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LET'S PLAY VET

<enhancing
the learning experience
through playlists/>

IO1: Innovative VET Training module for Graphic Designer based on the concept of learning – Designing the learning module

By

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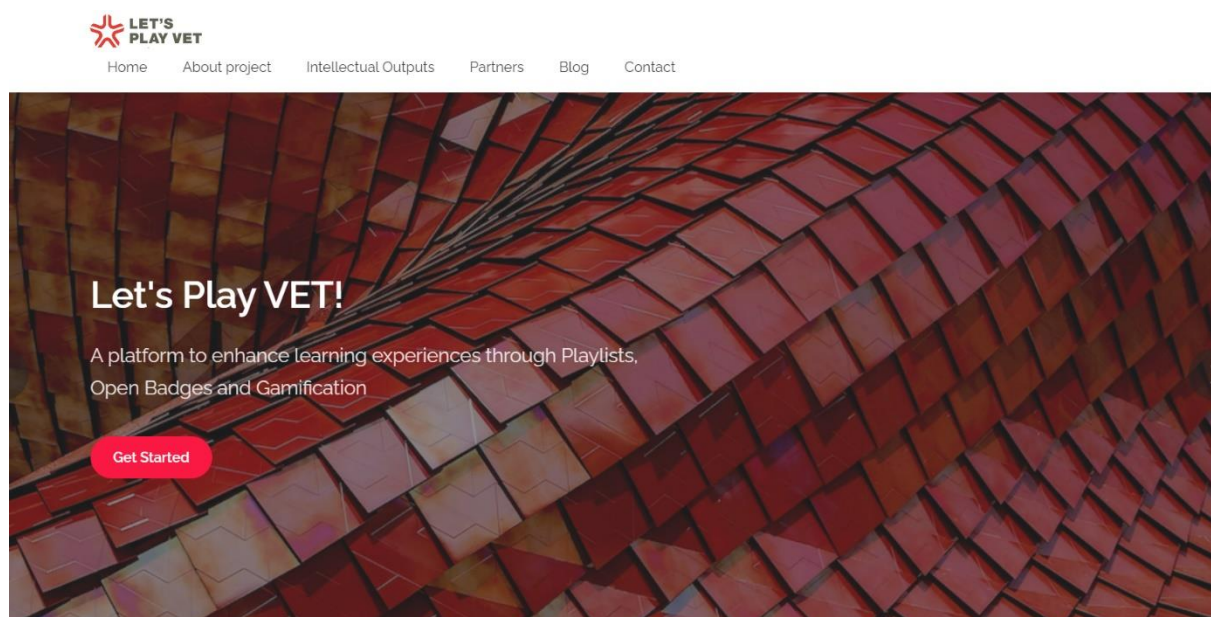
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1. An overview of Let's Play VET! Project

1.1 Introduction

Let's play VET wants to contribute to rethinking the teaching paradigm through an innovative VET training methodology that puts students at the centre of the learning process in a proactive way. The innovative VET training module has taken the form of a “learning playlist”, meaning a set of learning experiences that the students have to conclude in order to complete a learning unit of their course. The term “playlist” is associated immediately to music of videos, more in general interactive contents (more appealing for young people per se). When composing an audio playlist for example songs are chosen and put together according to a logical reason to form a final product which is more attractive and meaningful than the sum of the single songs. The Let's Play VET! innovative VET module is based on the same concept, instead of songs we have “learning experiences” composing our innovative VET module. The Learning Experiences are conceived on active learning methods such as work-based learning,



E-learning assignments; mobility abroad, study visits, seminars, participation in local community initiatives, production of videos or pictures etc, and only a minimum part is taught through frontal lessons. The new training formula of learning playlists is giving VET students freedom of choice on how to complete the module according to their preferences. Playlists are not to be completed in a chronological order. According to their inclinations and individual development, students can choose in which order complete the learning experiences. Trainers have assessed the improvement and helped them thanks to a learning platform, www.switchlearning.eu that the project has created and which has given the possibility to VET institutions to create their personalized VET playlists.

The project partners devoted in developing 3 intellectual outputs:

IO1: An innovative VET module based on the concept of learning playlist integrated in the Graphic Designer course

IO2: An E-Learning Platform for hosting VET playlist modules

IO3: Guidelines for the creation of VET Playlist modules addressed to VET providers

1.2 Project background

Although number of efforts are being made by the Member States to improve VET offers and its attractiveness, the number of dropouts from education and training, including from initial VET (iVET) is still high and it is a matter of concern because it has impacts on the overall EU economic development.

The main focus is on the need of reducing the actual rates of earlier leavers to 10% by 2020 and by that, increase the contribution to Europe's economic growth and competitiveness, one of the major objectives of the Union.

Considerable efforts must be put into practice to reduce low educational levels of the active population. In a way, Vocational Education and Training could be a safety net for those at risk of dropping out because it enables early school leavers to return to education and training and graduate. The partners have identified a series of issues that hinder the motivation of young people in following VET courses which have been confirmed and officialised in the publication "[Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures](#)" from Cedefop.

These factors obviously also influence early leaving from VET:

1. Low socio-economic background and in particular poverty, domestic violence, parents' physical and mental health issues or parents' with no or very low qualifications;
2. Migrant background or ethnic minority background, especially when associated with low education levels of parents. Besides, the interviews carried out for this study emphasised some issues inherent ET systems to explain early leaving from VET:



- Lack of self esteem. These young people often already have negative self image, in particular in association with education due to their previous scholar difficulties;
- Stereotypes. In everyday language of parents or teachers there is a lot of negative judgements and expressions about VET, hence when young people enrol in VET they interiorise the idea that they are 'not good enough' and this is

one of the causes of disengagement from education.

- Contents of the programmes. When young people choose a vocational programme, they wish to pursue a learning that is more practical and concrete. Directly or indirectly, the interviewees called for more competence-based training as a way to recognise achievements that are perceived as meaningful also by the young person; and to combine the teaching of knowledge, skills and competence in coordination.

In parallel, the communication [Opening up Education](#), highlights that new tools need to be created both to ensure that technology supported learning taking place outside formal education is validated and to encourage learners to become more engaged in open practices. Moreover, the New Skills Agenda has further stressed out the need of increasing the attractiveness of VET, which is undermined by stereotypes and “perceptions which are not rooted to the reality”, on the contrary VET register for example good employment outcomes.

1.2 Project Innovation



Let's Play VET! has undertaken a thorough analysis of the “learning playlist approach”, a new methodology created and tested in the United State by the [LRNG](#) movement. The aim of LRNG is to close the opportunity gap for young people with fewer opportunities and innovate how they access to learning and thus multiply their chances of success.

Let's Play VET! could also be considered an outcome of the *KA2 YOUTH European Badge Alliance* coordinated by Uniser (<http://ebawebiste.net/>). The European Badge Alliance is a project aimed at innovating the recognition, validation and communication processes of key competences acquired by young people in non-formal and informal learning contexts thanks to the use of “Learning Badges”. Learning Badges have been integrated in the process of creating the VET module because they have proven to motivate young people in learning. This concept is called “gamification” and it is based on the fact that individuals are stimulated in completing their assignment by the gratification of receiving in this case a badge that unlocks the access to new and more challenging learning experiences.

The added and innovative value of Let's Play VET, in respect of other projects, stands in:

- Innovating the way VET learners experience education, enhancing the engagement and participation in learning processes;
- Testing, for the first time in Europe, the concept of “Learning Playlist” through the implementation of a training module for the Graphic Designer qualification (EQF 4);
- Mainstreaming the use of learning badges and playlists among youngster, VET schools and public institutions;
- Fostering research on practices and case studies about playlists and gamification useful for VET providers and school all over Europe;
- Creating an interactive platform to increase the engagement of students through the use of ICT tools (which they use on a regular basis in their everyday life) and to facilitate the interaction between them and trainers;
- Opening to VET providers the possibility of using playlists and learning badges;
- Raising awareness in decision makers on the potential of playlists as an innovative tool to prevent illiteracy and lower the school drop-out rate.

1.3 Project Objectives

The project's general objective is to reduce the dropout rate in VET education.

In order to achieve this general aim, the project has set out 3 specific objectives:

5. To develop, test and mainstream an innovative VET methodology based on the concept of learning playlist
5. To increase the attractiveness of VET education in young people, families and the society
5. To improve the competences of VET providers in tackling early school leaving of young people with difficult background.

The project has been carried out transnationally, because, in 2017, we need to create methodologies that are valid, recognized and applied at European level, since the globalisation process has brought new professions that have the same characteristics in all countries (i.e. the graphic designer).

1.4 Project Target groups

The main target groups which benefited from the project's results are:

- Young students in VET
- Young dropouts
- VET trainers
- Families
- Decision makers in VET providers
- Civil servants and politician in local authorities

O1/A3 - TASK 3 Focus groups

Focus groups with students has been organized to collect their experiences and recommendations on how to structure an attractive VET module also on the basis of their passions, interests and resources they already use. Focus group were carried put also among teachers.

The focus groups were carried out nationally within the partnership in Italy, Spain and Hungary. Badgecraft and Uniser were responsible for structuring the focus groups questions, collaborated with staff of VET providers to establish the methodology for moderating the focus group during the first transnational meeting.

O1/A4 - TASK 4: Design of the training modules

On the basis of the analysis carried out in the previous activities, the case studies examined, and the feedback from focus groups, the partners has developed the experiences composing the content of the VET module. It was aimed at acquiring the learning outcomes identified in O1/A2.

The development of the learning experiences has been arranged in 2 sessions, the first one at the very beginning of the project aimed at creating the content of the new module; the second development session took place after the first testing phase.

O1/A5 - TASK 5: Testing with students

The new VET module has been tested on students enrolled in the graphic designer course of the VET providers in the partnership. There have been two testing sessions arranged for this IOs, both coinciding with the period of the courses (October-March). Educators used the module with students and they mentored them in the process of completing their learning playlist and gaining knowledge, skills and competences through this innovative approach. Certain experiences of the learning playlist opened the possibility for an internship in mobility which will work as a sort of incentive for students.

