were laid off or sent to unpaid leave, and many enterprises had to close their operations. However, some companies saw opportunities

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in all the changes forced upon them, like saving operations costs and opening up new services and resources, including HR resources. Currently, the same trend is noticeable in most countries, that is, growth in labour demand, and this is where we see our chance to act on and prepare young people for new realities and opportunities in the job market. The field research consisted of two phases. The first part focused on qualitative interviews with HR professionals and local unemployment offices. The emphasis of the qualitative interviews was to learn about current trends in the job market, especially in remote and hybrid settings. The HR specialists were also asked about the skills that are currently the most in demand, and the main challenges and struggles on the employers' side when it comes to remote jobs. After gathering data from the first phase, the local researchers could start the second phase of the field research, collecting data from youngsters and SME owners using qualitative research methods such as surveys. The surveys, previously designed by Expertise Partners, were adjusted by local researchers to local realities based on the data gathered in the first phase and conducted online, in person and through the phone. The results for each of the regions are presented below.

### ***Bulgaria***

Even though the authorities' strategy for 2013-2020 prioritised activities that would enhance entrepreneurial skills among young people aged 24-29, the unemployment rate in Bulgaria was still 15,6% at the beginning of 2022. Yet, the number of SMEs in 2017 was pretty high and was responsible for 75,4% of employment, while the average in the EU was 66,4%. Regarding the skills currently most in demand in the job market in Bulgaria, the top-ranked skills required for remote jobs are Excellent interpersonal skills, the ability to collaborate and liaise with geographically dispersed teams, Fluency in the English language, Good communication skills or Good knowledge of IT infrastructure. Regarding the field research The New Sustainable Generation from Bulgaria gathered data from 91 youngsters, most of whom were between 18 and 24 years old (94,5%), who lived in an urban area (73,6%). Most respondents were people with education: Technical / High school with matriculation exam (42,9%) and a bachelor's degree (36,3%). Around 44% of the people claimed they are looking for a job position, while 24,2% were interested in continuing education to achieve a diploma. The part-time job was an option chosen by 42,9% of people as the job position the most

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appealing one. When it comes to the job settings, a hybrid job was the most popular choice (40,7%), an on-site job was the second one (22%), and a remote job ranked in the third position (19,8%). Most respondents answered that to find their dream job, they must adopt Practical skills related to a profession (64,8%), while 35,2% of them think that they should deepen their soft skills such as teamwork, communication and critical thinking. When it comes to the field the respondents would like to get a job or training in; Business Administration was the most common one (42,9%), followed by Media (27,5%), IT (22%) and Foreign Language (22%). As the most significant challenges to obtaining the job, the participants defined “time management”, their “young age”, too “little work experience” or “lack of proper education”. The NSG surveyed owners of SMEs to gain their insights on jobs in remote or hybrid settings and got nine respondents to the survey. Most of the respondents work in the Finance or Insurance sector, and they do have an option of working remotely at their enterprises. As the main benefits of remote work, the survey’s participants named: saving costs like electricity and water bills, along with effectiveness and higher motivation of the employees. When it comes to the issue that the remote job could cause problems with information flow and lack of suitable work instruments were identified as the most common ones.

### ***Croatia***

Although Croatia struggles with an inflexible labour market where it takes time to implement even the most minor changes, authorities noticed the growing trend of digital nomads. To make it more appealing to people from abroad, new legislation was introduced while the national tourist board used the idea and tried to promote it as a new touristic product with the slogan: “Croatia, your new office”. As a result, the number of SMEs in Croatia is pretty high; they represent 99,7% of all the companies and are responsible for 75% of their employment. Another exciting characteristic of the job market in Croatia is that young people are highly encouraged to open their businesses. The number of self-employed individuals was 2776 in 2015, while in 2019, the number grew to 8723. Since the government is planning to support all who decide to open their companies financially, the growth will likely continue. That opens new possibilities for young people, especially those from rural areas. The latest trends could also be seen in the list of the skills most in demand in the labour market according to one of the most

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significant websites for job seekers in Croatia (moj-podao.net), which are: self-direction, digital skills, empathy, adaptability and motivation skills. During the field research the Pins organisation from Croatia gathered information from 47 youngsters who were predominantly female (59,6%) aged between 25-29 (53,2%). The majority of the respondents had a master's (44,7%) or bachelor's degree (34%). Around 40% of the participants represented urban areas, while 31,9% came from rural places. Most of the surveyed were interested in finding employment (48,9%) while opening their own company was their second choice(14,9%). A full-time job was of interest to the majority (70,2%). Regarding job settings, a hybrid job was preferable (40,4%), while an on-site job was ranked second (27,7%). Similarly to results from Bulgaria, people were primarily interested in deepening their Practical skills related to the profession, while Soft skills were classified right after. The four most popular industries the participants would like to get employment or training in were: Business Administration, IT, Tourism and Hospitality and Media. Finally, the most significant challenges preventing young people from obtaining jobs or receiving training were, for example, lack of time, bad organisation, low experience, lack of motivation or studying and working simultaneously. According to the survey conducted among SMEs owners (10 in total), the majority of the respondents were not in favour of remote or hybrid job settings and are not planning on opening such a possibility in the future (60%). The companies mainly operated in the Accommodation and food services, and IT sectors. The most common reasons behind their sceptic attitude toward remote and hybrid job settings were data flow difficulties and the employees' insufficient control. Notwithstanding, the respondents recognized the benefits of distance work, like lowering the costs of maintaining the workplace or saving commuting time. According to the business owners, a few positions could be performed in remote or hybrid settings, and they are in finance and accounting, legal, marketing or IT departments.

## **Cyprus**

Employers in Cyprus are familiar with remote work as the government granted the companies many measures and incentives to open their companies for such possibilities during the Covid times. While conducting the research among employers in Cyprus, an interesting phenomenon occurred. The business owners, while taking the survey, as you

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can read in the next chapter, are pretty optimistic about opening or keeping existing job positions in remotely or hybrid settings. However, during the one-on-one meetings with them along with HR specialists, more concerns regarding remote work came out. 72% of them admitted that they were unhappy with remote work during the pandemic, primarily due to the lower productivity of the employees and burnout as the employees had to deal with daily challenges like kids staying at home during the pandemic. The business owners who were happy with their experience with remote work (24%) highlighted that their satisfaction could come from the fact that people who performed work remotely were employees who had worked for the company already for a long time and were trustworthy. On the other hand, only 44% of individuals would consider offering remote work options, preferably to sales staff working in hybrid settings and on the base salary plus commission or for administrative jobs. 48% of the respondents would not offer remote options as some of the jobs cannot be performed remotely and the second reason behind this answer is the fear of low productivity of the employees. As mentioned above the One Terrene International from Cyprus gathered information from 150 SMEs operating in many industries and sectors by conducting an online survey. In most surveyed companies, there is an option to work remotely (61,54%), while 66,43% consider keeping or opening remote work positions in the future. As the main benefits of remote work employment, almost all participants recognised lower costs for the business, while 51,75% of them also highlighted the positive environmental impact. As for the threats that could come along with remote work, the respondents named lack of control over the employees (95,10%), fear of dishonest employees (74,83%) or lower motivation among employees (73,43%). Marketing, sales and legal departments were defined as the areas where remote jobs could be performed at. Regarding the youngsters, OTI received completed surveys from 283 individuals. The average age of the respondents was 24 years old, and the majority had a bachelor's degree (82,3%). Around 64% of the participants represented Rural areas, while the rest came from Suburban regions. Regarding the preferred job settings, remote work was ranked first with 55,48%, while on-site employment was selected by 35,69% of the individuals. All the surveyed individuals were interested in finding employment and full-time positions. The reason behind those results could be that the survey was undertaken by people from NEET groups attending all kinds of activities and workshops to find a job. Similarly

to previous countries, the majority also sought to deepen their Practical skills for the professions (79,51%). Besides that, the youngsters were also interested in getting help with finding employment and applying for a job successfully (19,79%), while 20,14% of them did not know what they needed in terms of skills. Three of the most popular sectors that young people would like to work at or have training in were: Business Administration (79,15%), Tourism and Hospitality (59,72%) and Media (41,7%).

## **Latvia**

The six interviews conducted with HR specialists at the beginning of 2022 revealed that the business owners in Latvia had many objections while implementing remotely working options in their enterprises. Many of them simply did not trust that the tasks could be performed in the same effective way as were performed on-site. However, at some point, the restrictions regarding covid were stricter and remote work was obligatory. After the positive experience with working from home, currently, employees are keener to work in hybrid settings than on site, to the point that they refuse to return to work only at the offices. According to the research conducted by the Latvian Chamber of Commerce and Industry in 2019, 74% of interviewed companies had problems with finding highly qualified specialists. Moreover, adding the issues with employees rather quitting their jobs than working on-site only, a new solution needs to be implemented to attract a new working force. All the current changes are also reflected in the skills currently in demand in the labour market; more emphasis is placed on soft skills and digital skills. Visas Iespejas from Latvia conducted an online survey and received 274 fully completed ones to get better insights from the youngsters' points of view on the topic. Most of the respondents were female (70,07%) in age 18-24 (75,54%). Around 54% of the participants represented Capital city while City/Suburbs was the second most popular answer (30,39%). Regarding their education, most of the surveyed individuals claimed to have had incomplete higher education (32,48%) or incomplete secondary/vocational education (25,54%). That fact could impact their answers to the question regarding their field of interest, which showed 39,41% of individuals would like to finish their degree while only 35,05% were interested in finding employment. The Hybrid job setting was the most preferred by the majority (51,09%), while 21,53% of the respondents would like an on-site job. Regarding the type of employment, most

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participants were looking for Part-time positions (59,85%). Improving their Practical skills needed in the profession was the most sought way to deepen their knowledge (64,23%), while 44,16 of the individuals would like to gain more Knowledge of a foreign language. Advancing Soft skills was the third most commonly selected answer, by 34,67% of individuals. Finally, as the favourable field of employment, Media was chosen the most (35,76%), Business Administration (22,99%) was ranked as the second choice, and IT was the third most popular option (15,69%). Regarding the conducted survey among SMEs owners, Visas Iespejas was able to gather information from 40 enterprises. Vast majority of the participants were Micro-enterprises (55%) employing no more than 9 employees and they were located in the capital city Riga (77,5%). The companies were operating mostly in sectors such as: IT (27%), Education (17,5%) and Art, recreation and entertainment (12,5%). Although 90% of the surveyed companies do offer already an option to work remotely or in hybrid settings, only 70% are planning to do so in the future. As the greatest threats to the company when working remotely, the participants named Weaker team communication (85%), Lower motivation among employees (50%) and Decline in work efficiency (27,5%). As the potential benefits of working remotely, Savings in commuting time was pointed out the most frequently (92,5%), followed by Lowering maintenance costs of the workplace (70%). According to the respondents, departments that could propose positions in remotely or hybrid settings were IT, Marketing, Finance and Accounting, and Customer Service.

## Definition of the training topics

Based on the research results, where the primary purpose was to define the needs of the targeted group, the needs of the employers and current trends in the remote/hybrid jobs market, Expertise Partners came up with six topics for the training. The suggested job titles that the young people from the targeted groups should be trained in are as follow:

- Digital Marketing / Digital Media Officer
- Data Analysis
- Software Tester
- Customer Service Representative
- Project Manager
- Web Developer

After a debate where all Beneficiary and Expertise Partners were involved, Digital Marketing was chosen as the topic for the International training that will be conducted in English and available for every young person that meets the project's criteria and lives in Bulgaria, Croatia, Cyprus or Latvia.

