



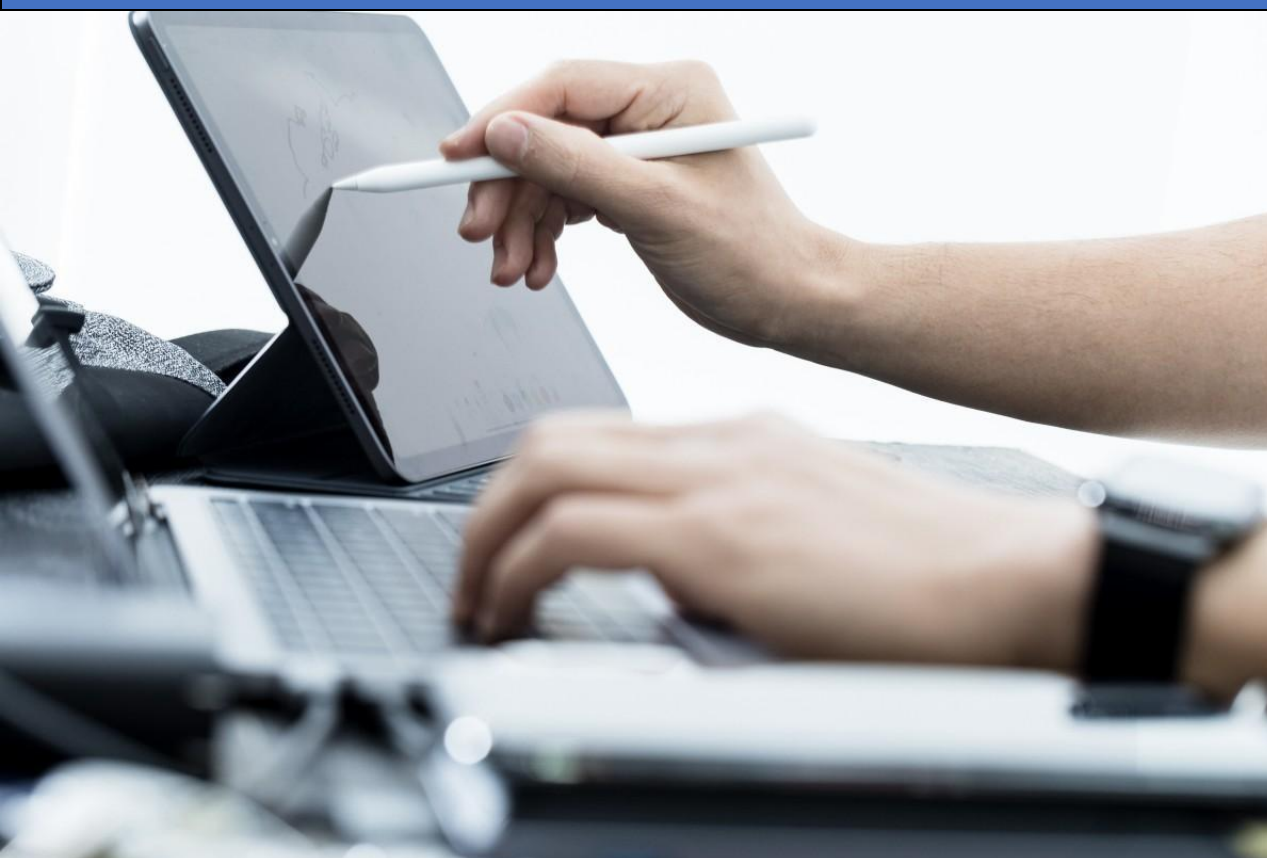
PAINT THE BIT

Rethinking artistic
and creative
competences and
job
profiles

2024

R2.7 – Paint the Bit VET curriculum

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1) Introduction

This is a document developed within the project Paint the Bit - Rethinking artistic and creative competences and job profiles in a renewed labour market and social trends by the project partners E-Juniors (project coordinator), CENTRO STUDI CITTA DI FOLIGNO ASSOCIAZIONE, In Progress, CSI CENTER FOR SOCIAL INNOVATION LTD and BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH (task leader).