O1/A6 - TASK 6 - Report of the testing and release of the innovative VET module for Graphic Designer.

The report constitutes a synthesis of methods to be used for the development and/or identification of new practices about contrasting early school leaving though the engagement of young people in learning.

Cedefop issued this paper¹ as a draft in 2019, but looking backward, it perfectly described the process and the difficulties partners - VET providers from Italy, Spain and Hungary - experienced when they started their comparative analysis of VET curricula in Graphics. A first comparative analysis was carried out between February and April 2018. Just few months before, in July 2017, the ESCO system was published and was been integrating to other different digital credential systems: one of these was Badgecraft's, Let's Play VET! Technical partner. The opportunity of integrating ESCO system in www.switchlearning.eu platform boosted partners' VET module creation, following commonly shared learning outcomes, skills and competences. This comparative analysis was always put at the basis of VET training module so that students could use in fact the module created by the other partners.

¹ 'Comparing Vocational Education and Training Qualifications: towards a European Comparative Methodology' Work Assignment 1: Exploring and testing a reference point for VET comparison DRAFT Final Report June 2019

3.2 Comparison of VET curricula in Graphics in Let's Play VET! project

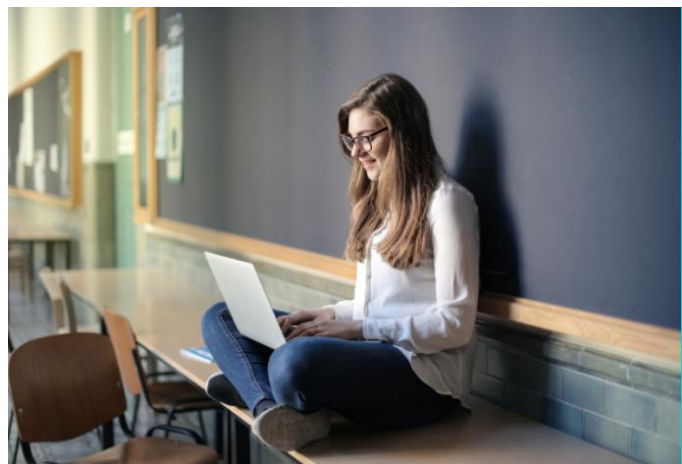
Qualification and curricula comparison was a task of IO1:

“Starting from the Learning Outcomes for the qualification of graphic designer that are defined by law in Italy, Hungary and Spain, the participating VET providers will define which of them are mostly similar in the three countries and produce a sort of “grid of shared learning outcomes”. This selection of common learning outcomes will be used as drivers to create learning experiences of the playlists module. Thanks to this delicate work the new module will be integrated and recognised into the courses three European countries” (Let's Play VET! project).

One of the big challenges of this project was, in fact, the comparison of the educational curricula of the different VET centres that participated in the project. These three VET centres are located in Bologna (Italy), Budapest (Hungary) and Pamplona (Spain). Belonging to different countries and different training system, the comparison proved an arduous task, even more because harmonization of curricula systems is still pending **at a European level. One common goal, however, kept partners on track: looking for a new teaching method to involve students in their learning activities. Playlists were detected as a possible solution**

Starting the comparison: an arduous task

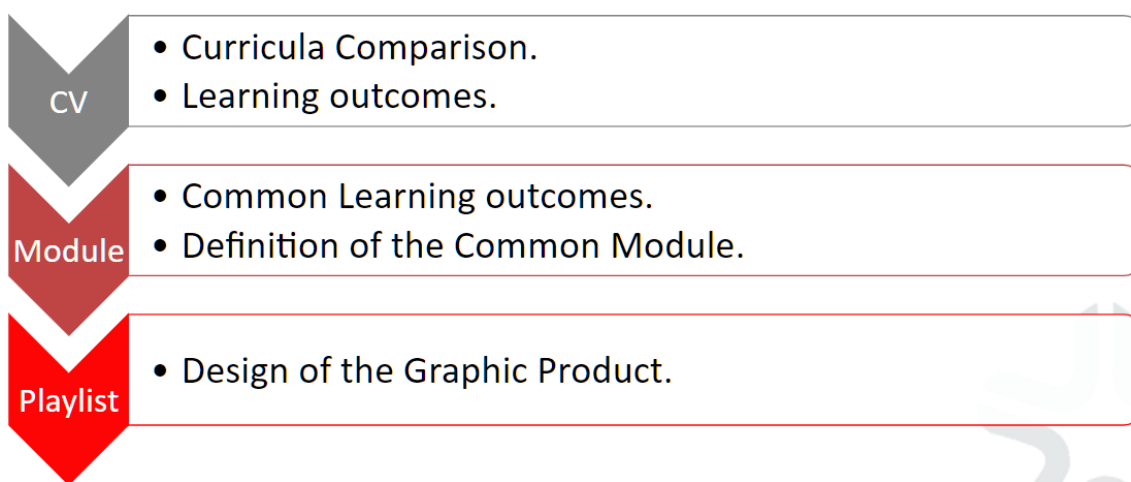
The first step was to focus on the the European Quality Framework (EQF) level of respective partners' qualifications. Within Let's Play VET project, the qualifications on which the analysis would focus belong to the sector of graphics at EQF level 4. However, in the case of the Hungarian centre, they normally work with a group of students who would reach the EQF5, which made the development of the curricular comparison more complex. At the beginning of the project, this difference in EQF levels was not known to the partnership. However, the opportunity was seized to develop training modules that could have been used at all levels.



The comparison was enlarged and became very much focused on similar learning outcomes. Learning modules would have been then adjusted in terms of materials and tasks to be carried out to diversity of schools and students.

Though the comparison work was demanding, the partnership kept operating following their main goal: focusing on the learning outcomes of each training centre's curriculum. Partners needed to leave behind names of titles and subjects and focus on the skills and competences

acquired by students throughout the course. It is surprising how by focusing on the learning outcomes it became much easier to find a common ground to start the curricular comparison. After having translated partners' curricula in English, competencies, skills, abilities were compared through an Excel table. This allowed the partners to clearly understand which training module and which competencies we could implement using playlists, the heart of Let's Play VET project. After going through the curricula comparison, the decision taken by the partnership concentrated on VET module on **Designing of the Graphic Product**, as in order to produce a graphic product, competencies, skills and abilities common to all three European VET centres are in action.



3.3 The ESCO System and Let's Play VET!

After the comparative session, which from February 2018 up to April 2018, VET partners realized that the curricula they were dealing with were different in terms of level (see 3.2), management, hours spent, management. They obviously referred their own national education and training framework, which are quite far away from a common harmonization at international level.

During the second meeting in Pamplona, Badgecraft proposal of applying the ESCO (European Skills, Competences, Qualifications and Occupations) system - that at that time had just been published - to curricula comparative analysis and to the creation of the innovative VET module, seemed and proved to be sensible.

Focus, thus, was centred on the learning outcomes of the profession in Graphics the curricula were preparing students for.

Learning outcomes are commonly defined in terms of **knowledge**, **skills** and **competences** and therefore share the basic terminological principles underpinning ESCO. (ESCO handbook European Skills, Competences, Qualifications and Occupations, p50). All these elements were part of the curricula been analysed. ESCO follows the learning outcomes approach, which expresses what someone knows, understands and is able to do on completion of a learning

How does ESCO benefit education providers?

If you are an education provider, there are five key reasons why you should use ESCO:

To support the shift to learning outcomes

Learning outcomes are commonly defined in terms of knowledge, skills and competences, and therefore share the basic terminology that underpin ESCO. This shared terminology facilitates dialogue between the labour market and education and training stakeholders within and across sectors and borders.

To achieve transparency and comparability with other Member States

By displaying data about qualifications from Member States in a unique and structured format, ESCO promotes the increased understanding and transparency of information available in EU countries. In turn, this makes data about qualifications comparable at European level and allows people to make more informed choices

To understand the development of emerging skills in an international context

The multilingual character of ESCO makes it easier to understand existing and new developments in skills and competences at not just a local or national level, but also an international one.



(ESCO: Connecting education and training with the labour market)

<https://ec.europa.eu/esco/portal/document/it/a19f0318-c5a3-4d94-90f8-7dd018e13659>

	Knowledge	<ul style="list-style-type: none"> - Equipment, human and technological resources - Elements of business and work organization - Elements and procedures of human resources management - Company organizational model and organization chart - Quality system and main models - Strategies and techniques to optimize results and to address critical issues - Techniques and tools of service quality control
	Subjects	<ul style="list-style-type: none"> ► Packaging and Graphic Design ► 3D Graphics ► Computer Graphic ► Printing and Die Cutting ► Stage ► Pack Preparation
	Competence to be acquired:	2. Identify potential risky situations for safety, health and environment, promoting the awareness and implementation of correct prevention behaviours.
	Skills	<ul style="list-style-type: none"> - Apply criteria for the evaluation of the correct use and operation of prevention devices - Apply procedures for the reprocessing and reporting of non-conformities - Plan prevention behaviours - Give improvement proposals for organizational solutions / layout of the work environment in order to avoid sources of risk
	Knowledge	<ul style="list-style-type: none"> - Decree Law 81/2008 - Elements of ergonomics - Methods for the re-elaboration of risk situations - Environmental legislation and pollution factors - Promotional strategies - Reporting techniques - Techniques for detecting risk situations
	Subjects	► Safety
B. WORK – PROCESS <u>Customer Relationships</u> Activities of the process: Offer definition Customer needs analysis Management of customers’ complaints, needs and requests	Competence to be acquired	3. Proposing products by interpreting the customer needs and promoting their loyalty
	Skills	<ul style="list-style-type: none"> - Apply customer interaction techniques - Use customer needs analysis techniques - Identify types of products in relation to customer targets / needs - Apply techniques for surveying the degree of customer satisfaction - Perform technical assessment of complaints - Apply monitoring and control techniques of product / service quality