Besides that, each Beneficiary Partner must conduct two local training pieces in their local languages. In this way, we will make the training available for both groups of young people, the ones with advanced proficiency in English and the ones with a lower level of education or focused on the local market only.

From the poll of suggested topics, Beneficiary Partners chose ones as follows:

- New Sustainable Generation (Bulgaria): Digital Media Officer and Project Officer/Administrator
- Pins (Croatia): Digital Media Officer and Software Tester
- One Terrene International (Cyprus): Digital Marketing and Office/Business Administrator
- Visas lespejas (Latvia): Data Operator and Customer Service Representative

The level of each training (basic - intermediate - advanced) was to be decided on by the Beneficiary Partners based on the assessment and characteristics of the participants that applied to take part in the training. According to the project's assumptions, each training should consist of 75-150 teaching hours with 50 hours for trainees' self-work.

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To highlight the importance of Soft and Digital skills in the current job market, the first part of the training (Transversal module) will focus on topics such as Introduction to remote work, Time Management, Communication or Project management. The module will be available and recommended as the first one to start each practical skills training (see Figure 1). The learning materials, mainly in the form of videos, will be available in English but with translations in the form of subtitles. In this case, the participants can learn the material at best possible time, making the learning process as appealing as possible.

**Figure 1**

*Training's structure*



## Competence Framework

### *Definition of the main terms*

#### **Competence**

Within the European Union area, competence is defined as a combination of knowledge, skills and attitudes appropriate to the context. Competence indicates the ability to adequately apply learning outcomes (skills, knowledge and attitude) in a defined context (education, work, personal or professional development). Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values. (CEDEFOP 2011).

**Learning outcomes** are statements of what a learner knows, understands and can do on completing a learning process, defined in terms of skills, knowledge, and attitude.

#### **Skills**

They are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

#### **Knowledges**

They represent the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

#### **Attitudes**

It describes the learnt predisposition and readiness to evaluate things or react to some ideas, persons or situations and the response to internal or external factors, either

consciously or unconsciously. They are influenced by personal beliefs, values, feelings and intentions, which also impact behaviour.

### ***Purpose of this competence framework***

A part of this blueprint is a customised Framework of Competences for remote working that will identify and define the required set of Knowledge, Skills & Attitudes that are needed for remote work, thanks to the understanding and incorporation of targeted company and job needs. The soft skills and hard skills of the most in-demand job were considered during the elaboration of this framework. This strives to enable individuals and organisations to navigate the remote job market more efficiently by enhancing their ability to reach companies searching for remote workers. This connection works in both ways, from young NEET towards the companies and from the companies towards the young people seeking job opportunities.

The soft skills refer to the non-technical skills that relate to how a person work. They include how the communications and the interaction with colleagues are handled, problems solving, and work management in general, for example tasks and time management among others. Hard skills are technical skills required for a job. They are learned abilities acquired and enhanced through education and experience.

The framework will be mapped against existing relevant national & European instruments & qualification frameworks also with the view of exploring opportunities for recognition in formal and non-formal learning. The tools to be considered include

- the Entrepreneurship Competence Framework (EntreComp),
- the European Digital Competence Framework (DigComp),
- the e-CF (e- Competence Framework), among others that may be identified at the research stage.

Overall, this part of the blueprint aims to define the required set of knowledge, skills & attitudes needed for the growth and creation of remote jobs opportunities, thanks to the understanding and incorporation of targeted remote work fundamentals, which will enable individuals and organisations to navigate into the labour market successfully. In addition, the framework will be the baseline for the trainers to define the learning outcomes of the training content to be developed.

## ***Methodology of creation***

To develop the digital skills of learners, the training will be based on a competency framework that will serve as a reference framework for the learning outcomes to be developed to prepare our target groups for remote jobs. To build this framework, we will rely on existing frameworks published by the European Commission that will be adapted to the specific needs of remote working.

In order to make it relevant, we will combine the results of our desk and field research. Based on the existing framework skills, we will build our framework competence to target employers' expectations in the soft skills and digital skills field.

The competence framework for digital skills will be based on the European Digital Competence Framework for Citizens: DigComp. It has become a reference report for the development and strategic planning of digital competence initiatives at the European and Member State levels.

For the “soft skills” competence Framework, we designed it according to our field research and findings regarding the expectations of employers and the evolution of the labour market.

The e-CF Competence Framework will also bring an in-ground view of the required competencies of a digital-oriented profession.

## Reference frameworks

EntreComp identifies the competencies that make someone entrepreneurial and breaks them down into three competence areas and 15 competencies of equal importance (McCallum et al., 2018).

The competence areas in EntreComp are:

- Competence area 1: Ideas & Opportunities
- Competence area 2: Resources
- Competence area 3: Into Action

**Table 1**

*EntreComp competence areas*

Area	Competence
<b>1. Ideas and opportunities</b>	Spotting opportunities
	Creativity
	Vision
	Valuing ideas
	Ethical and sustainable thinking
<b>2. Resources</b>	Self-awareness and self-efficacy
	Motivation and perseverance
	Mobilising resources
	Financial and economic literacy
	Mobilising others
<b>3. Into action</b>	Taking the initiative
	Planning and management
	Coping with uncertainty, ambiguity and risk
	Working with others
	Learning through experience

At the same time, the DigComp Framework sets out the competencies necessary to be digitally competent, breaks them down into five competence areas and provides “a common language on how to identify and describe the key areas of digital competence and thus offers a common reference at European level (Carretero et al. 2017)”. The five competence areas in DigComp are:

- Competence area 1: Information and data literacy
- Competence area 2: Communication and collaboration
- Competence area 3: Digital content creation
- Competence area 4: Safety
- Competence area 5: Problem-solving

**Table 2**

*DigComp competence areas*

Area	Competence
<b>1. Information and data literacy</b>	1.1 Browsing, searching and filtering data, information and digital content
	1.2 Evaluating data, information and digital content
	1.3 Managing data, information and digital content
<b>2. Communication and collaboration</b>	2.1 Interacting through digital technologies
	2.2 Sharing through digital technologies
	2.3 Engaging in citizenship through digital technologies
	2.4 Collaborating through digital technologies
	2.5 Netiquette
	2.6 Managing digital identity
<b>3. Digital content creation</b>	3.1 Developing digital content

	3.2 Integrating and re-elaborating digital content
	3.3 Copyright and licences
	3.4 Programming
<b>4. Safety</b>	4.1 Protecting devices
	4.2 Protecting personal data and privacy
	4.3 Protecting health and well-being
	4.4 Protecting the environment
<b>5. Problem solving</b>	5.1 Solving technical problems
	5.2 Identifying needs and technological responses
	5.3 Creatively using digital technologies
	5.4 Identifying digital competence gaps

Finally, the e-CF framework lists 40 implemented and required competencies in working situations that imply the use of Information and Communication Technology (ICT). This framework aims to define the key e-competences to describe the knowledge, skills and skill levels required in digitally oriented professions. The competencies are organised in 5 areas derived from the ICT business processes PLAN – BUILD – RUN – ENABLE – MANAGE.

The e-CF is structured in 4 dimensions. The first- and second dimensions present competencies from an organisational point of view rather than from an individual point of view. The third dimension defines the levels of competence concerning the European Qualification Framework (EQF) and bridges dimension four's organisational and personal competencies.

**Table 3**

*e-CF competence areas*

Dimension 1 5 e-CF areas (A – E)	Dimension 2 40 e-Competences identified
A. PLAN	A.1. IS and Business Strategy Alignment
	A.2. Service Level Management
	A.3. Business Plan Development
	A.4. Product/Service Planning
	A.5. Architecture Design
	A.6. Application Design
	A.7. Technology Trend Monitoring
	A.8. Sustainable Development
	A.9. Innovating
B. BUILD	B.1. Application Development
	B.2. Component Integration
	B.3. Testing
	B.4. Solution Deployment
	B.5. Documentation Production
	B.6. Systems Engineering
C. RUN	C.1. User Support
	C.2. Change Support
	C.3. Service Delivery
	C.4. Problem Management
D. ENABLE	D.1. Information Security Strategy Development
	D.2. ICT Quality Strategy Development
	D.3. Education and Training Provision
	D.4. Purchasing
	D.5. Sales Proposal Development
	D.6. Channel Management
	D.7. Sales Management
	D.8. Contract Management
	D.9. Personnel Development
	D.10. Information and Knowledge Management
	D.11. Needs Identification
	D.12. Digital Marketing
E. MANAGE	E.1. Forecast Development
	E.2. Project and Portfolio Management
	E.3. Risk Management
	E.4. Relationship Management
	E.5. Process Improvement
	E.6. ICT Quality Management
	E.7. Business Change Management
	E.8. Information Security Management
	E.9. IS Governance

At this stage, we will explore the following competencies (following the EntreComp Framework and incorporating the DigComp Framework and the e-CF Framework within) to identify the essential ones for the Go Remote Competence Framework.

More specifically, the following table describes the connection of the EntreComp Framework, the DigComp Framework and the e-CF framework in the remote work context.

**Table 4**

*DigComp connection with EntreComp and e-CF in the Go remote Framework*

EntreComp Area	Competence	Connection with DigComp Competence Areas	Connection with e-CF
<b>1. Ideas and opportunities</b>	Spotting opportunities	Information and data literacy (1.1)	Dimension A.9: Innovating
	Creativity	Digital content creation (3.1-3.3)	Dimension A.9: Innovating
	Vision		Dimension A.9: Innovating Dimension E.1: Forecast Development
	Valuing ideas	Information and data literacy (1.2-1.3)	Dimension E.5: Process Improvement Dimension E.7: Business Change Management
	Ethical and sustainable thinking		Dimension A.8: Sustainable development
<b>2. Resources</b>	Self-awareness and self-efficacy	Problem solving (5.4)	Dimension D.9: Personal development
	Motivation and perseverance		Dimension D.9: Personal development
	Mobilising resources	Digital content creation (3.1-3.4)	Dimension E.4: Relationship Management
	Financial and economic literacy		Dimension A.3: Business Plan
	Mobilising others	Communication and collaboration (2.1-2.6)	Dimension E.4: Relationship Management
<b>3. Into action</b>	Taking the initiative		Dimension 11: Needs Identification
	Planning and management	Problem solving (5.1-5.3)	Dimension E2: Project Management

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Coping with uncertainty, ambiguity and risk	Safety (4.1-4.4); Problem solving (5.1-5.4)	Dimension C4: Problem Management Dimension E3: Risk Management
Working with others	Communication and collaboration (2.1-2.6)	Dimension E.4: Relationship Management
Learning through experience		Dimension D.9: Personal development

## Go remote Competence framework

Below we present an example of the Competence framework created for the project by Expertise Partners in cooperation with trainers responsible for producing certain content. The given example demonstrates the Competence framework for the International training in Digital Marketing that will consist of five modules taught in English. Each module is described and has defined skills, knowledge and learning outcomes that the trainee should gain and expect after completing the module. The competencies were mapped with frameworks such as DigComp 2.2 - The Digital Competence Framework for Citizens and the European e-Competence Framework 3.0.