It is the curriculum for VET (vocational education and training) comprising formal (specialisation course), non-formal (MOOC) and informal (work-based) stages using Open Educational Resources. It follows the system of ECVET (European Credit for Vocational Education and Training) and EQF (European Qualification Framework) which both facilitate permeability pathways and increase higher-level skills across education systems and country borders.

The document builds on the previous results developed within this project, in specific the Identification of emerging job roles in the Cultural and Creative Sector analysis.

The overall objective is to ensure the CCS (Culture and Creativity Sector) professionals are technologically fit in an appropriate way for their work performance and well-being, to be capable to respond to respective challenges. For the VET sector, it shall bring an in-depth understanding of the new challenges to which professionals in the arts and creative sector must be able to respond. In this sense, this document focuses on basic and advanced digital skills, as well as digital literacy for CCS professionals to face the current challenges in the labour market in a post-Covid situation, particularly when it comes to creating and promoting their artwork in a digital format.

Skills and competences that are included in line in this project are so-called transferrable competences. In specific these are:

1 – Specific communication skills (towards art customers), 2 – Basics in marketing for artists, 3 - Business management for artists, 4 - Management skills, 5 - Organisational skills, 6 - Collaborative techniques, 7 – Teamwork for artists, 8 – Problem solving skills, 9 - Conflict resolution skills, 10 - Self-empowerment skills, 11 - Learning to learn skills (autonomous learning), 12 - Creativity skills.

The specific content modules for digital competences (more than 10 have been planned) are: 1 - e-creation of art and creative works (virtual art), 2 - IP protection for artists, 3 - NFT, 4 - apps design and development, 5 - e-distribution of artwork, 6 - Creation of a website and other digital tools for your art, 7 - Use of social media and platforms to promote/ sell own artwork, 8 - Follow up of creative processes as collaborative online work, 9 – Cyber security, 10 - Block chain, 11 - Digital payment tools.

The proposed methodology to implement the Paint the Bit training and learning is based on the delivery of new online training formats (MOOC – Massive Open Online Course) and digital content (Open Education Resources).

What seems important to exploit are the advantages of such training delivery modes (like open access 24 hrs./ 365 days via any kind of digital device connected via the internet and learning at one's own pace), but also to avoid hinderers and obstacles which might

threaten a successful learning experience (e.g. overwhelming technological infrastructure, confusing navigation, boring and long text-based reading and effects like increase in motivation). To achieve this, applying adult training principles, leading the artist learners to become “active subjects in the training” and their learning, enhancing their existing competences by stimulating at the same time useful connections of professional complementarity will also bring the opportunity of knowledge sharing and networking to them.

The structure in the present curriculum follows relevant elements to this approach by highlighting – and summing up – the Modules’ Learning Objectives and Outcomes, followed by exploring an appropriate VET methodology that builds in its final stage on a piloting experience in all five partner countries (i.e. France, Italy, Spain, Austria, and Cyprus).

Contents proposed to professionals in VET in this curriculum shall, nevertheless, be easily adaptable to other national contexts, possibly also to similar training and learning environments that explore principles of adult education and EQAVET and the requirements of the sector.

2) Learning Objectives and Learning Outcomes framework

The course learning objectives are for artists:

- to learn about new technology they can use for communication – including promotion –, creation, implementation, and presentation of their artwork as an individual artist, as well as for collaboration with others to present and promote artwork,
- to gain necessary digital skills and literacy, including cyber security knowledge,
- to be aware of property rights and digital tools to better manage follow-ups,
- and to know skills related to managing the art business as an individual artist towards a successful business endeavour.

The envisaged learner does not have any specific knowledge of the presented module topics.

The learning outcomes, knowledge, skills, and autonomy/ responsibility indications telling what a learner shall know and be able to do upon accomplishing the respective module(s) are listed in the table on the following pages.