Service monitoring Customer data collection	Knowledge	<ul style="list-style-type: none"> - Elements of customer satisfaction - Principles of customer loyalty - Listening and communication techniques - Negotiation techniques and problem solving
	Subjects	<ul style="list-style-type: none"> ► Relationship with client and management of the creative process
C. WORK – PROCESS <u>Graphic product design</u> Graphic idea planning Customer feedback take-over Drafting of the executive project	Competence to be acquired	4. Realize the integrated graphic design, in relation to the different types of publication support.
	Skills	<ul style="list-style-type: none"> - Apply formalization techniques of the graphic idea - Use of manual tools and software to make sketches and drafts - Make graphic files and animations - Apply visual communication techniques - Apply lettering techniques - Use colour management techniques - Interpret and use catalogues and technical documentation
	Knowledge	<ul style="list-style-type: none"> - Elements of lettering and logotype - Elements of graphic design - Graphic text composition - Reference to legislation on copyrights and licenses - Computer graphics - Image acquisition techniques from different peripherals (data export and import) - Hand drawing techniques - Creative graphics techniques - Graphic interfacing techniques - Organization techniques of the printing area - Colour theory - Types of products for different publishing and archiving media
	Subjects	<ul style="list-style-type: none"> ► Packaging and Graphic Design ► 3D Graphics ► Computer Graphic ► Printing and Die Cutting ► Wordpress ► Pack Preparation ► Chemistry and colour physics
D. WORK – PROCESS <u>Graphic production</u> Preparation and supervision of the graphic work-flow	Competence to be acquired	5. Prepare and supervise the graphic workflow.
	Skills	<ul style="list-style-type: none"> - Use specific digital systems for automatic management of graphic workflow - Use digital work-flow according to foreseen standards - Apply process procedures to the entire graphic production cycle

Provisions management

	Subjects	<ul style="list-style-type: none"> ▸ Estimates and business organization ▸ Internships
G. WORK – PROCESS <u>Product control</u> Control and evaluation of the final product	Competence to be acquired	8. Evaluate the compliance of final products to quality standards given by graphic design specifications
	Skills	<ul style="list-style-type: none"> - Apply methods for the preparation of a control plan - Use measuring and verification tools - Apply technical reporting techniques
	Knowledge	<ul style="list-style-type: none"> - Technical documentation forms and methods - Reference regulations - Checking and testing procedures
	Subjects	<ul style="list-style-type: none"> ▸ Chemistry and colour physics ▸ Printing and die cutting

3.5 Spanish curricula in Graphics

TECHNICIAN IN DIGITAL PREPRESS

AWARD, ACCREDITATION LEVEL OF THE DIPLOMA

Official duration of the education/ training leading to the diploma: 2000 hours.

Level of the diploma (national or international)

- NATIONAL: Post-Compulsory Secondary Education
- INTERNATIONAL:
 - Level 3 of the International Standard Classification of Education (ISCED3).
 - Level EQF4 of the European Qualifications Framework (EQF4_).

Entry requirements: Holding the Certificate in Compulsory Secondary Education or holding the corresponding access test.

Access to next level of education/training: This diploma may provide access to Higher Technical Cycles provided that an entrance exam is passed.

RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE DIPLOMA

The Technician in Digital Prepress works in printing companies, press, publishing houses, media and advertising agencies, graphic services and media publications agencies in any productive sector whose companies require a digital prepress department which may work with digital imaging, making of electronic publications, text and image processing, page and layout makeup, page imposition, collection of digital printed forms and digital printing. The most relevant occupations or jobs are the following:

- Technician in prepress.
- Technician in word processing.
- Technician in image processing.
- Layout / digital page makeup technician.
- Technician in electronic / multimedia publications.
- Digital files performer.
- Scanners / color specialist.
- Technician in digital imposition.
- Operator of film crews of computer to plate (CTP).
- Operator of film crews from computer to screen (CTS).
- Operator of film crews from computer to photopolymer (CTP).
- Technician in digital print.

DIPLOMA DESCRIPTION

The holder of this diploma will have acquired the General Competence with regard to:

Professional, personal and social skills:

1. Generate the computer files and configure the raster image processor (rip) using the software suitable, according to the specifications of the work.
2. Make the run, complying with the technical specifications and applying the conditions of the sheet ok and the security measures.
3. Scan, retouch and process images to achieve the quality required by the graphic product.
4. Carry out the digital imposition of pages, using software compatible with the digital workflow.
5. Obtain printing forms using CTP systems (direct system to plate / screen / photopolymer).
6. Perform the vector illustration to get the proper reproduction of the graphic product.
7. Verify the suitability of the materials to the work order and the graphic product that must be made.
8. Apply the pre-press materials for the realization of a graphic product.
9. Carry out the assembly of the elements that will compose the electronic publications and their links.
10. Treat the digitized text typographically according to technical specifications.
11. Correct typographically the treated digital text and generate the appropriate format.
12. Perform the layout and /or layout of the graphic elements according to the material received and the work order.
13. Make the output file (pdf or similar) adapted to the final printing characteristics or exit platform.
14. Adapt to new work situations caused by technological and organizational changes in the productive processes, updating their knowledge, using existing resources for learning throughout life and information and communication technologies.
15. Act with responsibility and autonomy within the scope of its competence, organizing and developing the assigned work, cooperating or working as a team with other professionals in the work environment.
16. Resolve in a responsible manner the incidents related to their activity, identifying the causes that the provoke, within the scope of their competence and autonomy.
17. Communicate effectively, respecting the autonomy and competence of the different people who they intervene in the scope of their work.
18. Apply protocols and preventive measures for occupational risks and environmental protection during the productive process, to avoid harm to people and the work and environmental environment.
19. Apply procedures of quality, universal accessibility and "design for all" in the activities professionals included in the processes of production or provision of services.
20. Carry out the basic management for the creation and operation of a small business and have initiative in his professional activity.

21. Exercise your rights and comply with the obligations derived from your professional activity, in accordance with what is established in the current legislation, actively participating in economic, social and cultural life.

General objectives of the training cycle:

1. Relate the characteristics of the machine with the specifications of the work, selecting the parameters and suitable menus to configure the rip.
2. Regulate the controls of the machine, evaluating the conditions of the sheet ok to make the print run.
3. Identify the technical characteristics of the originals, the technical requirements and the set-up of the scanner to scan images.
4. Apply techniques of transformation and retouching of digital images, achieving the necessary quality to retouch and treat images.
5. Resolve the marriage of the pages of the document, draw up the layout and adapt the files to the flow of work, to carry out the digital imposition.
6. Configure the RTP of the CTP according to the technical characteristics, performing the processing to obtain the printing forms.
7. Generate and modify vector texts to achieve their integration in the illustration.
8. Draw and place vector shapes and paths to make the vector illustration.
9. Analyze the work order, checking the characteristics of the materials to verify their adequacy.
10. Determine the production needs, applying the techniques of collection, loading and withdrawal to apply the pre-press materials.
11. Check the received material and compose the multimedia elements, according to the technical specifications, to assemble electronic publications.
12. Apply the typographic characteristics to the digitized text, using the specific software to deal with.
13. Recognize and identify the standard symbology of proofreading to correct typographically the text.
14. Integrate the composition elements of the graphic product, adjusting its technical characteristics to perform the layout and/or layout of the graphic product.
15. Prepare the generated files of the layout, checking and adapting the format to make
16. the output file.
17. Analyze and use existing resources for lifelong learning and technology information and communication to learn and update their knowledge, recognizing the possibilities of professional and personal improvement, to adapt to different professional and work situations.
18. Develop teamwork and value your organization, participating with tolerance and respect, and take collective or individual decisions to act with responsibility and autonomy.

19. Adopt and value creative solutions to problems and contingencies that arise in the development of the work processes, to resolve the incidents of their activity in a responsible manner.
20. Apply communication techniques adapting to the contents that will be transmitted, to their purpose and to the characteristics of the receivers, to ensure the effectiveness of the process.
21. Analyze the environmental and labor risks associated with the professional activity, relating them to the causes that produce them, in order to support the preventive measures that are going to be adopted, and apply the corresponding protocols to avoid damage to oneself, other people, the environment and the environment.
22. Analyze and apply the necessary techniques to respond to universal accessibility and "design for everybody".
23. Apply and analyze the necessary techniques to improve work quality procedures in the learning process and the reference productive sector.
24. Use procedures related to the entrepreneurial, business and professional initiative culture,
25. to perform the basic management of a small business or undertake a job.
26. Recognize their rights and duties as an active agent in society, taking into account the legal framework that regulates the social and labor conditions to participate as a democratic citizen.

The holder of this diploma will have acquired the General Competence with regard to:

Performing the operations of edition for electronic publications, process and layout of text and images, page imposition, digital obtaining of printed forms and printing with digital processes, as well as ensuring the quality and meeting safety and environmental protection rules.

Professional Modules

Within this framework, the PROFESSIONAL MODULES and their respective LEARNING OUTCOMES acquired by the holder are listed below:

“Word Processing” 190 hours 6 x week 1st year

The holder:

- Identifies graphic processes, analyzing graphics products and recognizing specifications at its different stages.
- Evaluates text digital files, distinguishing file formats and word processing applications.
- Digitalizes text documents using scanner and OCR software, detecting the errors.
- Digitalizes text documents with the keyboard, using the method of typing and correcting errors.

- Processes digital text documents, using word processing tools, styles and types according to specifications.
- Corrects texts samples, recognizing correcting symbology and applying spelling and typesetting standards as well as text composition.
- Creates text files, using the most appropriate and compatible format with the following processes.
- Manages the equipment and the software involved in word processing, applying the technical features needed for each activity.

“Bitmapped Image Processing” 260 hours 8 x week 1st year

The holder:

- Identifies the originals of images received, analyzing their format, content, size, resolution and color mode.
- Digitalizes the image originals, inferring the input resolution and analyzing the production process of the digitalized image.
- Treats the digital image, comparing its characteristics with the needs of the final product and justifying the editing techniques and image processing.
- Performs collages, evaluating and integrating the selected images with processing techniques, masking and mergers.
- Adjusts the image quality, identifying the printing system and applying appropriate control parameters to the printing process.
- Performs intermediate tests, analyzing the color and comparing the quality of the images reproduced with the original to be reproduced.