Figure 2

Digital Marketing module competence list

Digital Marketing Competence List

Module 1: Content Marketing		
<b>Description</b>	This module explains and elaborates on the importance of good content marketing in order for a business brand to be successful and have good visibility. This module helps in understanding what content marketing is and why it is important for digital marketing.	
<b>Competence</b>	<b>Skills</b>	<b>Knowledge</b>
	<ul style="list-style-type: none"> <li>Is able to understand the concept and importance of good content marketing for digital marketing</li> <li>Is able to create, publish, distribute and curate the content for various channels</li> <li>Is able to define a marketing persona who will represent the targeted audience</li> <li>Is able to analyse the effectiveness of the content marketing activities</li> <li>Is able to use Social Media Scheduling Tools such as IFFT.com, Buffer</li> </ul>	<ul style="list-style-type: none"> <li>understand key concepts, tactics, and strategies of content marketing</li> <li>aware of different content types and formats</li> <li>aware of trending tools for creating content</li> <li>aware of the keywords concept and its role while creating content</li> <li>aware of metrics to measure the effectiveness of the content marketing activities</li> <li>understands the main ideas of recycling process in content marketing</li> </ul>

1

Competency mapping to	
DigComp 2.2 The Digital Competence Framework for Citizens	European e-Competence Framework 3.0
1.1 Browsing, searching, and filtering data, information and digital content (level 8) 1.2 Evaluating data, information, and digital content (level 8) 1.3 Managing data, information, and digital content (level 8) 2.2 Sharing through digital technologies (level 8) 2.6 Managing digital identity (level 8) 3.1 Developing digital content (level 8) 3.2 Integrating and re-elaborating digital content (level 8) 3.3 Copyright and licences (level 8) 5.3 Creatively using digital technology (level 8)	<ul style="list-style-type: none"> <li><b>D.12. Digital Marketing</b> (level e-2 "Understands and applies digital marketing tactics to develop an integrated and effective digital marketing plan using different digital marketing areas such as search, display, e-mail, social media, and mobile marketing)</li> <li><b>D.7. Sales Management</b> (level e-3 "Contributes to the sales process by effectively presenting products or services to customers")</li> </ul>
<b>Learning outcomes</b>	In completion of this module, the learner will understand the concept of content marketing and how it is important for digital marketing which is also crucial for social media marketing. The learner will be able to develop content marketing strategy, to create, publish, distribute, and curate the content for various channels and will be able to analyse the effectiveness of the content marketing activities. The learner will be able to understand, evaluate, manage, interact, and share content for marketing in various contexts.

## Module 2: Social Media Marketing

<b>Description</b>	This module is focused on presenting the current trends and Social Media platforms and how to use these platforms for digital marketing. Within the Social Media Marketing module, we explain also how use Email Marketing as a tool and part of Social Media Marketing.	
<b>Competence</b>	<b>Skills</b>	<b>Knowledge</b>
	<ul style="list-style-type: none"> <li>Is able to create and optimise company's profiles on social media platforms</li> <li>Is able to create, test and optimise advertising campaigns on social media platforms</li> <li>Knows how to create a social media strategy</li> <li>Knows how to use analytical tools that support targeting process</li> <li>Knows how to create, test and optimise e-mail marketing campaigns</li> <li>Knows how to create and manage YouTube profile</li> <li>Is able to analyse advertisements campaigns effectiveness</li> <li>Is able to use tools such as: Hoosuite, Hubspot, SerpStat, CyFe, VidIQ, TubeBuddy</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of key social media platforms and their characteristics (such as Facebook, Youtube, Instagram, Tik Tok, and Twitter)</li> <li>Is aware of key concepts, strategies and current tools used in e-mail marketing (such as AcyMail and MailChimp)</li> <li>Understands key elements of the display and video campaigns.</li> <li>The use of hashtags</li> </ul>

3

Competency mapping to	
DigComp 2.2 The Digital Competence Framework for Citizens	European e-Competence Framework 3.0
2.1 Interacting through digital technologies (level 8) 2.2 Sharing through digital technologies (level 8) 2.6 Managing digital identity (level 8) 3.1 Developing digital content (level 8) 3.2 Integrating and re-elaborating digital content (level 8) 3.3 Copyright and licences (level 8) 5.3 Creatively using digital technology (level 8)	<ul style="list-style-type: none"> <li><b>D.12. Digital Marketing</b> (level e-2 "Understands and applies digital marketing tactics to develop an integrated and effective digital marketing plan using different digital marketing areas such as search, display, e-mail, social media and mobile marketing)</li> <li><b>D.7. Sales Management</b> (level e-3 "Contributes to the sales process by effectively presenting products or services to customers")</li> </ul>
<b>Learning outcomes</b>	In completion of this module, the learners will be able to understand the concept of Social Media Marketing, how to develop, create and manage content for social media for each of the mentioned platforms and tool.

### Module 3: SEO – Search Engine Optimisation

<b>Description</b>	This module focuses on Search Engine Optimisation techniques, effectiveness and activities that should be carried out for efficient website optimisation.	
<b>Competence</b>	<b>Skills</b>	<b>Knowledge</b>
	<ul style="list-style-type: none"> <li>Is able to define SEO activities (positioning and link building) that align with company's business goals</li> <li>Is able to analyse effectiveness of SEO activities</li> <li>Is able to use tools such as Moz, SEMrush, Majestic, Ahrefs, Yoast SEO Plugin for Wordpress, Built-in SEO Wiz in Wix, Optimizations in HubSpot , Keyword Surfer and KeywordsEverywhere</li> <li>Is able to analyse SMART Concept for SEO, SSL Encryption, Google's PageSpeed Insights</li> <li>Is able to use Google Console, Yahoo Webmaster tools and Bing, Schema.org</li> <li>Is able to reduce Image sizes for faster page loading and better SEO (use Adobe Photoshop or Squoosh etc)</li> </ul>	<ul style="list-style-type: none"> <li>Understands key elements of SEO</li> <li>Is aware of the main factors that affect effectiveness of SEO activities</li> <li>Understands key concepts of website optimisation on-site and off-site</li> </ul>

5

Competency mapping to	
DigComp 2.2 The Digital Competence Framework for Citizens	European e-Competence Framework 3.0
1.1 Browsing, searching and filtering data, information and digital content (level 8) 1.2 Evaluating data, information and digital content (level 8) 1.3 Managing data, information and digital content (level 8)	<ul style="list-style-type: none"> <li><b>Digital Marketing</b> (level e-3 "Exploits specialist knowledge to utilise analytical tools and assess the effectiveness of websites in terms of technical performance and download speed. Evaluates the used engagement by the application of a wide range of analytical reports. Knows the legal implications of the approaches adopted.")</li> </ul>
<b>Learning outcomes</b>	The learners after completion of this module will be able to apply SEO principles and activities on websites and able to understand the factors that affect the effectiveness of search engine optimisation.

#### Module 4: Google Ads

<b>Description</b>	This course depicts the creation, optimisation, management of Google Ad campaigns as Search Engine Marketing. This practical course goes through the Google Ads platform, explaining concepts of keyword (management) and other vital Google campaign ad elements.	
<b>Competence</b>	<b>Skills</b>	<b>Knowledge</b>
	<ul style="list-style-type: none"> <li>Is able to create, optimise and manage a search campaign in Google Ads</li> <li>Is able to analyse Google Ads campaign's effectiveness and edit settings in order to reach out the campaign's goals</li> <li>Is able to effectively use trending tools for selection keywords</li> </ul>	<ul style="list-style-type: none"> <li>Understands the key elements of Paid Search</li> <li>Knows how to navigate Google Ads platform</li> <li>Understands the keywords concept and good practices when defining keywords selection strategy</li> <li>Knows types of Google Ads (Display Ads, Search Ads, Shopping Ads, etc)</li> </ul>
<b>Competency mapping to</b>		
<b>DigComp 2.2 The Digital Competence Framework for Citizens</b>		<b>European e-Competence Framework 3.0</b>
1.1 Browsing, searching and filtering data, information and digital content (level 8) 1.2 Evaluating data, information and digital content (level 8) 1.3 Managing data, information and digital content (level 8) 2.6 Managing digital identity (level 8)		<ul style="list-style-type: none"> <li><b>Digital Marketing</b> (level e-3 "Exploits specialist knowledge to utilise analytical tools and assess the effectiveness of websites in terms of technical performance and download speed. Evaluates the used engagement by the application of a wide range of analytical reports. Knows the legal implications of the approaches adopted.")</li> </ul>
<b>Learning outcomes</b>	In completion of this module the learner will be able to have a complete overview on how to create successful Google ad campaigns as a Search Engine Marketing tool.	

7

#### Module 5 : Digital Marketing Analytics

<b>Description</b>	This course elaborates on analytics such as Google Analytics and other tools that a digital marketer needs to comprehend in order to monitor, manage, enhance and analyse data for successful content on the web.	
<b>Competence</b>	<b>Skills</b>	<b>Knowledge</b>
	<ul style="list-style-type: none"> <li>Is able to create an account on Google Analytics and configure its settings to achieve the best possible outcomes</li> <li>Is able to work with and analyse the data gathered from Google Analytics</li> <li>Is able to draw conclusions based on the reports created in Google Analytics</li> </ul>	<ul style="list-style-type: none"> <li>Understands practical approached to Google Analytics</li> <li>Knows how to view, understand and analyse the data</li> <li>Knows how to create reports on Google Analytics.</li> </ul>
<b>Competency mapping to</b>		
<b>DigComp 2.2 The Digital Competence Framework for Citizens</b>		<b>European e-Competence Framework 3.0</b>
1.1 Browsing, searching and filtering data, information and digital content (level 8) 1.2 Evaluating data, information and digital content (level 8) 1.3 Managing data, information and digital content (level 8)		<ul style="list-style-type: none"> <li><b>Digital Marketing</b> (level e-3 "Exploits specialist knowledge to utilise analytical tools and assess the effectiveness of websites in terms of technical performance and download speed. Evaluates the used engagement by the application of a wide range of analytical reports. Knows the legal implications of the approaches adopted.")</li> <li><b>A.3. Business Plan Development</b> (level e-3 "Exploits specialist knowledge to provide analysis of market environment". )</li> </ul>

8

**Module: Digital Marketing Strategy**

<b>Description</b>	This course constitutes of major digital marketing strategy tactics, from design to evaluation, which communication channels to be used and when, which characteristics create a successful digital marketing strategy and as well at the 3 pillar concepts of segmentation, target and positioning.	
<b>Competence</b>	<b>Skills</b>	<b>Knowledge</b>
	<ul style="list-style-type: none"> <li>Is able to define strategic goals for digital marketing campaign</li> <li>Is able to establish measurement methods</li> <li>Is able to conduct marketing research</li> <li>Is able to choose appropriate marketing channels in line with defined strategy goals</li> <li>Is able to analyse strategy's KPI</li> <li>Is able to communicate the strategy to the clients and within the organisation</li> </ul>	<ul style="list-style-type: none"> <li>Knows the digital marketing strategy tactics, process and phases, from designing the strategy to its evaluation</li> <li>Knows digital marketing communication channels and their main characteristics</li> <li>Knows three main pillars of marketing strategy such as segmentation, targeting and positioning, and understand the characteristics and roles of each of the pillars</li> </ul>
<b>Competency mapping to</b>		
<b>DigComp 2.2</b>		<b>European e-Competence Framework 3.0</b>
<b>The Digital Competence Framework for Citizens</b>		
1.1 Browsing, searching and filtering data, information and digital content L-8	<ul style="list-style-type: none"> <li><b>D.12. Digital Marketing</b> (level e-4 "Develops clear meaningful objectives for the Digital Marketing Plan. Selects appropriate tools and sets budget</li> </ul>	

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<p>1.2 Evaluating data, information and digital content (level 8)          1.3 Managing data, information and digital content (level 8)          2.1 Interacting through digital technologies (level 8)          2.2 Sharing through digital technologies (level 8)          2.4 Collaborating through digital technologies (level 8)</p>	<p>targets for the channels adopted. Monitors, analyses, and enhances the digital marketing activities in an ongoing manner".)</p> <ul style="list-style-type: none"> <li><b>D.11. Needs Identification</b> (level e-4 "Exploits wide ranging specialist knowledge of the customers business to offer possible solutions to business needs. Provides expert guidance to the customer by proposing solutions and supplier.")</li> <li><b>A.3. Business Plan Development</b> (level e-3 "Exploits specialist knowledge to provide analysis of market environment".)</li> <li><b>B.5. Documentation Production</b> (level e-3 "Adapts the level of detail according to the objective of the documentation and the targeted population.")</li> <li><b>D.6. Channel Management</b> (level e-3 "Acts creatively to influence the establishment of a VAR network. Manages the identification and assessment of potential VAR members and sets up support procedures. VARs managed to maximise business performance.")</li> </ul>
<b>Learning outcomes</b>	The learner will understand the characteristics of a successful digital marketing strategy along with the principles to apply on communication channels, evaluate and monitor this strategy for improvement.