Module title	Knowledge	Skills	Autonomy/ Responsibility	Suggested Duration
	The learner will know:	The learner will be able to:	The learner will be able to organise:	In hours
Specific communication skills - What to remember in oral communication with potential art customers	key structure and elements of typical oral communication situations with (potential) art audience	express him-/ herself in business related situations when it comes to talking to (potential) art clients aiming at informing them about the individual art	the preparation of a speech (e.g. for an exhibition/ art event) individually and to talk to potential art clients at events	1 hour
Basics in marketing for artists	art relevant marketing basics and marketing trends today in the art business	plan according to the key elements a personal marketing strategy	marketing tools according to the individual marketing strategy and readapt them based on own experience	1 hour
Business management for artists	steps to follow when applying business management ideas in a 'smart world' to artist work	Sell own artwork, surround him/herself with talent, be growth-oriented, and develop a smart business model (i.e. a business that uses data and technology)	own work as an artist in a smart business model	1 hour
Management skills	main technical, conceptual and interpersonal skills to organise business continuity; some management system to optimise processes	to better understand consumers and the organisational behaviour in which they move; to plan and manage projects	planning and delegation of tasks in collaborative constellations to achieve business continuity	1 hour
Organisational skills	concrete planning and structuring measures and tools for organising one's work	plan tasks and structure work efficiently	be able to maintain an orderly workspace helping meet deadlines and organise the work efficiently	1 hour
Collaborative techniques	the difference between collaboration and teamwork; different collaborating techniques (online and offline)	to multitask, to work autonomously, and adapt to other people's ways of working	show flexibility and compensate when a collaborator contributes less to collective work, show respect to collaborators and their work	1 hour



Teamwork for Artists	the theory of the importance of Artists' Collectives and teamwork, team dynamics useful for succeeding in joint art projects	work applying fair play rules, show empathy; understand the added value of cooperation and coordination; to apply dynamic team management	a team in a pro-active way and to set common goals together with others by working in a cooperative way (e.g. Collective Exhibitions)	1 hour
Problem-solving skills	situation assessment to identify the parameters of a problem, the alternatives that exist to mitigate a problem, mediation techniques	to recognise problematic situations, choose the option that will most effectively solve the problem, define the process for solving the problem, execute the selected process	risk management; prioritizing; take steps necessary for decision making	1 hour
Conflict resolution skills	what to consider and to do to avoid and deal with conflict situations. S/he will know the difference between disagreement and conflict.	apply (behavioural, communicative) measures that help avoid and solve conflicts	measures to solve conflict situations with others	1 hour
Self-empowerment skills	how to set reasonable goals, and live a self-empowered artist life	develop a positive attitude, practise self-care, set reasonable goals, be assertive, use positive self-talk, to boost resilience and deal with adversity.	self-efficacy, a positive attitude, resilience, taking action, communication in a positive language, avoid criticism and negativity	1 hour
Learning to learn skills (autonomous learning)	needs assessment techniques, goal identification methods, learning styles and learning situation assessment	develop the capacity to self-direct his/ her own learning gain, process and assimilate new knowledge and skills	own learning by applying the best learning style for them transforming one's own experience into new knowledge	1hour
Creativity skills	how to approach a challenge from a new perspective; how to take an alternative angle, or an atypical mindset when producing artwork.	apply collaborative thinking, abstract thinking, interdisciplinary thinking, visual thinking	pattern recognition, radical planning, experimentation and simplification	2 hours