“Vector illustration” 130 hours 4 x week 1st year

The holder:

- Prepares the originals received, analyzing the reproduction instructions and adapting their content and their format to the requirements to perform vector illustration.
- Performs vector illustration, applying drawing and digital tracing techniques and analyzing the purpose of the image and equipment involved in reproduction.
- Transforms bitmapped images into vectors, using specific tools and identifying the features of the illustration.
- Modifies texts with layout and text tools, applying typographic design features and determining the necessary effects for its proper reproduction in the illustration.
- Integrates and modifies digital elements of other applications (statistical graphs, drawings and databases), using files import/export techniques.

“Digital Printing” 90 hours 3 x week 1st year
 90 hours 4 x week 2nd year

The holder:

- Runs computer files, relating the compatibility of the formats, versions and elements within them.
- Standardizes computer files, interpreting the potential problems in their elements, and the type of work to be performed.
- Sets up the raster image processor (rip), applying the tools of the software that relates the characteristics of the work to the available parameters specifications.
- Prepares raw materials and consumables, recognizing the quality and quantity specifications and calculating the material needs for the work.
- Prepares the digital printing machine, interpreting the configuration and the type of support on which it is going to be printed.
- Performs the digital printing run, applying the quality of the first OK sheet.
- Carries out the machinery preventive maintenance, identifying the different frequencies and interpreting the manufacturer's specifications.

"Page Makeup" 90 hours 3 x week 1st year
 90 hours 4 x week 2nd year

The holder:

- Performs master pages, creating typographic elements common to the pages and analyzing their distribution.
- Creates style sheets, analyzing the text typographical features and distinguishing typographical variables applicable.
- Combines editorial graphics products, analyzing the purpose of the page and combining text, images and illustrations.
- Performs page makeup of commercial and advertising graphic products, developing the design proposal and applying complex compositional techniques.
- Performs adjustments in the overall composition of the work or document, modifying and validating columns, pages, chapters, division and justification.
- Performs corrections of page makeup, analyzing the composition and evaluating the printing test.

"Identification of Materials in Prepress" 140 hours 4 x week 1st year

The holder:

Recognizes the prepress and postpress processes, identifying their technical features.
 Distinguishes emulsions from printing forms, determining their features and properties.
 Assesses cellulosic nature supports to consider adjustments in the prepress process, determining the properties of the printability of papers.
 Identifies plastic and complex supports, analyzing its printability properties.
 Assesses the inks to be used for printing, recognizing their colorimetric properties.

"Technical English" 60 hours 2 x week 1st year

The holder:

- Understands written information contained in short and simple texts written in formal language, related to daily life or the usual activity of the corresponding professional field, using criteria of contextualization.
- Understands information included in simple oral discourses issued at a slow speed in standard language, referring to ordinary activities or predictable professionals, analyzing the message as a whole.
- Writes simple texts and fills formularies or standard documents that are used in the professional field by applying the necessary grammatical and orthographic correction, in a neutral or formal register.
- Produces simple oral messages referring to daily personal or professional activities, using basic structures and vocabulary for basic conversations.
- Communicates in English with other people about basic and predictable topics, maintaining a very brief, simple and direct conversation on everyday routine and professional activity.

“Assembly of Electronic Publications” 220 hours 10 week 2nd year

The holder:

- Prepares image, text, video and sound files, analyzing its composition and applying modifications to adapt them to electronic publishing to be performed.
- Performs animations, applying timelines, speed and frames, relating them to the technical needs and purposes.
- Creates pages for the web, using electronic publishing techniques and analyzing its readability, usability and accessibility.
- Performs layouts to convert them into electronic books, analyzing the characteristics of electronic publishing.
- Performs the integration of elements for multimedia publications, analyzing their aesthetic function, their information accessibility and assessing the purpose of the publication.
- Publishes pages, electronic publishing and multimedia, analyzing the requirements of the platform on which they will be applied and validating the correct operation of these publications.

“Imposition and Digital Collection of the Printed Form” 130 hours 6x week 2nd year

The holder:

Determines the format of the printing form and the imposition to be performed, analyzing the features of the graphic product and those of the printing and postpress machinery.

Prepares the tracing according to the type of graphic product, modifying its realization through printing and / or screen tests.

Performs the imposition, by verifying its performance through digital workflow and modifying through printing and / or monitor tests.

- Sets the CTP driver rip, considering the screen parameters, resolution and LPI screening and calibrating by linearization wedges and measuring devices.
- Performs maintenance and cleaning of the CTP and the processor, controlling its operation and applying prevention, safety and environmental protection regulations.
- Obtains the offset printing form by determining the process of reproduction, number, type and quality of the plates.
- Obtains the flexographic printing form by determining the process of reproduction, number, type and quality of the photopolymer.
- Obtains the silk screen printing form by determining the process of reproduction, number, type and quality of the screens.

“Business and Entrepreneurial Initiative” 70 hours 3 x week 2nd year

The holder:

- Recognizes the skills related to entrepreneurial initiative, analysing the requirements derived from the different job positions and business activities.
- Defines the opportunity of creating a small enterprise, assessing the impact on the performance setting and incorporating ethic values.
- Carries out the activities for the setting-up and implementation of a company, choosing its legal structure and identifying the associated legal obligations.
- Carries out basic administrative and financial management activities of an SME, identifying the main accounting and tax obligations and filling in documentation.

“Professional Training and Guidance” 70 hours 3 x week 2nd year

The holder:

- Selects job opportunities, identifying the different possibilities of labour integration, and the alternatives of lifelong learning.
- Applies teamwork strategies, assessing their effectiveness and efficiency on the achievement of the company's goals.
- Exercises rights and complies with the duties derived from labour relationships, recognising them in the different job contracts.
- Determines the protective action of the Spanish Health Service in view of the different covered eventualities, identifying the different types of assistance.
- Assesses the risks derived from his/her activity, analysing the job conditions and risk factors present in his/her labour setting.
- Participates in the development of a risk prevention plan for a small enterprise, identifying the responsibilities of all the agents involved.
- Applies protection and prevention measures, analysing risk situations in the labour setting of the Technician in Digital Prepress.

“On the Job training” 370 hours 2nd year

The holder:

- Identifies the structure and organization of the company, relating them to the type of service provided.
- Applies ethical and work habits in the development of their professional activities in accordance with the characteristics of the job and procedures established by the company.
- Scans and treats digital images, identifying characteristics and applying techniques and specific parameters.
- Treats and corrects texts, identifying its typographic features and applying rules on composition and ortho-typography.
- Combines pages combining texts, images and illustrations, applying rules of composition and layout.
- Performs electronic publications, combining multimedia elements and applying technical parameters to pages and links.
- Performs digital imposition and collection of the print form, applying techniques with digital workflow and CTP (direct to-plate systems/photopolymer or screen).
- Performs digital print run, standardizing digital files and applying techniques and parameters according to the technical specifications.

3.6 Hungarian curriculum in Graphic

SZÁMALK-Salesian Post-Secondary Vocational School - NQR 54 211 04 Graphic Designer course description

SKILLS AND COMPETENCES

The professional is able to :

- gather information and assemble materials, prepare designs and drafts, calculate costs;
- collaborate in complex graphic design tasks/projects as a professional: graphic design of logos, symbols, pictograms, different brochures, advertisements, posters/hoardings. product and corporate identity, branding, advertising campaigns, package designing, illustration, professional illustration, IT graphics, online and motion picture publications;
- use professional graphic programs, tools and devices; perform word processing tasks, utilize his/her manual drawing and illustrating skills, do pre-press and technological preparation, present, archive, keep contact with customers; prepare, complete and deliver finished graphic tasks/projects

Course curriculum:

FIRST YEAR:

THEORY

Art history 144 lessons

FREEHAND PRACTICE

Drawing, painting, sculpting/modelling practice 288 lessons

Knowledge of materials 144 lessons

IT PRACTICE

Designing practice 108 lessons

Graphic technologies practice 324 lessons

SECOND YEAR:

THEORY

Art history 62 lessons

Contemporary art/artists 93 lessons

✕ Theory of graphics and typography 155 lessons

Employment 80 lessons

IT PRACTICE

Spatial representation (creating 3D and design plans) 248 lessons

Illustration practice 62 lessons

Graphic technologies 93 lessons

Graphic design 279 lessons

Those who complete the course and acquire an NQR certificate are eligible for the following jobs:

2136 Graphic and Multimedia Designer

7231 Art Editor/Copy Editor

2143 Network- and Multimedia-Developer/Artist


3.7 Final Comparison Table

After having translated training curricula, partners have reported in a comparative Excel table:

- Activities
- Competences
- Skills
- Knowledge
- Subjects

According to the curricula chosen by the partner

Graphic Technician (EQF5)	ASSOCIAZIONE CNOS FAP
Technician in Digital Prepress (EQF4)	SALESIANOS PAMPLONA
Graphic Technician (EQF5)	SZAMALK