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## ***Validation and recognition across Europe***

### **Validating non-formal and informal learning in Europe**

Most European countries have now established arrangements to validate non-formal and informal learning. These arrangements make it possible for learners to have their prior knowledge identified, assessed and, if meeting agreed requirements and standards, recognised as a partial or complete qualification. This is important for citizens as duplicate work is avoided, and diverse and rich learning experiences are considered.

Flexible learning pathways are essential preconditions for facilitating lifelong learning. Credit transfer and accumulation arrangements form part of this approach. However, the EQF and its learning outcomes support credit transfer and accumulation and can't, together with validation of non-formal and informal learning, directly facilitate lifelong learning.

### **Validation of the training according to the European Qualifications Framework (EQF)**

The Council Recommendation of 20 December 2012<sup>1</sup> ([1https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32012H1222%2801%29](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32012H1222%2801%29)) on the validation of non-formal and informal learning encourages Member States to put in place national arrangements for validation by 2018. These arrangements should increase the visibility and value of knowledge and skills acquired outside formal education and training: at work, home or through voluntary activities. The European Commission and the European Centre for the Development of Vocational Training (Cedefop) are helping the Member States in this process. Validation has become a more central feature in actions targeting employability, likely improving access for disadvantaged groups, especially low-skilled employees and NEET.

Cedefop = European Center for the Development of Vocational Training

## **Alignment of our curriculum learning outcomes to the EQF.**

**The task for participating countries:** Check how non-formal training can be related to the EQF as part of the country's EU commission strategy.

**Figure 3**

*Overview of countries situation regarding NQF and EQF*

<https://www.cedefop.europa.eu/en/tools/nqfs-online-tool/overview>





COUNTRY	REFERENCE YEAR	SCOPE OF THE FRAMEWORK	NUMBER OF LEVELS	LEVEL DESCRIPTORS	LEGAL BASIS/STAGE OF DEVELOPMENT	NQF LINKED TO EQF	NQF/EQF WEBSITE	QUALIFICATIONS REGISTER/DATABASE
 Bulgaria	2020	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight plus a preparatory level	knowledge, skills, competences (personal and professional)	Decision No 96 of the CoM on the NQF (2012) <a href="#">Activating stage</a>	2013		
 Croatia	2020	Designed as a comprehensive NQF including all levels and types of qualification from formal education and training. It is a qualification and credit framework.	Eight, with sublevels at levels 4, 7 and 8	knowledge, skills, autonomy and responsibility	CROQF Act (2013, amendments in 2016 and 2018) (in Croatian) <a href="#">Activating stage</a>	2012	<a href="#">Website</a>	<a href="#">Qualifications register</a>
 Cyprus	2020	Comprehensive NQF including all levels and types of qualification from formal education and training and from the system of vocational qualifications.	Eight, with sublevels at levels 5 and 7	knowledge, skills, competence	Decision of the CoM, No 67445 on establishing the CyQF (2008) <a href="#">Activating stage</a>	2017	<a href="#">Website</a>	
 Latvia	2020	Comprehensive NQF including all levels and types of qualification from formal education and training.	Eight	knowledge, skills, competences	Regulation No 990 of the CoM on the education classification of Latvia (2010) (in Latvian) (in English) Replaced by the Regulation No 322 of the CoM on the education classification of Latvia (2017) (in Latvian) <a href="#">Operational stage</a>	2011	<a href="#">Website</a>	<a href="#">Latvian qualifications database</a>

Figure 4

Example of level comparison between Latvia and Bulgaria National Qualification Framework (NQF) and the European Qualifications Framework (EQF).

<https://www.cedefop.europa.eu/en/tools/nqfs-online-tool/qualifications-comparison>

Latvia (2020)	EQF	Bulgaria (2020)
<b>NQF 8</b> <ul style="list-style-type: none"> <li>Doctor diploma (<i>doktora diploms</i>)</li> <li>Professional Doctor diploma in arts (<i>profesionālā doktora diploms mākslās</i>)</li> </ul>	EQF 8	<b>NQF 8</b> <ul style="list-style-type: none"> <li>Doctor degree (<i>Доктор</i>)</li> </ul>
<b>NQF 7</b> <ul style="list-style-type: none"> <li>Master diploma (<i>maģistra diploms</i>)</li> <li>Professional Master diploma (<i>profesionālā maģistra diploms</i>)</li> <li>Diploma of professional higher education and Diploma of higher professional qualification (<i>profesionālās augstākās izglītības diploms and augstākās profesionālās kvalifikācijas diploms</i>)</li> </ul>	EQF 7	<b>NQF 7</b> <ul style="list-style-type: none"> <li>Master degree (<i>Магистър</i>)</li> </ul>
<b>NQF 6</b> <ul style="list-style-type: none"> <li>Bachelor diploma (<i>bakalaura diploms</i>)</li> <li>Professional Bachelor diploma (<i>profesionālā bakalaura diploms</i>)</li> <li>Diploma of professional higher education and Diploma of higher professional qualification (<i>profesionālās augstākās izglītības diploms and augstākās profesionālās kvalifikācijas diploms</i>)</li> </ul>	EQF 6	<b>NQF 6</b> <ul style="list-style-type: none"> <li>Bachelor degree (<i>Бакалавър</i>)</li> <li>Professional bachelor degree (<i>Професионален Бакалавър</i>)</li> </ul>
<b>NQF 5</b> <ul style="list-style-type: none"> <li>Diploma of first level professional higher education (<i>pirmā līmeņa profesionālās augstākās izglītības diploms</i>)</li> </ul>	EQF 5	<b>NQF 5</b> <ul style="list-style-type: none"> <li>Vocational qualification – national VET level 4 (<i>IV Степен На Професионална Квалификация</i>)</li> </ul>
<b>NQF 4</b> <ul style="list-style-type: none"> <li>Certificate of general secondary education (<i>atestāts par vispārējo vidējo izglītību</i>)</li> <li>Diploma of vocational secondary education (<i>diploms par profesionālo vidējo izglītību</i>)</li> <li>Certificate of professional qualification (at secondary education level) (<i>profesionālās kvalifikācijas apliecība (vidējās izglītības pakāpē)</i>)</li> </ul>	EQF 4	<b>NQF 4</b> <ul style="list-style-type: none"> <li>Upper secondary general education school leaving certificate (<i>Средно Образование Общо Образование</i>)</li> <li>Vocational qualification – national VET level 3 (<i>III Степен На Професионална Квалификация</i>)</li> </ul>
<b>NQF 3</b> <ul style="list-style-type: none"> <li>Certificate of vocational education (<i>atestāts par arodizglītību</i>)</li> <li>Certificate of professional qualification (at vocational education level) (<i>profesionālās kvalifikācijas apliecība (arodizglītības pakāpē)</i>)</li> </ul>	EQF 3	<b>NQF 3</b> <ul style="list-style-type: none"> <li>Vocational qualification – national VET level 2 (<i>II Степен На Професионална Квалификация</i>)</li> </ul>
<b>NQF 2</b> <ul style="list-style-type: none"> <li>Certificate of general basic education (9 years) (<i>apliecība par vispārējo pamatzglītību</i>)</li> <li>Certificate of vocational basic education (<i>apliecība par profesionālo pamatzglītību</i>)</li> <li>Certificate of professional qualification (at basic education level) (<i>profesionālās kvalifikācijas apliecība (pamatzglītības pakāpē)</i>)</li> </ul>	EQF 2	<b>NQF 2</b> <ul style="list-style-type: none"> <li>Lower secondary (basic education) certificate (grades 5-7) (<i>Основно Образование</i>)</li> <li>Vocational qualification – national VET level 1 (<i>I Степен На Професионална Квалификация</i>)</li> </ul>
<b>NQF 1</b> <ul style="list-style-type: none"> <li>Certificate of general basic education (special education programmes for learners with (severe) mental development disorders or multiple severe developmental disorders) (<i>apliecība par vispārējo pamatzglītību</i>)</li> </ul>	EQF 1	<b>NQF 1</b> <ul style="list-style-type: none"> <li>Primary education certificate (grades 1-4) (<i>Начален Етап На Основното Образование</i>)</li> </ul>

## Training Guidelines – Flipped learning explained

### *Presentation of this guide*

It aims to provide the trainers with a description of the flipped learning methods and concrete elements to structure and develop their training. If the content may appear academic and teacher-oriented in the first approach, we encourage the trainers to take a deep look at the matter and use the material provided. The difference between a teacher preparing his classroom courses for students and a trainer developing up-skilling courses for learners is similar. The steps are identical from the early stage of defining the learning outcomes to the final assessment. This guide doesn't aim at imposing a vision on what a trainer must do. Like a teacher, the trainer possesses his teaching methods and pedagogical approaches to build the most relevant and adapted training. Its primary purpose is to give an insight into how up-skilling courses could be designed and provide valuable tools for structured, relevant, and evolutive training regarding flipped training.

After a presentation of the flipped learning, you will find a step-by-step guide to plan and develop your training following a structured methodology.

## The flipped learning method

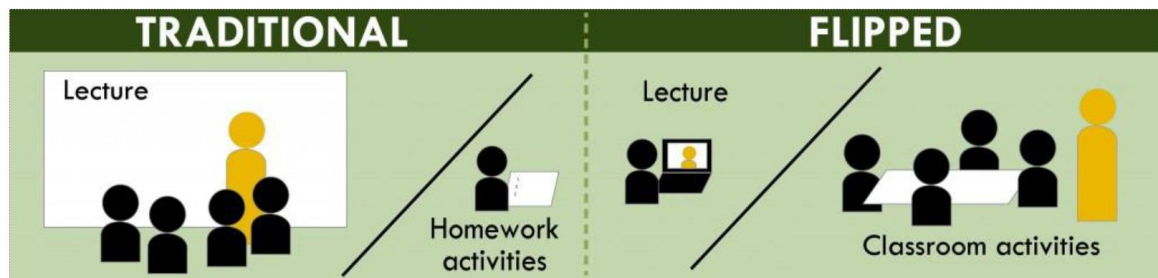
### Introduction

The main idea behind the flipped learning method is that the learners review training topics as homework before the training session. Then, discussions, interactive activities, and individual work that would have been performed at home are all done during the in-class training session under the trainer's supervision, who is there and accessible to answer any problems that may come and provide clear explanations.