E-creation of art and creative works (virtual art)	how to create artworks using digital tools	apply basic digital creation tools	digital art using a variety of tools	1 hour 30
IP protection of art	different tools to protect IP (copyrights, trademarks, utility patents, trade secrets), the primordial actions to protect own IP (to document discoveries, use DRM systems, opt for NDAs, create strong access credentials) and how to fight theft	to use these tools, to take actions and fight for his/ her rights	responsibility for own IP, protecting it, fighting theft	1 hour 30
NFT	from user side what this technology is and what an artist might need to consider before selecting a provider	to reflect upon individual benefits and select among existing providers according to individual considerations taken into account	to open a wallet and use NFT individually for selling art work, follow up of art work post sale, support royalty arrangements	1 hour
App design and development	how to develop an innovative (digital) App with advanced features that allows users to sell or buy art objects online	create and develop an (online) app and its contents	a digital art app using ad-hoc tools and programming languages	1 hour
E-distribution of artwork	how to develop a virtual platform for distributing own art work	to use an online platform to share art and creative works online	the individual virtual platform and display and present own art work online	1 hour
Creation of a website and other digital tools for own artwork	digital tools, understand their usefulness and importance for creating a website on the internet	to create and use a website and other digital tools for the promotion of own art work and a professional portfolio	the own website to promote own art work and present the professional portfolio	1 hour
Use of social media and platforms to promote/ sell own artwork	most popular Social Media channels (like Facebook, Instagram, LinkedIn, Pinterest), hashtags and other tools for self-	to create content to engage audience online in social media channels; plan and schedule social media publications, use	an editorial plan and keep track of the metrics to check progresses (through Google Analytics in specific)	1h30



	promotion; and how to apply the technique of story telling	analytics to assess impact		
Follow up of creative processes as collaborative online work	follow up techniques online towards customers and with other artists in online collaboration; s/he will know platforms used by artists for this	use follow up towards clients and artists using main basic digital techniques	followup with customers and in exchange and collaboration with other artists online	1 hour
Cyber security	the minimum criteria to apply today in website imprint, data protection regulations (in specific the EU's GDPR (General Data Protection Regulation), basic legal privacy concepts	to manage and secure personal digital footprints, and perform a vulnerability assessment of the individual homepage	ensure that the integrity of any personal data that is collected, managed, stored or processed, is fully protected on the own internet channel, and organise steps in case of attacks or loss of data due to a cyber attack	1 hour
Block chain	what block chain is, what it allows and how to use it	to recognise block chain, validate its usefulness for own services and be able to access it	the use of the blockchain technology for generating benefits for him/herself and his/ her art	1 hour
Digital payment tools	the most relevant platforms and providers to handle digital payments of own art sales	to use payment platforms, in particular: online payment gateways (PayPal, World Pay, After pay, Square), third party marketplaces (Etsy, EBay, Amazon, Art Station e Saatchi Art), mobile Apps (apple pay, etc.), cryptocurrency payments and others	for his/ her art costumers to perform payments in an easy, secure, trustworthy digital way	1 hour

NB: the suggested duration refers to the average time needed for learners to accomplish the module (without any specific assessment). In total, it is estimated that all modules cover an average learning time of 25 hours 30. It has to be noticed here that learners can apply a modular learning path in the sense to enter individually what they interest them most without considering having attended a specific module prior to it.



3) Staged VET methodology

This chapter elaborates on learning methodologies the project is considering and referring to, in particular:

- The Maieutic approach, oriented to the development of the learning potential of each person/group, to give a new ability to read the problems,
- Cooperative Learning: particularly indicated for the learning of soft skills and in general of all the social skills linked to working relationships; it is implemented by dividing the learners into small working groups to achieve common objectives, trying to improve their learning reciprocally
- Community of practice, aimed at collective improvement to share work experiences, results produced, the critical points encountered, and the practices that have proved effective.

The following sub-chapters explore these informing about MOOCs as an open and informal learning environment, Blended learning/ training as different forms of learning are combined into one training in such a way that it is possible to incorporate the advantages of each form and compensate for the disadvantages of the other, and Peer-to-Peer Learning for helping one another in learning.