<p>Co-funded by the Erasmus+ Programme of the European Union</p> <p>This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.</p> <p>Project number: 2017-1-IT01-KA202-006184</p>			
<p>Intellectual Output 1: Innovative VET Training module for Graphic Designer based on the concept of learning Playlist</p> <p>O1/A2 - TASK2: Definition of common learning Outcomes</p>			
<p>Associazione Cnos Fap Bologna</p> <p>Graphic Technician (EQF4/5)</p> <p>The Graphic Technician contributes to the supervision of the graphic production process through the identification of resources, operational organization, monitoring and evaluation of the product, implementation of improvement procedure, taking responsibility for monitoring activities carried out by others. Technical training in specialized methodologies and tools allow Graphic Technician to carry out activities related to design, production of graphic and multimedia products, document management, purchasing, relationships with customers and suppliers.</p> <p>The most relevant occupations are the following:</p> <ul style="list-style-type: none"> Graphic Technician for Packaging Web Designer Basic level 3D modelers Graphic and Multimedia Products Designer 	<p>Salesianos Pamplona</p> <p>Technician in Digital Prepress (EQF4) (2nd Year curriculum) Official Curriculum</p> <p>The holder of this diploma will have acquired the General Competences with regard to: Performing the operations of edition for electronic publications, process and layout of text and images, page imposition, digital obtaining of printed forms and printing with digital processes, as well as ensuring the quality and meeting safety and environmental protection rules.</p> <p>The Technician in Digital Prepress works in printing companies, press, publishing houses, media and advertising agencies, graphic services and media publications agencies in any productive sector whose companies require a digital prepress department which may work with digital imaging, making of electronic publications, text and image processing, page and layout makeup, page imposition, collection of digital printed forms and digital printing. The most relevant occupations or jobs are the following:</p> <ul style="list-style-type: none"> Technician in prepress. Technician in word processing. Technician in image processing. Layout / digital page makeup technician. Technician in electronic / multimedia publications. Digital files performer. Scanners / color specialist. Technician in digital imposition. Operator of film crews of computer to plate (CTP). Operator of film crews from computer to screen (CTS). Operator of film crews from computer to photopolymer (CTP). Technician in digital print. 	<p>SZAMALK-Szabolcs Szakmiskolc</p> <p>Graphic Technician</p> <p>The Graphic Technician intervenes with the framework of action established and the assigned specifications, contribute to the production of graphic products.</p> <p>The most relevant occupations or jobs are the following:</p> <ul style="list-style-type: none"> Freehand painting and drawing techniques Illustration Graphic for Packaging Graphic for web Basic level 3D modelers Realizations of Graphic Products and Multimedia 	
<p>A. Organizational management of work</p> <p>Activities</p> <ul style="list-style-type: none"> Definition of tasks, times and operating procedures Operational coordination Production / processing progress control Optimization of quality standards Prevention of risk situations <p>Competences</p>	<p>A. Organizational management of work</p> <p>Activities</p> <ul style="list-style-type: none"> To act responsibly and autonomously according with their competences, organizing and developing their own work, cooperating or working in a team with other professionals in the work environment To solve incidents relating to their work activity in a responsible way, identifying the source of the problem. To be able to effectively communicate, taking into account the autonomy and competence of other people inside the work environment. To apply quality procedures, the universal accessibility and "Design for all" to the professional activities included in the production process or provision of services. To run the basic administrative management for creating a small and microenterprise and be creative in their professional activity. <p>Competences</p>	<p>A. Organizational management of work</p> <p>Activities</p> <ul style="list-style-type: none"> Definition of tasks, times and operating procedures Operational coordination Production / processing progress control Optimization of quality standards Prevention of risk situations <p>Competences</p>	

The complete comparison table can be found at this link:

[COMPLETE COMPARISON TABLE](#)

In the end, the choice of the common training module to be developed was:

DESIGN OF THE GRAPHIC PRODUCT

4 Creating a VET training module following the playlist approach

(<https://drive.google.com/file/d/1TmDsCSBp9PvOo3vTPEv1j8zVRbwIMyFI/view?usp=sharing>)

In order to create the draft of the first Playlist, a lot of materials on gamification in education was used, especially the documents published by [LRNG](#).

The focus, as already mentioned above, was on the designing of a graphic product and the playlist was created going through the process step by step.

The first and most important thing to start working with a Playlist is to contextualize it in the place/environment in which it is going to be used.

There are four aspects that have to be explored as a prior basis to the creation of contents.

The questions partners asked themselves were the following:

How does the playlist build on **passions**?

How does the playlist foster **relationships**?

How does the playlist emphasize the production of **artifacts**?

How does the playlist unlock **opportunities**?

After an interactive session with students from the centres of Pamplona and Bologna we came up with the following answers:

Passions	Relationships	Artifact	Opportunities
Exposing young people youth to new passions, showing them the work and projects created by professionals in the field of graphic design.	Creating cooperative learning experiences based on projects. Work in teams normally has a positive impact in young students. We should alternate some group activities with individual activities. (brainstorming, storm boards, discussions...)	Finding a way for learners to share their final products not only online but also through a personal presentation. A kind of a final project meeting.	Giving them the opportunity to share their final product with other students involved in the Playlist platform. (Foro)

These answers led us to a round of questions which have guided, indeed, the development of our Playlists:

- **How will you reach underserved youth?**

Sometimes families are humble, and the students don't have access to a computer for creating graphic design, so it's important to give them the opportunity to work a few hours a week in the school out of the official timetable.

- **How can you collaborate with other organizations?**

For any VET school, it is important to sign agreements with other organizations and collaborate with them. In the field of graphic design, a great idea is to have collaborations with non-profit organizations, so that the students can create publishing material for them such as calendars, posters, flyers, business card.

- **But, what about the content?**

First question, what kind of Playlist do you want to create?

In this case, what kind of graphic product would we like to create?

Building a Playlist

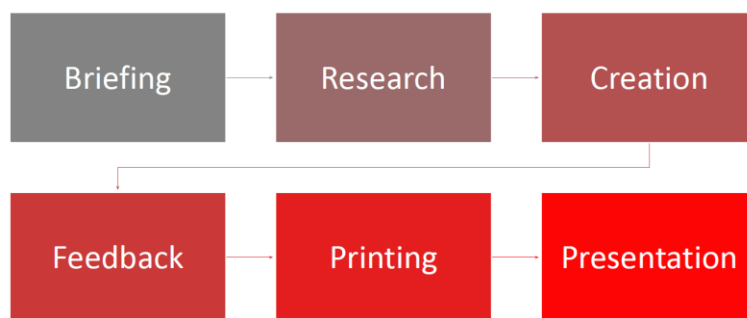
STEP	XP	TASK	LEARNING RESOURCES	PRODUCT	EVALUATION	COMPETENCES	BADGE
1 (1 hour)	BRIEFING (digital xp)	To read and understand the briefing.	Text / Video	PPTX? a video where they describe?	Questionnaire. (platform? link to google?) multiple choice?	Communicate effectively, while respecting the autonomy and competence of those involved in the field of their work. (SP)	?
2 (? hours)	RESEARCH (digital and local xp)	They must look for more information about the client.	- Links to client's webs . - Visit to the client.	- Create a Stormboard. (Local) - A short report about the client. (google docs, easy feedback.)	- Checklist - Learning Rubric	Acting with responsibility and autonomy within the sphere of its competence, organizing and developing the assigned work, cooperating or working as a team with other professionals in the work environment. (SP)	?

Therefore, the Playlist was in seven steps, giving for each of them a "Guiding Question" which guided the development of the following activities:

Essential Understanding	Guiding Question
Briefing	What does my client expect from me?
2. Research	What do I know about my client?

3. Layout design	What fonts should I use? What are the colours of my client? How could I create an attractive design?
4. Feedback	How could I improve my design?
5. Printing	How does my design look like?
6. Presentation	What do I want to show with my design?
7. Dissemination	Would I like to show my creations?

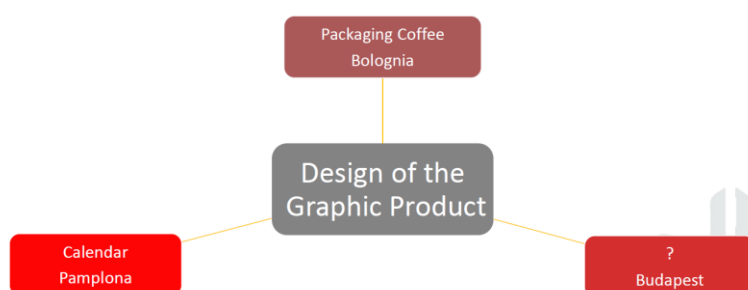
First Ideas: Example about a project done in Bologna



This was just the first approach to the Playlist. The real challenge was to create a PlayList in which not all the tasks were linear, some of the **EX**periences (XP) should have been planned to be completed at anytime and anywhere, using technological devices like smartphones and tablets.

4.1. Playlist: let's revolutionize education

First Ideas. Projects already done.



When creating a Playlist, we have to keep in mind the legal curriculum of each country and subjects in which the lessons are divided in order to achieve the learning outcomes needed, the interest of the students and the relationship with the surrounding environment.

The concept of unidirectional teaching approach was subverted. The teachers had to become facilitators of educational materials. The time in which the teachers had the knowledge has ended, the knowledge is outside the classes and teachers have to help the student to find it. The Playlist is a significant

way to work in and out the classes, as it allows teachers and educators to create XPs and events in which they could share their discoveries or creations. Open the school to the society and to the labour market is the focus.

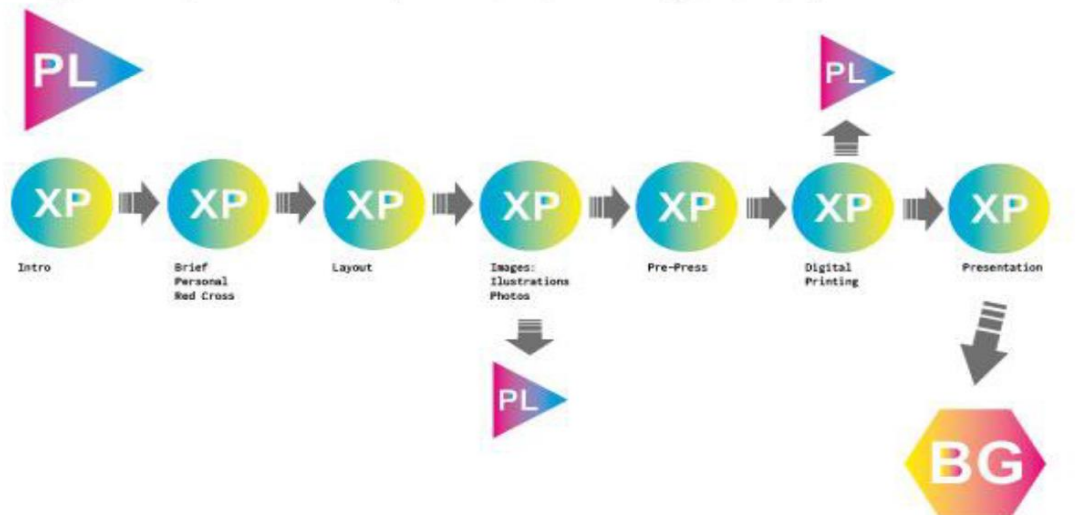
The skills and competences needed to enter the labour market are changing very quickly, so it is very important that the vocational training schools stay in contact with sector companies. Schools need to know what companies need and companies have provide means to specifically train future workers.