Adult education emphasises learning by doing and applying the information in a real-world situation, which is a good fit for flipped learning. Adult education favours the flipped classroom method because it provides more face-to-face time for practical applications and a more personalised learner experience. According to research, courses that adopt the 'flipped' format have considerably greater enrolment and completion rates. (Guilbault and Viau-Guay, 2017; Hew et al., 2021).

**Figure 5**

*Comparison between traditional and flipped learning*



Trainers' and learners' time and distance constraints require appropriate pedagogical strategies and tools. Some learners face difficulties in operating materials and performing exercises. Hybrid learning, or mixed learning, known as Blended Learning, could solve this problem. This method applies traditional learning processes in the form of physical and online learning processes (Graham, 2016). By using this method, the trainers and learners can explore the subjects and perform learning activities that are not limited to the classroom.

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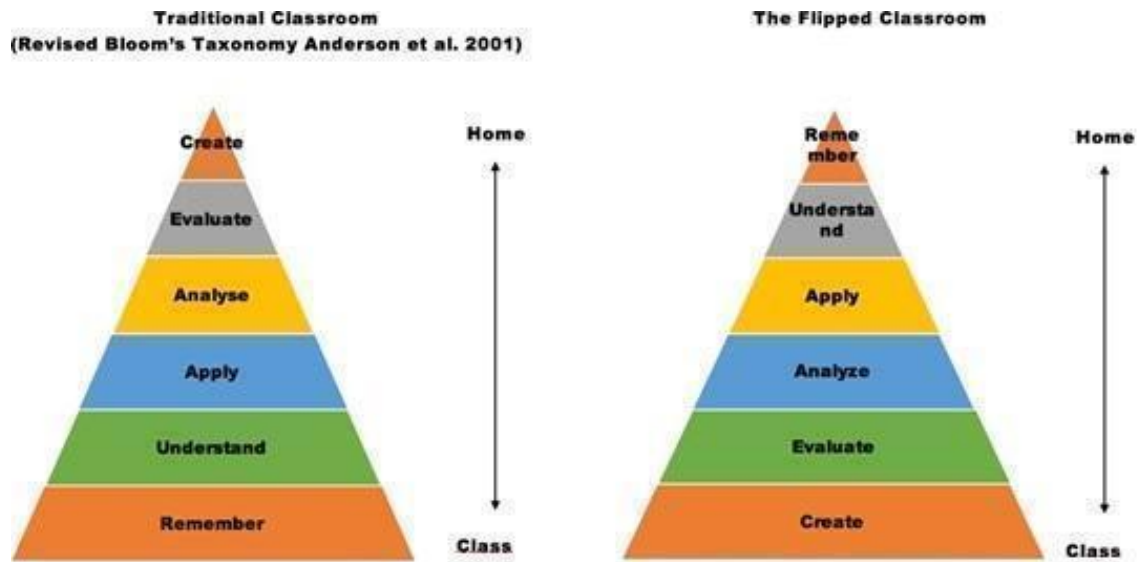
The benefits of blended learning are not limited to solving problems related to the constraints mentioned above. Still, they also facilitate learners' interactivity (Purnawarman, Susilawati, & Sundayana, 2016), as well as learner-teacher interactions (Liu, 2013), reduce or even eliminate communication anxiety and encourage students to become more independent and autonomous (Kaménova, 2017; Liu, 2013). Furthermore, with blended learning, students attend at their own pace and this system offers them more ease in their learning (Kaménova, 2017).

Blended learning consists of four models, Flipped Classroom, Flex, Self-Blended, and Enriched Virtual (Beaver, Hallar, Westmaas, & Englander, 2015). Of the four models, Capone, De Caterina, & Mazza (2017) argue that flipped classrooms are one of the best strategies to implement blended learning. Therefore, this method will be mainly developed in our training.

The flipped classroom was developed in the form we know today by Bergman and Sams in 2007 (Warden, 2016). The beginnings of the flipped classroom date back to the 2000s. According to Bergmann & Sams (2012, p.13), the basic concept of the flipped classroom is "what is traditionally done in the classroom is done at home, and what is done at home is done in the classroom". Learning activities are reversed between the classroom and home. From a pedagogical point of view, where learning is based on cognitive taxonomy called Bloom's taxonomy (Alexander, Kratwohl, Bloom, 2001), the inverted classroom highlights reversed cognitive steps, as shown in the following diagram by Correa (2015).

**Figure 6**

*Reversed Bloom taxonomy in the flipped learning (Correa, 2015)*



The flipped classroom is a pedagogical approach centred on the learner who receives the content before the lesson and whose content he becomes aware of and appropriates before taking part in the class with the teacher.

The so-called flipped classroom learning method is not new. However, it has seen renewed interest due to the pandemic and technological advances allowing for more comprehensive implementation and monitoring.

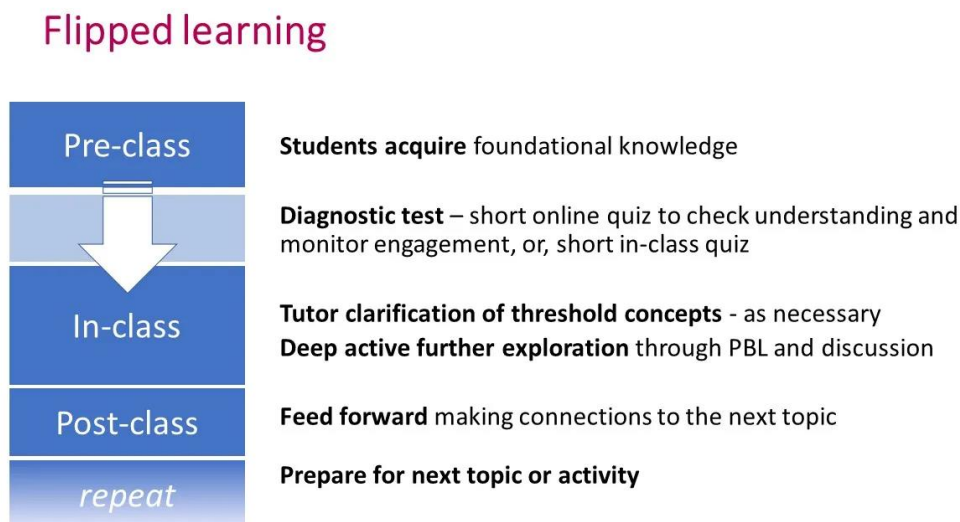
By putting the learner at the centre of learning, the goal is to increase learners' interest and engagement. Also, by reversing the usual Trainer/Trainee relationship, learners' understanding, retention, and autonomy are strengthened because they are active and at the centre of this learning process.

This pedagogy consists of doing the theoretical part of the out-of-training course and reserving training time for practical, high skills, and cognitive activities. This approach allows trainees to approach the studied subject outside the training at their own pace. Then, they participate in the in-class courses to initiate discussions on the topic. The benefits of this method are numerous because, thanks to this active learning time

outside the classroom, the time in the presence of the teacher can be used for clarification, focus on specific points, more active learning, and collaborative sessions with peers.

### Figure 7

*General pattern of a flipped approach (Source: Sheffield Hallam University)*



The use of information and communications technology (ICT) when sharing content and during the working sessions (digital documents, online sessions, Learning Management System (LMS), etc.) leads to an innovative form of the flipped classroom in comparison to what existed before.

### General key features

1. Students take ownership of the material and use their knowledge to lead one another without prompting from the teacher (a constructivist learning space where students become active learners).
2. Interaction and personalised contact time between students and teachers are increasing.
3. The teacher is not the sage on the stage but the guide on the side.

4. Collaborative work is fluid, with students shifting between simultaneous discussions depending on their needs and interests.
5. Student-led tutoring and collaborative learning form spontaneously.
6. Students ask exploratory questions and have the freedom to delve beyond the core curriculum.
7. Content is permanently archived for review or remediation.

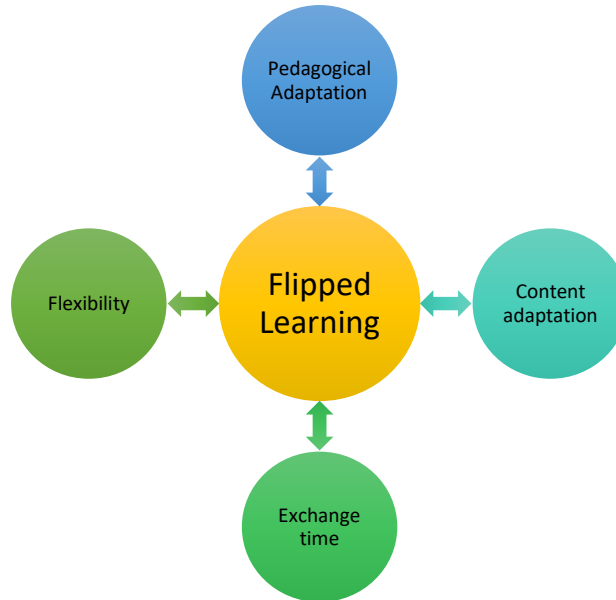
(Correa, 2015)

### ***Key features for the trainers***

- Pedagogical adaptation: Reverse learning causes a profound change in pedagogical "habits" by placing the learner at the centre of teaching and no longer centred around the teacher. The goal is to allow learners access to more active education that meets their expectations.
- Adapted content: Reverse learning requires content that is selected and adapted to this concept. The trainer will therefore have to build his sequence by anticipating the elements that will be seen outside the session and the concepts that will be seen during the session. The content will have to be adapted and its dissemination and its anticipated use. Flipped learning "moving the 'delivery' of material outside of formal class time (through extensive notes, video recorder lectures, and other appropriate means) and using formal class time for the student to undertake collaborative and interactive activities relevant to that material" (Butt, 2014)
- Flexibility: Flipped learning requires flexibility. Learners alternate between individual and collective work. Physical or online exchange times will have to be considered and the environment will have to be adapted to this configuration.
- Exchange time: Flipped learning is not a substitute for time for exchanges and works with the teacher. They are even more critical because they are also the moment when the teacher can assess the understanding of concepts and skills acquisition.