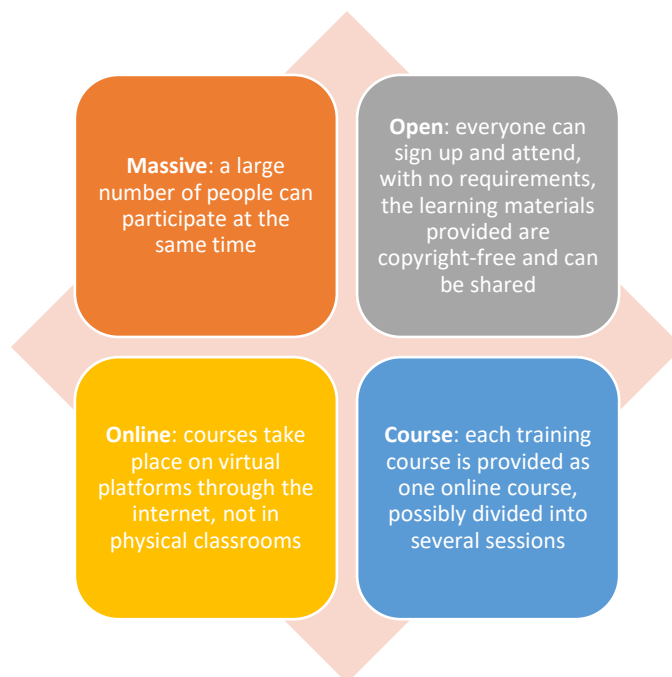
3.1) MOOCs

MOOCs (Massive Open Online Courses) are educational activities that are provided online to a large audience. The term MOOC was coined in 2008 by writer and researcher George Siemens on the occasion of an open course entitled “Connectivism and Connective Knowledge” in which 2,300 users participated through the Web free of charge.

The intention is that many MOOCs are entirely free and open to any person without limitation. In reality, it shows, that there is a growing number of them which are no longer available for free.



About the meaning of the acronym MOOC



MOOCs represent a flexible way of acquiring new skills and knowledge through a continuous learning experience. It is sufficient to have an Internet connection and an email address, which are in most cases necessary to register for the desired MOOC platform.

In general, to follow MOOCs you need to have:

- sufficient digital skills
- knowledge of languages (most are in English)
- a good degree of personal motivation
- self-management skills in studying.

MOOCs can take place at a certain time of the year or be available all day long: one can decide independently when to log on and how much time to devote to them (self-paced learning mode). It is also possible to take several courses at the same time. In some cases, live lectures are provided, where you can interact with lecturers, ask questions and clarify any doubts.

MOOC platforms can offer a wide range of courses touching various disciplines, and each topic can be covered at different levels to facilitate learning.

In general, each MOOC is described in terms of content, duration, course date, estimated weekly commitment, and language, and in many cases, even teachers are named. Sometimes there are prerequisites and conditions for issuing a certificate of attendance.

After enrollment, you usually get access to a detailed syllabus, which includes the planned activities for the full duration of the MOOC and indicates also the ones that are mandatory for obtaining a certificate.

Usually, a lesson is divided into units: each unit consists of e.g. videos, in-depth materials, and self-assessment quizzes. In addition, there are final tests, and there may be interim assessments and assignments to be completed during the period of attendance.

Through MOOCs, it might be possible to obtain college credits, professional certificates, and other kinds of certifications.

MOOCs can be a useful tool for continuous education.

General advantages:

- No application fee (in many cases)
- Open access to courses taught by experts who otherwise would not be available to much of the world's population
- Courses open to all interested, regardless of location (almost always), resulting in a diverse learner base
- Learners can maybe also collaborate and share work, as well as criticism, and receive feedback from others.

General disadvantages:

- It is easy for learners to drop out, which happens very often in free-of-charge courses that do not offer certificates
- MOOCs do not provide feedback to learners because of the large number of students
- Learners need to accept responsibility for their work because MOOCs provide self-directed learning
- Technology prerequisites
- Limited real-world engagement
- Cost of implementation for providers
- Obsolescence of content

How do MOOCs work?

Courses typically consist of a series of units into which the content is broken down. Most units revolve around a video lesson connected to some online information or in-depth readings, produced by a teacher or freely traceable on the Net (author texts, commentary articles, Wikipedia entries, bibliographic references, etc.). During each lesson, a short self-assessment questionnaire, with, for instance, multiple choice and closed answers, might be proposed.

Each unit might also provide for the opening of one or more specific topics in a dedicated forum: discussions allow the participants to see clarifications, express curiosity, and learn together for instance, even if due to the high number of participants, because any direct interaction with the teacher or with the expert staff might not be possible.