From this perspective, the application of the ESCO System to Let's Play VET! playlists favours the contact of VET providers with the real requests of the labour market.

All this must be reflected in the Playlist in order to be a valid teaching system.

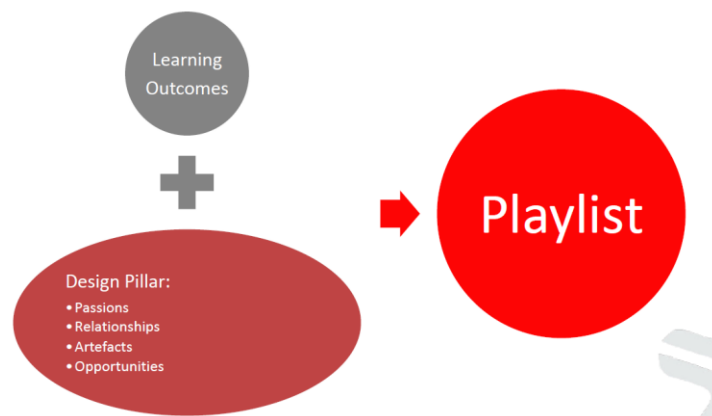
First Ideas: Calendar Playlist (Draft).

Playlist Draft: 12 Moths/ 12 Sensations (Calendar)



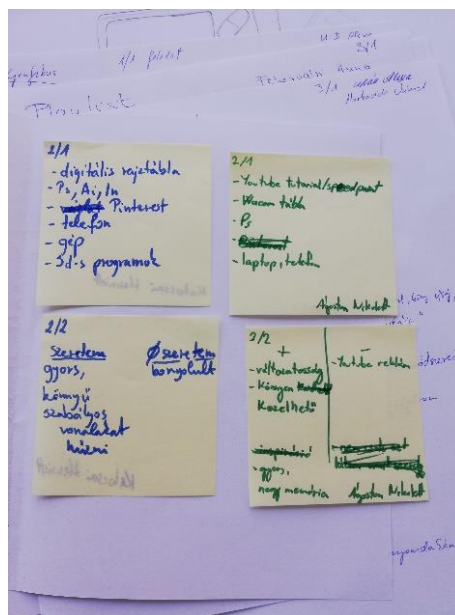
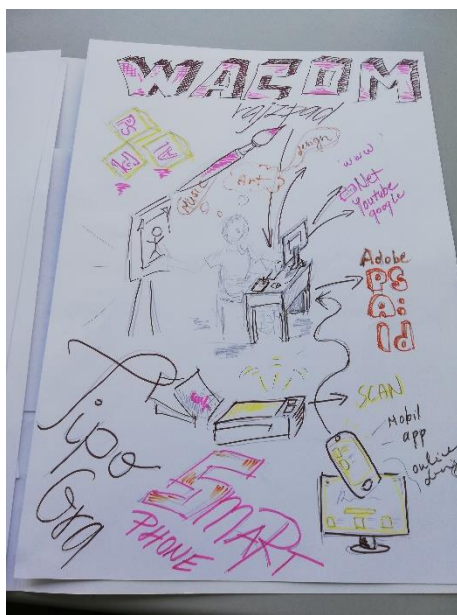
For the reasons previously explained, the use of learning Playlist along with other digital teaching methodologies are likely to revolutionize the meaning of education in the next coming years.

Connected Learning and Design Pillars





Focus Group in Pamplona



Result of a focus group in Budapest

Results of the focus groups

In this session, two examples of focus group feedback will be given, one for the Focus Group held with Italian students in May 2018 in Associazione Cnos Fap, Bologna, Italy and the Focus Group with Spanish teachers in April 2018.

The complete document is at this link:

<https://drive.google.com/file/d/1vSg73aQE5dBGKs-YXnFUPaV53VsqqFC-/view?usp=sharing>

Place: Associazione Cnos Fap, Bologna, Italy

Students: 10

Dates: 10th May 2018

Questions

Answers overview

Students' Interests	Producers/djs, being rich and famous, fashion, football, TV series, cooking, music, cinema, arts
What digital tools/applications/platforms does this persona use to master graphic design	Illustrator, Indesign, Photoshop, Dreamweaver, Instagram, Youtube, Pixart, Twitch
Which digital tools outside the class do you use to become a better graphic designer? what do they like and what do they miss when using these tools	Illustrator, Indesign, Photoshop, Dreamweaver, Instagram, Youtube, Pixart, Twitch Positive aspects: freedom of expression, they give you the capacity of creating, you can see what you like everywhere and immediately, free, new filters and effects, they give you the possibility of sharing your work, make yourself known. Negative aspects: too many updates (you get lost!), too much advertisements, lack of privacy, consume internet connection and mobile battery, virus
What learning experiences do students suggest to include in the Learning playlists for graphic designer?	Students would like to have Learning Playlists based topics based on their interest: Arts Learning Playlist, Music Learning Playlist, Sport Learning Playlist, Fashion Learning Playlist. Within the Playlist XPs linked to those topics (i.e: Music Learning Playlist with Xps based in creating all graphic for a new emerging band, albums, concert flyers, gadgets for fans, pictures, website, media managements etc. etc)
Examples of what students do outside curriculum to develop competences for graphic designer	Graphic design of flyers, business cards, photographic sessions for relatives and friends
Any other observations and conclusions from the focus group with students?	Students do enjoy working in teams- couples -> they imagine team Xps. App-platforms used evolve very quickly (i.e. Snapchat or Facebook not used anymore) -> need to develop Xps not linked to a specific platform in 2 years' time they might not use it anymore! Students need to get a quick feedback-return otherwise they get lost/lose interest-> need to develop playlists based on micro Xps

Place: Salesianos Pamplona, Pamplona, Spain

Teachers: 8-10

Date: April 2018

On April 24, 2018, it was held during the 2nd meeting of participants of the project KA2 Erasmus + Let's Play VET! in Pamplona, an activity with 4 professors from the Department of Graphic Arts to try to analyse what are the needs that are appreciated in regulated education post-compulsory of a medium-level training cycle in Vocational Training, specifically digital pre-printing.

The main problems detected by the teachers are the lack of motivation and the little involvement and participation of some students in the school and to avoid this the learning methodology must change.

We believe on our part that one of the pillars in this change should be teamwork because it could help increase tolerance, motivation, the involvement of each one and above all respect for the participants and teammates.

A new experience such as the Let's play project will surely facilitate a better learning of the students because they enjoy the new technologies as well as making them feel that they are the main protagonists, they can see the evolution of their work, which will favour their creativity and will help increase their motivation in addition to encouraging teamwork. We believe that all this could make the student more solidary and less individualistic.

The student seeks new learning tools different from those used in the conventional methodology that gets them bored them, so it is necessary for the School to adapt using digital teaching platforms such as, for example, the one we are currently creating.

The main advantages of the use of digital tools according to our experience in the Classroom platform are:

- The students themselves easily send and obtain the information they need, such as emails or work delivery dates.
- It is an excellent way to promote the responsibility of the students and to organize their work.
- Know that it is a safe place to store your documents.

But we must improve because despite the great advantages of digital platforms we can also find some difficulty in controlling that the student is working on the indicated project and not, for example, playing online.

5 Playlists from partners

After these phases of the project each VET partners created a file containing their playlists. The VET centres used this [model](#) document to start thinking about their playlist.

Describe Playlist content:

Playlist element	Details	Translation
Title	<i>Give short and attractive name</i>	
Description	<i>In an attractive, concise and clear way, describe what this playlist is about and what learners can expect to do and learn</i>	
Interest category	Creativity and design	
Skill tags (max 3, separate with comma)	<i>Add 2-3 relevant skill tags from ESCO classification: https://ec.europa.eu/esco/portal/skill</i>	
Cover image/video (add link)	<i>Landscape image, 2500x1200 pixels</i>	
Welcome text	<i>Write 1-2 sentences to welcome learners to begin this playlist</i>	
Playlist materials	<i>Add title of resource Copy more, if needed...</i>	

5.1 A playlist from Associazione Cnos Fap

Associazione Cnos Fap first Playlist is based on [Stamperia Marra Project](#).

Stamperia Marra asks the Graphic Sector of the CNOS-FAP to design and print two leaflets that promote the company's activities and which will be distributed at Pitti Immagine Filati from 23rd to 24th January 2019. The leaflets, while having a limited budget, must express the complex and elaborate identity of Stamperia Marra facing the following issues:

1. Marra's printing and fashion (1st folding)
2. Marra prints and work clothes (2nd folding)

COMPETITION

The winners of the competition will receive a prize set by the company and the possibility to support Stamperia Marra during the Pitti Immagine Filati event.

FINAL OUTPUT

The project will be selected on 30th November 2018 and will be delivered correctly (text correction, export pdf etc.) for printing on 7 December 2018 and be delivered printed within the third week of January 2019. The relatively short timeline for production requires that the

1. for the folds " Stamperia Marra printing and fashion" a version printed in digital and ennobled in screen printing and a variant printed exclusively in digital is required, the maximum available size is 46 cm x 31 cm

Any variant of the project compared to the aforementioned requires a detailed estimate of costs and times.

Materials for a Playlist.