**Figure 8**

*Interrelation of flipped learning key features*



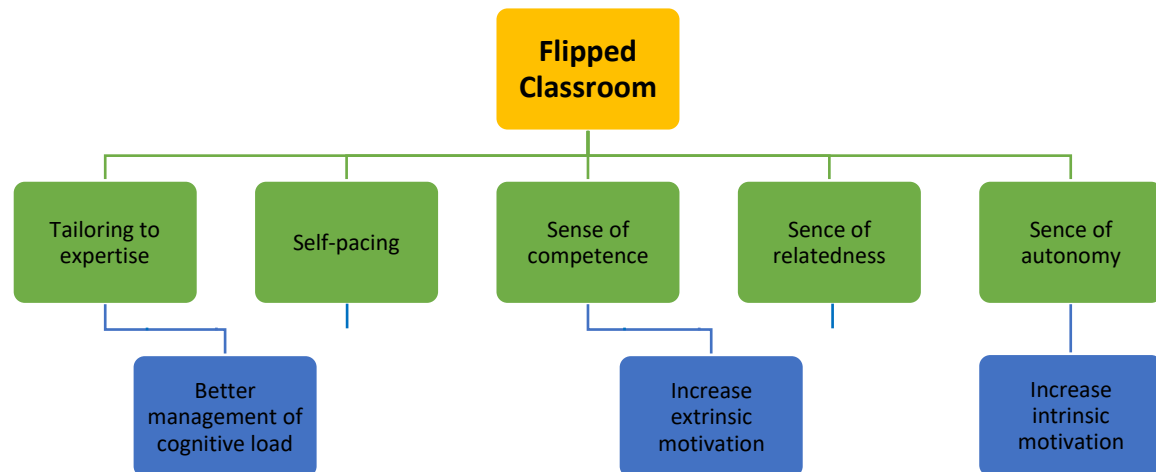
### ***Benefits of the flipped learning***

- a way to amplify personalised interactions and contacts between students and between them and the teacher.
- an environment in which students take responsibility for their own learning under the guidance of the trainer.
- a course in which the teacher is not the master but the attentive accompanist, the guide alongside the learner, thus allowing different forms of differentiation.
- a fertile mix of direct transmission (I teach) with a constructivist or socio-constructivist approach to learning (it is up to the learners to learn).
- a course in which absent trainees due to illness or other activities are not left "behind".
- a course where the contents are accessible all the time for revisions, exams, and remediation.
- a course where students are more engaged in their learning.
- a place where students can receive personalised support.

(Bergmann & Sams, 2012)

**Figure 9**

*Flipped classroom motivation level and cognitive load*



Source: <https://doi.org/10.1080/07294360.2014.934336>

### ***Limits of the flipped learning***

- The technical difficulty and the easy access to the resources for some students.
- The extra time it requires for the trainer to design the learning content, including the production of videos. However, this challenge can be overcome more easily with the online multiplication of educational resources.

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## **Step by Step trainer guide**

Accompany trainers in building the training courses structure

### ***Introduction and first guidance***

The trainer will have to develop a precise training program to guide the trainees through a structured learning process, answer their questions and establish relevant work problems to build high-level skills. Field and desk research results in each country suggest a fundamental need for digital skills. As well as non-digital skills, also called “soft skills.” The employers identified a set of cognitive and non-cognitive skills as essential to perform remote working activities.

The learning outcomes of the Go Remote Competence Framework built upon the research conducted will be the base of the training program. Each module and each lesson will develop the identified skills, knowledge, and attitudes that a person wanting to work remotely should have. By following the guidelines, the trainers will have access to a program to create structured training, which is crucial for implementing successful activities with clear learning objectives. The structure is essential because the learner profiles and expectations will vary significantly between the sessions. So will their progress level, which will have to be assessed and the content adapted. Therefore, a clear structure, precise preparation, and anticipation will be essential. This step-by-step trainer guide aims to provide all the recommendations and tips that might be needed-identifying all the requirements and providing the templates to structure the training.

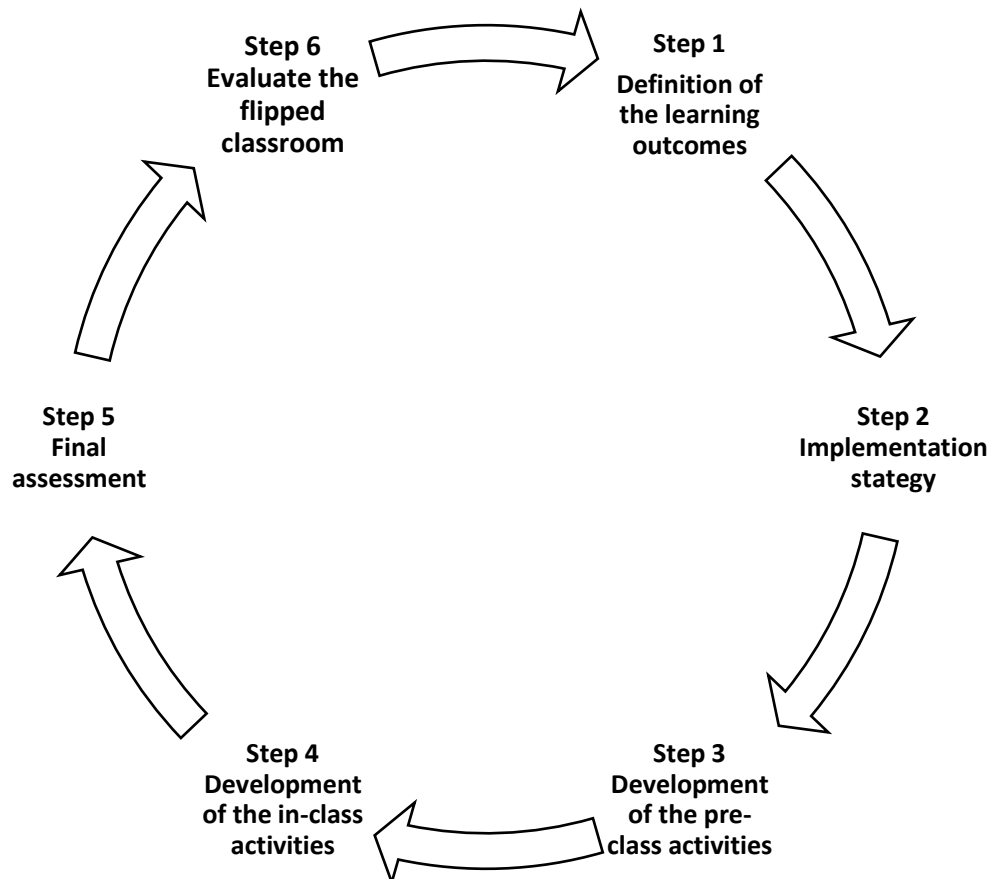
One basic but vital thing is that trainers must describe to the trainees how the Flipped Learning method will be implemented. Learners should know how it will be ruled to ensure a high level of commitment. The communication process, the benefits, and the working strategy should be explained in detail. The trainer needs to describe all the phases and expectations of the learning process. He will provide the rules and what learners should do to reach the objectives. This communication must be performed positively and encouragingly to the learners by showing them how the flipped learning method can provide freedom in the learning process in terms of time and results. The fact that they can access the resources at any time and continuous guidance from the trainer, online and physically, before, during, and after the training is a great added value.

## How to conduct flipped learning

The process of the flipped learning can be structured through 6 key steps.

**Figure 10**

*6 steps process for flipped learning development*



### ***Step 1: Definition of the learning outcomes***

This phase is essential because it is during that moment that the trainer will define all the objectives and answer critical questions that will strongly impact the quality and relevance of the training. This step corresponds to building the foundation of precise and structured content. It is not only related to the content but also considers the organisation around it.

To select the right competences (skills, knowledge, and attitudes) to develop during the training, the results of the job surveys provide a good insight on employer's expectations. It is recommended to also complete these results with close investigation with local companies to define more specific competence needs.

You will take a deep look into:

- The skills that the companies are expecting for the work position. Soft skills and hard skills.
- Potential new professional needs
- Difficulties experienced by Human Resources (HR) or management staff in finding worker profiles

After this investigation phase, you will cross-check the results with the developed Go Remote Competence Framework to select the competences aligned with the current requirements of the job market. At this point, focusing on the domain and competence titles is only needed. The proficiency level of the competences will be defined after phase 2: Pre-assessment of the learner's skills.

The trainer will have to consider those elements for each course in the first approach: The following table should be used in the first step of training course development.

**Table 5**

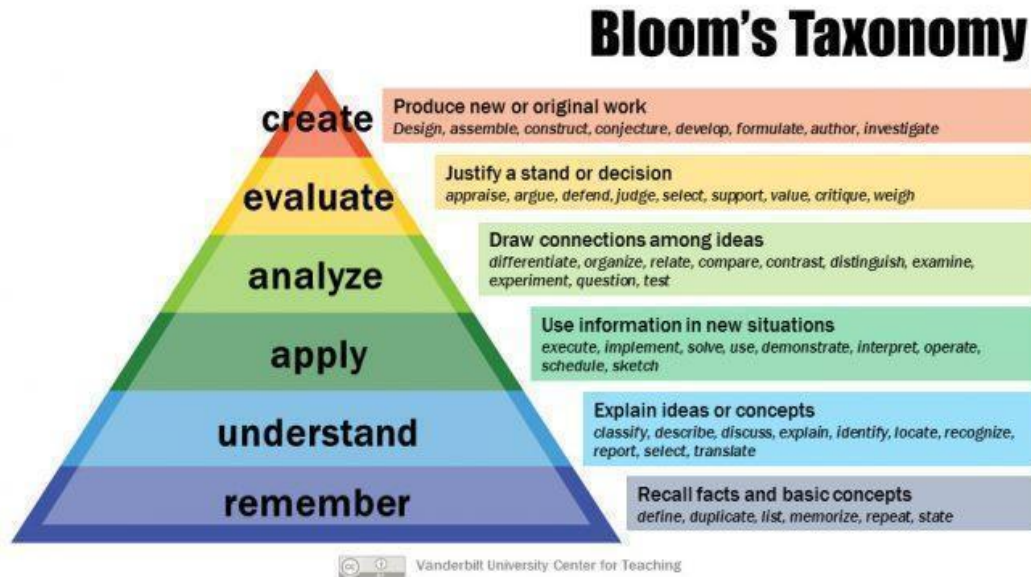
*Learning outcomes and content definition*

Question	Descriptor	Answer
<b>What is the topic of the lesson?</b>	Defining the subject and starting to develop an idea about the content	
<b>What do the learners will learn?</b>	The first approach of the learning objectives and learning outcomes	
<b>What do the learners will know and be able do at the end of the lesson?</b>	Defining the knowledge and skills. Cross-checking with the competence framework learning outcomes.	
<b>What are the most important concepts/ideas/skills that learners should be able to understand and apply?</b>	Selecting relevant content and concepts to develop the learning outcomes	
<b>Why are they important?</b>	Defining the relevancy of the training in terms of target group's needs.	

Use Bloom's taxonomy of active verbs to answer the questions and describe the cognitive process of the learners. Remember, understand, apply, analyse, evaluate, and create. According to the learner learning process, the verbs express the level of thinking skills from below the pyramid (lower level) to the top (high level).

**Figure 11**

*Bloom's Taxonomy active verbs pyramid*



To start your implementation strategy and develop the learning material and the different assessments, you can complete the following sentence “By the end of the module, I want the learners to be able to ...” Use the concrete verbs from Bloom’s taxonomy above. Be specific and accurate. If the trainer says, “I want the learner to become a digital marketing officer,” it doesn’t provide a clear view of the content of the training in terms of skills and knowledge. Neither defines a digital marketing officer and what they must accomplish to perform professional work. Those concrete sentences should also be shared with the learners to make them understand the objectives.

## **Step 2: Implementation Strategy**

In this step, you will define how you will organise all the learner's activities according to the learning outcomes described in the previous step. The learning outcomes are the concrete objectives to reach for you and your trainees. So, what will be the topic and the type of activities used inside and outside the class? What is the suitable length, the pre-requisites, and how many sessions will be needed? All those questions must be answered in this step and the next.

There are different ways to perform the activities, but here are the four main types that can be used in remote training.

- Individual activities are done by the participants on their own, outside the class (Remote work)
- Group activities are done online through a Learning Management System (LMS) or any communication tool (videoconference, emails etc.) (Remote work)
- Individual activities are done in the training facilities (In-class work)
- Group activities are done in the training facilities (In-class work)

We recommend using the group activities in and outside the class to enable collaborative work and peer-reviewing.

In terms of the implementation strategy, we resume here some key points:

- Introduce the task to maximise learner participation/readiness for the activities they will be doing online and in class. The trainer explains expectations about what the learners will do and how to prepare for the in-class training.
- Create a self-assessment test before the course to assess the learner's prior knowledge. You can find instructions on how to implement it in the following parts.
- Carefully consider the choice of media for the online activities and materials. Trainers can create their materials, such as narrated PowerPoints, screencasts, and podcasts, or reuse online content such as websites, readings, and videos. Video content should be concise, no more than 10-15 minutes segments -- and it can be helpful to learners if there are guiding questions or prompts to help them recognize the key objectives of the preparatory work. If instructors include an

online means for learners to submit questions about complex concepts or other questions, they can use some class time to discuss these issues.

- Adjust the units' training lengths according to some parameters (for example, learners' availability and the content's difficulty). Still, we recommend it should not exceed two weeks per unit.
- Estimate the length of the learning resources (document, videos) according to learners' profiles. If the content is too long to read or watch, there is a possibility that the learners will not use it. Therefore, we suggest using various materials to enhance the learning experience instead of one type.
- Make sure all the learners use the learning material before the in-class session. You can check this by organising quizzes. Those quizzes will also allow you to assess their understanding of the topic.

During the preparation phase, this table can be used to ensure a relevant training process.

**Table 6**

*Implementation phase question/answer table*

Question	Descriptor	Answer
<b>How to explain/illustrate the topic?</b>	Explaining the core subject to the trainees.	
<b>How can the topic be explained/illustrated in a different way?</b>	Different explanations to make sure that ALL the learners understand the topic. Some learners may require additional examples, explanations	
<b>How can learners be engaged in the topic?</b>	Defining strategies and relevant content to get involvement of all the learners. Using field and desk research and all target	

	groups expectations to select up to date content.	
<b>What will the trainees need to do to understand the topic</b>	Precisely describing the learner activities during the sessions	

**Pre-assessment of the learner's skills to create relevant learning content adapted to the trainees' level.**

Based on the skills and knowledge defined in step 1, this self-assessment, which can be anonymous to get more sincere results, will be helpful for the trainer in designing the courses. The results will give you an insight into how to tailor your classes according to their knowledge. Therefore, it needs to be designed to provide relevant results. Use close questions and rating scales as it is easy to analyse the results statistically. You can use open questions if you need qualitative answers like suggestions, requests, or others. The questions must be clear to give you concrete and valuable results.

This is your primary lead in designing the questions. The final purpose here is to get a clear image of your learner profile to know the direction you will follow to create or fine-tune your learning material. The questions should scan all the topics related to the profession: digital skills, soft skills, and hard skills. The self-assessment tool will be based on the learning outcomes you defined during phase 1.

You will have the possibility to re-use this questionnaire at the end of the training to assess your progress. It also allows the learners to see their progress before and after the training.

Lessons planning for regular class learning or hybrid learning require precise preparation and clear lesson planning. Flipped learning also requires much more preparation than traditional class learning because of the time and effort needed to produce the learning material.

All the activities need to be planned. Teacher activities, as well as learner activities, guarantee smooth training and a good proceeding at all steps. The trainer planning is structured around those three questions:

- 
- What are trainees supposed to learn?
  - How will the training be done efficiently to reach the objectives?
  - How will the results be assessed?

The planification can be structured through 3 main phases:

- **Before the course**
  - o Course learning objectives definition, selection of the competences
  - o Preparing the content and assessment
  - o Elaborating the plan
- **During the course**
  - o Providing the learning documents and the resources
  - o Guide the trainees and give explanations
  - o Assess if needed
- **After the course**
  - o Give feedback to learners about how the course went in progress and acquired competences
  - o Correct the final assessment and provide improvement advice
  - o Debrief the course. Analyse and define course content improvements for the subsequent sessions (timing, content type, explanations, etc.)

### **Development of the training courses by the trainers based on the results of the previous phases.**

With the learning outcomes defined, you will need to select a course subject to work on the competencies. The choice must be precise because it will impact the quality of your training and the learners' motivation. The subject has to be relevant, up to date, and aligned with the expectations of both companies and learners. Project-based activities are highly recommended to structure your training. From a realistic project situation, you'll develop the learning content with a practical case that will enable the skills development of the learners. The learning process will be progressive and reach, in the end, the validation of the learning outcomes. All the steps to achieve the objective must

be carefully planned, and a timeline with all the steps and time must be clearly displayed.

Recap of the designing steps:

- Identify the goals (What will learners learn during the training, what skills and knowledge will they develop?)
- What is the most relevant content to reach the identified goals?
- What is the learning solution to use (online or physical)?
- How much time is needed for all the activities (pre-class, in-class, and all the assessments)

## STRUCTURE OF THE COURSE

**Table 7**

*Course structure*

Title	Number of hours
<b>Total course hours</b>	
<b>Number of hours for theoretical content (online activity)</b>	
<b>Number of hours for practical content (in-class activity)</b>	
<b>(Possibly: Number of hours for interaction with companies)</b>	
<b>Number of hours for final assessment</b>	

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## TEMPLATE TO DESIGN AND STRUCTURE THE COURSES

MODULE TITLE	
Title of the course	
Course description	
LEARNING OUTCOMES	
Skills	
Knowledges	
METHODOLOGY	
Related topics	
Training methodology	
Learning materials	
Duration	

**Table 8**  
**Example of a course structure**

<b>MANAGEMENT SKILLS</b>	
<b>Title of the course</b>	Defining goals
<b>Course description</b>	Creating an action plan which identifies the priorities and milestones to reach the goals.
<b>LEARNING OUTCOMES</b>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● To be able to build an action plan framework</li> <li>● To be able to identify the priorities</li> <li>● To be able to understand the prerequisite to reach the goals</li> <li>● To be able to interpret a goal template</li> <li>● To be aware of the requirements (human, time, environment) to achieve the goals</li> </ul>
<b>Knowledges</b>	<ul style="list-style-type: none"> <li>● Planification methods</li> <li>● Role of an action plan</li> <li>● Planning tools</li> </ul>
<b>METHODOLOGY</b>	
<b>Related topics</b>	<ul style="list-style-type: none"> <li>● Goals setting in IT project</li> <li>● Use of planification tool in companies</li> </ul>
<b>Training methodology</b>	<ul style="list-style-type: none"> <li>● Flipped learning (practical workshops with group activities)</li> <li>● Project based learning from real project</li> </ul>
<b>Learning materials</b>	<ul style="list-style-type: none"> <li>● PPT presentations</li> <li>● Videos</li> <li>● Quiz</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>● 5 hours (4 hours in-class + 1-hour final test assessment)</li> </ul>

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### ***Step 3: Development of the pre-class learning activities***

The flipped learning method gives the ability to save a lot of training time by sharing the learning material before the physical training. Learners will learn at their own pace, anytime and anywhere. During this outside of the class learning process, the trainer is alongside them and reachable through different communication tools. It is up to the trainer to define the most efficient tool (emails, instant messaging, social networks, etc.).

Pre-class activities allow students to engage with lectures or other materials to prepare for active learning in class. These activities may include readings, videos, or check-for-understanding assessments.

During this process:

- Learners gain knowledge of the topic before engaging in class discussion.
- Learners are prepared in advance to ask questions and think at a higher-level during class.
- Trainers can assess learner understanding and misconceptions before the in-class activity
- Trainers have more time in class to focus on higher skills material.

This first step of pre-class learning is built around learning resources that need to be relevant but accessible. Problem-solving and complex activities must be performed during the in-class activities with the trainer. The shared learning material should be relevant and motivating. Attention should be given to the number and the length of the resources.

Accessibility to the learning content is essential. It is important not to be too ambitious when designing the learning content.

### **Preparing the pre-class content**

After filling out the previous table, the trainer can better understand the topic, content, objectives, and learning outcomes.

Some key elements need to be considered when applying flipped learning regarding the trainees' learning conditions from a content and infrastructure perspective.

First, it is already acknowledged that the learning material should be practical and relevant for the studied topic. But this is only the first part of the learning process. How the student will access this remote learning material and if they will know how to use it efficiently need to be considered when preparing the content and resources. Access to the learning content before the physical training with the trainer is essential. The trainer should carefully plan how the communication will be made and how the instructions are given.

In which form should the learning content be shared with the learners? What would be the most effective between a video, a document to read, or other types of content?

The pre-class work is the core basis of the in-class activity. So, the trainer needs to carefully:

- Identify the incentives to engage learners
- Plan activities that are engaging and prepare the trainees for the in-class activity
- Choose the most appropriate form of shared content and learning platform
- Provide all the instructions and explanations for autonomous learning for pre-class
- Define the communication methods for feedback and questions

In flipped learning, learners will need clear instructions for accessing and using the resources and working with autonomy during the pre-class time. In addition, providing opportunities for learners to ask questions about the learning activity through online discussion boards can help create a supportive learning environment.

According to the learning objectives, the online learning material could be:

### **Online readings**

Learners may need to read an article, a website, a technical document, etc., to engage the topic and prepare for the in-class activities. To help students identify the most important concepts or information and to motivate them to engage deeply with the reading, try to include at least one of the following:

- guiding questions
- reflective questions
- annotations

- highlights of the key points or parts of the text or a diagram.

## **Videos**

By combining images, sounds, and speech, this type of content combines the forces of different kinds of content. The video could be an open education resource, a documentary, a tutorial video, or a video created by the trainer and tailored for the activity. There is no need for sophisticated equipment to produce high-quality videos. With a smartphone and/or a computer, it is possible to capture actions on a screen, animate a presentation, insert audio, edit, and distribute a video.

It is also possible to make interactive videos by inserting questions or other activities for the student to engage.

## **Presentations (slides)**

This type of content presents and highlights the essential concepts using short sentences, images, and keywords. They are generally designed using slides; one software used to create this content, among others, could be Microsoft PowerPoint. This type of document is often used to accompany a lesson. Therefore, it may not be an accessible resource if shared alone without any other content (a video, for example) to provide a clear context and better understanding.

## **Screencasts**

It refers to recordings that capture audio narration along with computer screen images. They are typically used to introduce new complex concepts, review foundational concepts, or show visually complex activities (such as lab demonstrations or technical processes). To maintain the learner's attention, like videos, screencasts' length should not exceed 15 minutes. In addition, guided questions, reflective questions, or short quizzes during viewing can help students engage more effectively with these materials.

## **Resources**

Content development is the most time and energy-consuming phase. You need to develop tailored content for your courses, but it doesn't mean you have to create from zero. You can find much free shared content that can be adapted and enhanced

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according to your objectives. Those resources are called OER, for Open Educational Resource. Open as free for using, modifying, or sharing.

## Links

### Video creation

<https://screencast-o-matic.com/>

<https://www.canva.com/video-editor/>

<https://www.visme.co/video-maker/>

Host your own videos on [www.youtube.com](http://www.youtube.com)

### Open Educational Resources

<https://www.oercommons.org/>

<https://www.khanacademy.org/>

<https://www.ted.com/>

<https://thecrashcourse.com/>

### Collaborative tools

[Google Drive](#)

[Dropbox](#)

[Microsoft Teams](#) etc...

### Survey

<https://www.polleverywhere.com/>

[Google Forms](#)

## Guidelines for material preparation

### Interactivity

The key to implementing flipped learning is that the learning material should be interactive to provide a good and efficient learning experience.