1. Describe badge content: (Super Badge)

Badge element	Details
Badge name	Leaflet Designer: Completed!
Badge description	Would you like to be able to create a leaflet and participate to a unique fashion exhibition in Florence? Complete the playlist in creating a flyer and get the leaflet designer badge.
Learning outcomes	Students who get this final badge are able to create a flyer using the different steps of work: briefing, moodboard, mockup, layout, printing optimization and final printing production.
Opportunity description	After getting the final badge, you will take part in Stamperia Marra Contest to be their guest during the exhibition and receive a prize from the company. Stamperia Marra will choose the best leaflet.
Opportunity access	Stamperia Marra will come to school, and be ready to present your product to them in an official business situation.
Badge image (add links)	https://drive.google.com/file/d/1nflvgoEQ7cpoxn04SHef9MigBn35Xjm/view Or https://drive.google.com/file/d/1qgKx-l7xnKA30l3NI903T4XNfSVh7-V4/view
Interest category	Creativity, design, printing, packaging, computer graphics
Skill tags	https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Foccupation%2F69bcb0a-8d80-4ecd-b0a4-9adea2a40de2&conceptLanguage=en&full=true (Graphic Designer) https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Foccupation%2F6175b828-026d-4fb4-8be7-418394e1add0&conceptLanguage=en&full=true (Digital printer)

It is possible to find the playlist created on the platform



Informazioni

Partecipa all'evento di moda "Pitti Immagine Filati" con Stamperia Marra: crea due proposte di volantini e sii ospite di Stamperia Marra in questo esclusivo evento di moda italiano!

Attività da completare

Completa le attività seguenti e ottieni i badge per vedere lo stato di completamento della playlist aggiornato



Crea il tuo Brief

► Obbligatorio
⌚ Durata sconosciuta
[Vedi l'attività](#)

Vedi contenuto ▼



Produci un Moodboard

► Obbligatorio
⌚ Durata sconosciuta
[Vedi l'attività](#)

Vedi contenuto ▼

Badge 1

[Modifica](#)



Competenze

- #progettazione grafica
- #stampa digitale
- #processi di imballaggio
- #stampa digitale
- #progettazione grafica
- #tecniche di promozione d...
- #stampa digitale

★ Attività: 7

👤 Iniziato: 4

5.2A playlist from Salesianos Pamplona

The Spanish Partner, Salesianos Pamplona, decided to create a playlist whose aim was to Design and Print a Poster for a Music and Dance Event.

Playlist activities, content and resources.

Design of the Graphic Product: Design Posters for a Music Event.

1. Super Badge: Describe badge content once the Playlist has been Completed.

Badge element	Details	Translation to Spanish
Badge name	Poster completed!	¡Póster completado!
Badge description	Earners of this badge are able to manage the workflow of a design project.	El ganador de esta medalla es capaz de crear un producto gráfico desde su diseño hasta la impresión del mismo.
Learning goals	<ul style="list-style-type: none"> Will be able to fill in a briefing with the information of the client and the project. Will be able to gather relevant information for the project through a Moodboard. Will create more than a draft for the same project. Will create a design product with all precedent steps in mind. Will make real the project by printing it. Will present their project to others. Will get feedback on their final proposals. Will show their final product on an exhibition. 	<ul style="list-style-type: none"> Ser capaz de rellenar un briefing con la información del cliente y del proyecto. Ser capaz de seleccionar la información necesaria para el proyecto a través de un Moodboard. Crear más de un boceto para el proyecto. Crear un producto de diseño gráfico teniendo en cuenta los pasos anteriores como es el briefing y la búsqueda de información.. Hacer real el proyecto a través de la impresión. Ser capaz de defender y presentar su proyecto en público. Aceptar las propuestas de mejora sobre sus diseños. Mostrar el producto final en una exposición.

2

the learning experience
through playlists/

Opportunity description	The earners of this badge will be rewarded with a visit to a prepress department of a Graphic Art company in Pamplona, given them the opportunity of meeting people which already work in the sector.	El ganador de esta insignia será premiado con una visita al departamento de preimpresión de una empresa del sector en Pamplona. Dándoles la oportunidad de conocer y conversar con trabajadores del sector.
Opportunity access	The earners of the badge will be notified the day of the final exhibition.	Los ganadores de la insignia serán notificados el día de la inauguración de la exposición.
Badge image (add links)		
Interest category	Creativity and design	Diseño y creatividad.
Skill tags	<p>Essential skills and competences:</p> <ul style="list-style-type: none"> adapt to type of media convert scribbles into virtual sketches design graphics design prototypes develop creative ideas write a brief identify customer's needs respect publication formats translate requirement concepts into visual design use creative suite software <p>Optional skills and competences:</p> <ul style="list-style-type: none"> apply desktop publishing techniques create advertisements use digital illustration techniques 	<p>Capacidades y competencias mínimas:</p> <ul style="list-style-type: none"> Adaptación al tipo de medio de difusión. Convertir bocetos manuales en virtuales. Diseño gráfico digital de imágenes y textos. Diseño de prototipos. Desarrollo de ideas creativas. Escribir un Briefing. Identificar las necesidades del cliente. Respetar los formatos de publicación. Trasladar la ideas y conceptos a imágenes. Usar softwares para diseño gráfico. <p>Capacidades y competencias opcionales:</p> <ul style="list-style-type: none"> Aplicar técnicas de autoedición publicitaria. Crear anuncios publicitarios. Usar técnicas de ilustración digital.

3

	https://ec.europa.eu/esco/portal/occupation?uri=http://data.europa.eu/esco/occupation/69bcb0a-8d80-4ecd-b0a4-9adea2a40de2&conceptLanguage=en&full=true&resultLanguage=true&newLanguage=en&skillFilterIndex=0	
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2. Describe Playlist content:

Playlist element	Details	Translation to Spanish
Title	Design Posters for a Music and Dance Event.	Diseñar un póster para un festival de música y danza.
Description	<p>Welcome to Design Posters for a Music and Dance Event. This is one of the Playlists in the Design of Graphic Product series.</p> <p>The relationship between design and music is very close, they are two languages that go hand in hand. Two types of art, two languages capable of awakening feelings and emotions. This time you will enter into the definition of a visual identity of a festival. All the elements in this project will be defined according to the music: the typography to be used, the style, color palette.</p> <p>Throughout this Playlist, you will learn everything you need to use in your workflow for the creation of a graphic product. Also at the end of the project, we will make an exhibition with all posters. In this occasion we</p>	<p>Bienvenido a la Playlist: Diseñar un póster para un festival de música y danza.</p> <p>Esta es una de las Playlists de la serie de "Diseño e impresión del producto gráfico".</p> <p>Hay una estrecha relación entre diseño y música. Son dos tipos de arte, dos lenguajes capaces de despertar sentimientos y emociones. En esta ocasión te adentrarás en la definición de la identidad visual de un festival. Todos los elementos con los que trabajarás a lo largo de este proyecto tendrán que estar relacionados con el festival: la tipografía utilizada, el estilo, las paletas de color, etc.</p> <p>A través de esta Playlist, adquirirás los conocimientos necesarios para seguir un flujo de trabajo correcto en la</p>

4

The complete file of Salesianos Pamplona playlist creation and planning is at this [link](#):

You can find the playlist created on the platform at this link

<https://salesianospamplona.switchlearning.eu/it/activities/6282>



The screenshot shows the 'LET'S PLAY VET' platform interface. At the top, there are navigation links: 'Playlist', 'Tutte le attività', 'Accedi', and a 'Registrati' button. Below the navigation bar is a large video player area. The video title is 'Diseño de un póster para un festival de música y danza.' and there is a 'Participa' button. Below the video player, there are tabs for 'Panoramica' and 'Badge'. The 'Informazioni' section contains the text: 'Bienvenido a la Playlist: Diseñar un póster para un festival de música y danza. Esta es una de las Playlist de la serie de "Diseño e impresión del producto gráfico".' The 'Badge' section shows 'Badge 1' with a small icon. A red question mark icon is visible in the bottom right corner.

5.3 A playlist from SZÁMALK-Szalézi Szakgimnázium

The Hungarian Partner, SZÁMALK-Szalézi Technikum és Szakgimnázium (former SZÁMALK-Szalézi Szakgimnázium) decided to create a playlist whose aim was to Design Packaging for Teaboxes.



Playlist activities, content and resources.

Design of the Graphic Product: Design Corporate Identity for a Zoopark

1. Describe badge content:

Badge element	Details
Badge name	Design a Packaging for Tea
Badge description	Earners of this badge are able to manage the workflow of a design project. Earners of this badge
Learning goals	<ul style="list-style-type: none"> Will be able to fill in a briefing with the information of the client and the project. Will be able to gather relevant information for the project through a Moodboard. Will create more than a draft for the same project. Will create a design product with all precedent steps in mind. Will make real the project by printing it. Will present their project to others. Will get feedback on their final proposals.
Opportunity description	Visit to a real printing workshop.
Opportunity access	
Badge image (add links)	
Interest category	Creativity and design
Skill tags	<p>Add several relevant skill tags from ESCO classification: https://ec.europa.eu/esco/portal/skill</p> <p>Essential skills and competences:</p> <ul style="list-style-type: none"> adapt to type of media convert scribbles into virtual sketches design graphics design prototypes develop creative ideas

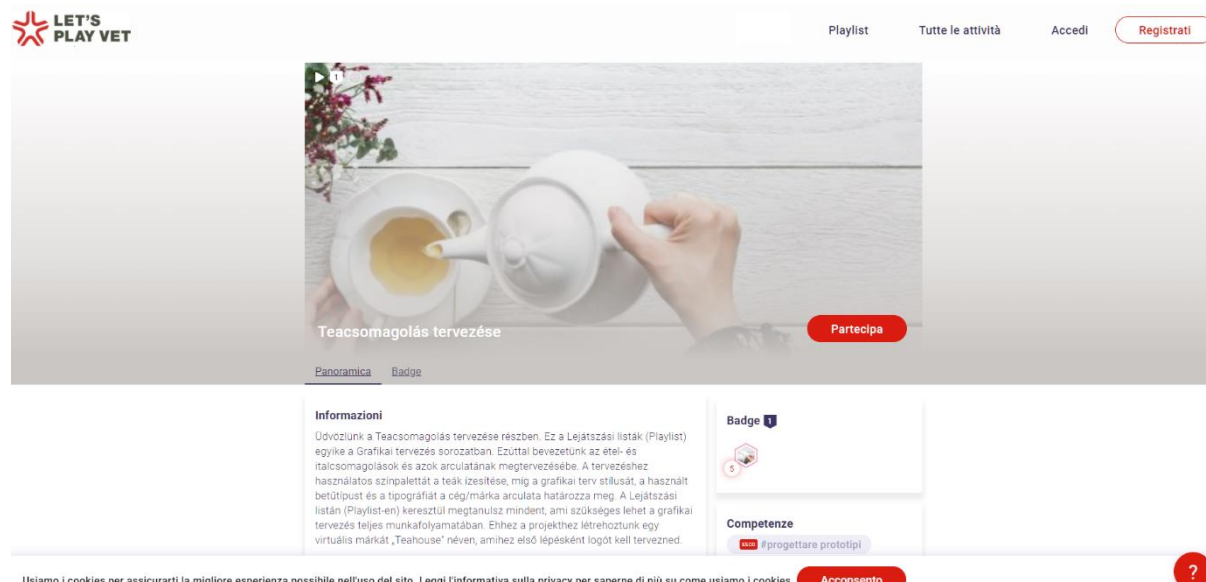


2

The complete file of SZÁMALK-Szalézi Technikum és Szakgimnázium playlist creation and planning is at this [link](#):

You can find the playlist created on the platform at this link

<https://szamalktech.switchlearning.eu/it/activities/6289>



5.4 A playlist from Uniser


Uniser, an Italian partner, has the role of Mobility provider for Hungarian and Spanish partners having internships in Italy with their graphic students. During the creation of playlists, Uniser as well considered important to use the platform to host playlists dedicated to mobility preparation and development.

The playlist's name is Mobility Rhapsody.

Rhapsody is defined as a piece of music that has no formal structure and expresses powerful feelings. This playlist has sought to combine this music concept with an adventure abroad.

The first experience reads: *“Are you ready to embark it? Do you want to shape your life as a newly European citizen? Explore a new country and culture through the “playlist challenges” (=“experiences”) in order to earn badges that will help you to bear out the new transversal skills achieved while living, working, eating and having fun abroad! Like a rhapsody there is no structure, you can “play” the challenges in the order you wish. Deal?!”*

<https://uniser.switchlearning.eu/it/activities/7605>



Mobility Rhapsody

[Panoramica](#) [Badge](#)

[Partecipa](#)

Informazioni


A rhapsody is defined as a piece of music that has no formal structure and expresses powerful feelings. This playlist will let you tread extraordinary paths through different countries and cultures combining this music concept with an adventure abroad.

It will give you the opportunity to taste life in a new community through the 'playlist challenges' (= "experiences") in order to earn badges that will help the player to bear out the new key competences achieved while living, working, eating and... Having fun abroad!

Like a rhapsody there is no structure, you can "play" the challenges in the order you wish. Deal?!

Attività da completare

Completa le attività seguenti e ottieni i badge per vedere lo stato di completamento della playlist aggiornato




Have a cultural full immersion ...Street art challenge!

► Obbligatorio

3 ore

[Vedi l'attività](#)

[Vedi contenuto](#)



Unleash your critical thinking


► Obbligatorio

1 ora 30 minuti

[Vedi l'attività](#)

[Vedi contenuto](#)

Badge 1



Competenze

- #riflessione
- #software di editing grafico
- #progettazione grafica
- #utilizzare strategie di appr...
- #settore della musica e dei ...
- #interazione sociale
- #scattare le foto
- #riflessione
- #interazione sociale
- #insegnare metodi di comu...
- #dimostrare consapevolezza...
- #utilizzare il ragionamento ...
- #selezionare i materiali arti...
- #modificare le fotografie
- #dimostrare competenze a ...

The complete file of Uniser playlist creation and planning is at this [link](#).

6. Testing of the VET Training Module

During the development of the project, the playlists created by the partners, including Uniser, have been tested several times.

Each time, corrections and improvement were applied to the playlists and this is reason why, partners have created more than one VET training module following the playlist approach. In the following part, results of the testing by students and teachers have been reported.

Teachers:

1. Playlists have to be spread among as many teachers as possible, they have to be supportive and involved if we want the system is successful.
2. Teachers need to change mentality when teaching. Sometimes teaching is boring how we do it now. We need to learn with students following their ways.
3. Playlist should be organized within level of difficulty as in a game.
4. They should also give some basic notions of the topic you are dealing with (i.e. layers in Photoshop).
5. Playlists should be on the topics they like most.
6. Playlists should use appealing materials: photos the like for example.
7. As an example, we can prepare shared playlists: Photoshop tools for example.
8. Playlists should be free, and students should choose which activity to do first.
9. Playlists should always remember learning outcomes, maybe a grid on the platform could be useful.
10. It is easier to design playlists for students with already high competences.
11. A playlist can help in class with students at different levels. Different types of playlist are needed in a class.
12. Attractiveness of playlist also with the help the students need to be studied.
13. Give some rewards to students: it is not worthy for all of the students like printing a T-Shirt.
14. When they complete a playlist consider giving discounts: maybe related to cinema, museum, idea to go abroad as a reward.
15. Shortening the text or take it away completely, short video about it
16. At the moment platform is to be used individually. Let's consider how to make it a group experience.
17. Connect to each other or ore invite each other to one's own activity
18. Apply ECVET in Key competences
19. Favour teamworking on the platform

Students

1. Easy but the content needs some improvement and needs to be more appealing
2. Sometimes words used in contents are not clear enough like moodboard ore brief and their function in the design process.
3. There are steps and basic information but I would like to read some additional information how and why should I do that way my design, how design can impact on peoples mind, what is forbidden and what is obligatory to put on the packaging design. I also miss the opportunity to see what other people are doing; a gallery with the good samples is needed.
4. It would be nice to have a more detailed description of each step with much more information and much more steps between existing ones.
5. Four out of six activities were easy but I wonder if you can pass from one task or activity to other without completing it.
6. There is too much information to deal with
7. It is a bit difficult to understand the purpose of all the material provided
8. The use of questionnaires are complex, the task doesn't appear as completed so I couldn't pass to the next step
9. It could be nice to have the opportunity to rate the playlist.
10. I prefer to complete the questionnaire on my own gmail account.
11. I would like to see the progress of your friends.
12. I would like to see the other works upload by other users.
13. I would like to be encouraged to complete the tasks.
14. The playlist was simple and orderly organized in terms of content.
15. I like the idea of having to finish an experience to move on to the next one
16. From my point of view the playlist were quite, but I needed the help of my teacher.
17. The playlist was easy and the contents appealing and understandable.
18. The content is put together in a nice way, it is quite clear how to use it:
19. It is nice that you can share your achievements on Facebook
20. Task description is clear
21. I like that all aspects of the task are gathered in one list, so it is easy to review and nothing is left out
22. I was really very happy when I got badge!

7. Conclusions

Let's Play VET! project started on 2nd October 2017 and finished on 1st December 2020. This has been a very long period through which partners have known each other very profoundly and have shared their experience and knowledge of teaching techniques and methodologies. They also took the occasion to visit each other, their premises and to get acquainted with other staff members. Above all, they were exposed to diverse VET systems with different rules and norms and they seized the chance to understand how partners were dealing with these national frameworks.

The comparison curricula task proved particularly demanding and at the start, it seemed insuperable. The strength of a partnership, however, is the ability to share its members' previous knowledge, ideas and intuitions. Therefore, the ESCO application suggested by the technical partner, Badgecraft, proved a turning point: partners started concentrating more closely on learning outcomes; they left aside subjects, names of curricula and framework-specific issues. They gave more relevance to what students have to learn to enter successfully in the labour market. The choice of developing a VET training module linked to the DESIGN OF THE GRAPHIC PRODUCT came naturally. In fact, the three VET providers, Associazione Cnos Fap, Salesianos Pamplona and Szamalk, had experience in carrying out projects that have practical outputs to teach students graphic design, which is anyway the heart of all the curricula.

The VET modules produced thorough playlists, thus, were several: Stamperia Marra, Cinema Galliera, Teabox creation, Posters for Music events, Mobility Rhapsody are only some examples of the playlists created on www.switchlearning.eu. At a planning phase, modules were initially created in English and then translated in partners' own languages. Students have used their playlists in their daily work at school, they were evaluated according to the tasks required and they felt rewarded and appreciated by receiving their badges. At each playlist, feedbacks were collected in order to improve planning and creation.

Playlists were also used to give value to students' mobility period in Italy and Spain and demonstrated an unreplaceable tool in organizing and implementing innovative virtual mobility experiences during current COVID-stricken period.

In order for partners to take inspiration and use other partners' material, the partnership decided to create a space on the platform where all the playlists are accessible and visible. This was useful also for students who decided to take part in, for example, playlists created by the Spanish partner, being some of them Spanish mother tongue.

At the moment, 321 users are registered on the platform and have tried to use it, partners have produced 26 playlists including also other sector different from graphics, in total partners have created 146 activities.

As the platform has become one of the daily used e-learning tools, the number of activities created is increasing day by day. For example, Cnos Fap is implementing a playlist called Fondazione Don Bosco which has been set up for 2020-2021 school year in Graphic Technician whose aim to the create a fundraising campaign for [Fondazione Don Bosco Onlus](#).

Thanks to dissemination and promotion activity, other VET centres have shown interest in Let's Play VET! platform. This is the case of Associazione Cnos Fap Piedmont: they have started planning the creation of a playlist linked to a training module for in-company internship tutor as an output of a KA2 Erasmus+ project STEP UP.

Despite the difficult moment that international activities are living due to Covid 19 outbreak, the project succeeded in reaching its objectives, i.e. creating an innovative VET module and bringing innovation in teaching methodology. In addition, the project gave the chance to pilot a new approach to mobility, that went digital.