To support learner and his motivation during its individual time of work, the learning content must provide a certain level of interactivity. For example, if the learning material consists in reading a dozen pages of text document without pictures or interactive content, the chances that he will not read it or be discouraged by the learning process are high.

Diversity of content type plays an essential role in catching learners' attention. But the choice of the content type must be guided by the pedagogical objectives.

**Language:** All materials need to be prepared in the required language. For international training: English. International training can be translated into a national language according to the profile of trainees. For the local training, the language will be the national language)

Videos made in a different language can be subtitled. It can be done automatically with the help of machine-translated tools. For instance, Youtube automatic translation: <https://support.google.com/youtube/answer/6373554>

**Visual:** To provide consistency in our learning material, content should follow the Go Remote project graphic charter.

**Difficulty:** The learning materials' complexity and relevancy should be in accordance with the trainees' profile and the course's objectives.

**Accessibility:** Access to remote content is the key to the training program's success. Clear instructions with all the links to access the external resources, a reliable and easy-to-use sharing space (we recommend using a Learning Management System, LMS, to gather all the requirements in one tool (communication, sharing resources, training, assessment, etc.)

Examples of tools: Microsoft Teams, Google Classroom, Blackboard, Edmodo, etc.)

**Sources:** All the sources and authors must be quoted according to the standards.

### **Asses if the learners completed the pre-class work**

To make sure that trainees have learned what were supposed to and check if they understood the concepts to be ready for in-class activities, assessment activities need to be designed.

The results will benefit both learners and trainers. For learners, it prepares them for higher-level activities. For trainers, it gives a good insight into the learners' understanding to provide feedback and even re-explain concepts before starting the in-

class exercise. Analysing the assessment results is vital for the trainer to tailor the in-class activity according to the defined learning plan.

## **Assessment types**

### **Quizzes**

Simple online quizzes or self-assessments are the easiest way to measure the learners' use of the material and their understanding of the concepts. Analysis can also be quick with online surveys.

### **Online discussions**

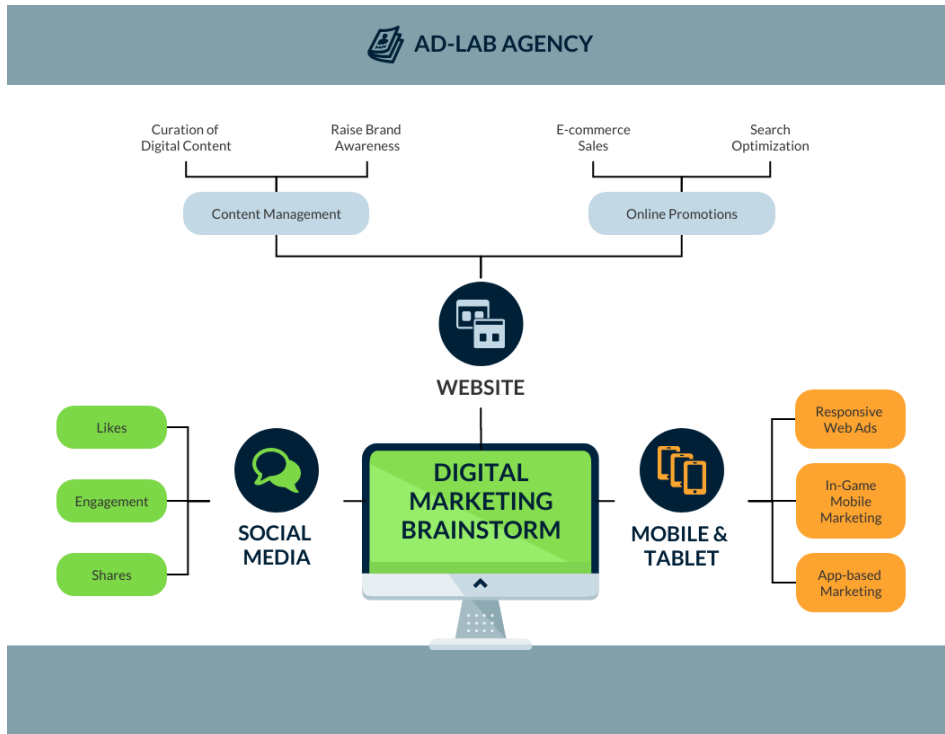
You can evaluate whether the learners have completed the pre-class work through video conferences or group discussion boards. The trainer's "presence" is the occasion to facilitate the discussion concerning what they learned and introduce in-class concepts.

### **Concept maps**

Concept maps visually represent connections between concepts that students have learned. These concepts are connected by directional, labelled links to show their relationships. Concept maps are excellent tools that provide instructors with a formative assessment of students' learning and misunderstandings after the online learning activities.

**Figure 12**

*Digital marketing concept map*



**Figure 13**

*Digital marketing concept map*



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For example, the instructor can post an incomplete concept map where students are asked to fill in the blanks to build a complete map that is then submitted to an online shared space, where they get feedback on their individual work either online before class or at the beginning of the course.

### **Peer review**

By reviewing their peers' work, students consolidate, reinforce and deepen their own and their peers' understanding of the material they learned. The peer-assessment model can be considered a strategy to enable learners to analyse their and their peers' performances and cope with critical comments. This activity can be done using an online discussion board in which students all have access to each other's submissions. The instructor will be able to evaluate the students' critics and their understanding of their peers' work.

### **Reading summary or Critical reading**

Learners can write a paragraph or a summary after an online reading. They can practise their ability to effectively summarise a longer text which is often an expected skill by employers. It also allows the trainer to gauge students' learning and focus on their misunderstandings during class. After a pre-class assigned reading (research paper, article, review), learners are asked to analyse the information or criticise and evaluate the ideas. An online conference, a discussion board, or even a simple shared text file can be used to gather their writings and give feedback. This can be prepared for discussion with peers in class.

### ***Step 4: Development of the in-class activities***

As an introductory point, please remember that you can adjust the content or the timeline during the delivery phase to adjust the courses according to the situation, some learners' input, or your critical analysis. This is a crucial step for improvement. Trainers should be ready to adjust the training to suit learners' needs and have a self-reflection about their practices. This attitude is essential to provide relevant and motivating activity.

Resource to help you build the training and giving you pedagogical tips: <https://flippedlearning.org/>

Develop the in-class training according to the outcomes of the pre-class activities. They are intimately connected, and the pre-class training should enable their ability to perform more complex activities. Under the guidance of the trainer, learners perform the exercises.

Please remember that you can adjust the content or the timeline during the delivery phase to adjust the courses according to the situation, some learners' input, or your critical analysis. This is a key step for improvement. Students will have varying levels of understanding and comprehension after completing the out-of-class work. After assessing their knowledge, you may approach the in-class activities in one of two ways: individual or group-based activities.

#### **Individual activities**

This activity is relevant if learners have trouble understanding the content or material introduced to them in the remote work phase. It can also prepare demanding group activities or help learners who need more individual reflective time to learn.

There are many types of individual activities that you can develop according to the topic. For example, we can mention poll activities related to a resource document, concept maps, or particular problem solving in which learners tackle the problem during class. It increases practice time to solve the problem and provides immediate feedback to the trainer about misconceptions.

#### **Group activities**

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Group activities are more likely used during the in-class time of the flipped classroom. Each student will bring their understanding of the content to the lesson, and together, in small groups, they will be able to draw on each other's knowledge and experience of the material to forge new understandings and better recall the content under the guidance of the trainer.

The group activities can take multiple forms with different group sizes. For example, case studies, project-based learning, role play, general debate/ critical debate, or group investigation are the usual type of group activities used for in-class activities.

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## **Step 5: Final assessment**

Determining if the trainees learned something is vital in the learning process. When defining the learning outcomes, the trainer needs to define measurable criteria to assess the learning progress and the effectiveness of the training. First, assess the learners to evaluate the level of knowledge and skills acquisition.

There are numerous possible means to assess the learners (self-assessment, peer assessment, specific activity with items to validate or even with grades, etc.), and there is no ready-to-use assessment template.

Assessment will align with the learning objectives and the previous evaluation made during the training. The first self-assessment evaluates prior knowledge and the review after the online pre-class training. Those two assessments are not mandatory but highly recommended.

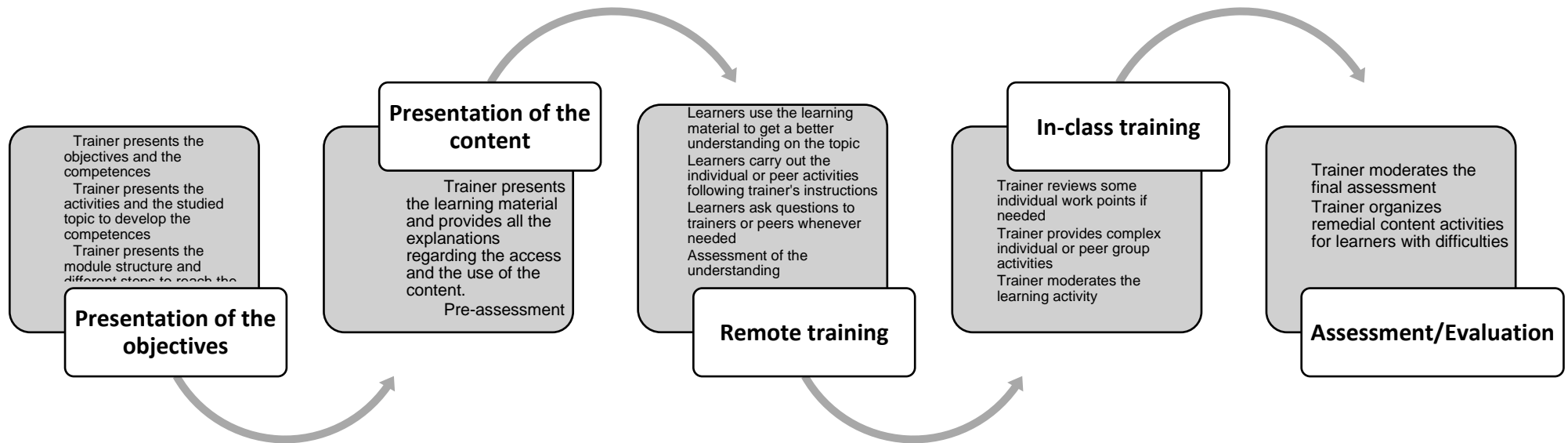
Aligning assessment with intended learning outcomes is crucial. The trainer should evaluate whether this final assessment achieves the learning objectives.

**Important point: The final assessment should not be seen as counting the points to give a grade at the end of the course. The purpose here is to develop high skills and prepare the learners to meet the requirements of the employers. So, it is not only about performance evaluation but also about their ability to identify improvement points and foresee the strategy to progress and develop their learning process.**

### **Learner assessment (types of assessment)**

- Quiz
- Self-assessment
- Peer-assessment
- Evaluation of activities (individual or collaborative)
  - o Project
  - o Research
  - o Portfolio

## Module training path



### ***Step 6: Evaluate the Flipped Classroom***

Having self-reflection on your training is the key to improvement. This self-reflection process will be applied to your training content (design, relevancy, and accessibility) and the way you do your training (clear explanations, availability, benevolence, etc.)

Key points will be evaluated:

- Ability to meet the learning objectives
- Ability to develop explicit, well-structured learning content
- Ability to respond to the learners' needs.
- Ability to respond to employer needs

You will also ask for feedback to learners about how the training went and what is their opinion of the learning material to get an outside and relevant point of view.

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