The evaluation is very often performed in periodic questionnaires (evaluated automatically) and in the drafting of short essays (like 2-300 words long) for which the peer assessment method is used.

In short, the contents are dispersed in several “nodes”. Videos represent, so to speak, the fulcrum of the lesson, but naturally, in such a limited time, only the essential points of the issues addressed can be mentioned. As it normally happens on the Net, there are many members but the active users in discussion groups are proportionally few: presumably most play the role of lurkers, i.e. they observe and read without actively participating. The material is offered for the free interpretation of the participants in the discussion, regardless of their actual previous competence.



3.2) Blended training

In blended learning, the different forms of learning are combined into one training in such a way that it is possible to incorporate the advantages of each form and compensate for the disadvantages of the other. This refers to the idea of having synchronous and asynchronous learning – in the sense of learning in a social group be it online or in a classroom at the same time and individually at home and/ or connected via the internet at different times, like it is the case with the PtB training approach. In our approach, we focus on work-based learning in non-formal learning settings.

When it comes to work-based learning, blended learning can bring in many advantages.

The starting point for the planning to support learning activities should be a learner's available knowledge and competences. In any learning setting, learners should become (re)aware of their available potential and resources, build on these and expand them as needed. This is even more important when training is aimed at providing practical work experience at the same time with academic and technical skills, typical for work-based learning settings. Blended and competence-oriented work-based learning are guiding criteria: learners should have the opportunity to actively include their knowledge, experiences, and competences in the learning process or to apply them in a variety of practical tasks. This also means taking into account varying educational and professional biographies, learning types, learning paces, and preferences; and of course, consider in the PtB case the aimed adult learners in the CCS (Culture and Creativity Sector) with the particularities found in the sector (highlighted in earlier research results in partner countries).

What does this mean for this curriculum?

It implies that by using different tools, methods/ teaching materials - both analog and digital - learning processes can be supported to be initiated in a motivating and flexible way, and different competences can be explored and consolidated at the same time to address grown-ups learn specific skills in addition to their existing knowledge and competences.

The use of digital learning offers and digital tools should arouse learners' curiosity and interest and support them in a way a traditional classroom setting could not do. Any support in the learning process could be limited to the facilitation of these, in technical terms (when problems arise with the platform access and use e.g.), didactic matters (to help clarify questions related to knowledge or competences the system and internet cannot answer e.g.) and administrative issues (e.g. coordinating peer learning activities).

The following grid offers good practice methods implemented in competence-based blended learning and is selected particularly considering CCS representatives:

Visualisation methods	
Mind maps	<p>Mind maps illustrate ideas, connections, and conceptual structures. A term, a topic is written in the middle of a piece of paper/ screen. Neighbouring terms, but also feelings, expectations, or wishes are assigned to this key term. The keywords are divided into pairs e.g. cause-effect, advantages - disadvantages, important - unimportant.</p> <p>Mind maps make connections but also distinctions visible; they represent memories and ideas, plans or problem solutions.</p>
Brainstorming	<p>... is an association exercise on key questions. Ideas are collected, sifted, and classified so that an initial structure for a specific topic can emerge. Results serve as an essential starting point for further activities. In brainstorming, ideas, questions, and suggestions are taken down and answered by the learners.</p>
Collages	<p>The learners work alone or in small groups to create a collage on a given, possibly controversial, topic. The collage material (magazines, brochures, pictures, fabric scraps, audio material, etc.) can be provided or learners can find the required material themselves.</p> <p>After completion, collages can be presented to other people.</p> <p>Collages promote sustainable, networked learning and can provide a good starting point for conscious debate and further discussion.</p>
Meta plan	<p>... is a versatile method for finding topics at the beginning of Meta training, for collecting ideas and experiences as well as for evaluation.</p> <p>The learners write down their ideas, suggestions, etc. on colored cards which are then hung on pin boards / posted on a digital platform and subsequently bundled (clustered). The cards can be re-ordered several times - e.g. when learners redefine their priorities.</p> <p>The meta-plan method collects and organizes knowledge, experiences, questions, and problem views of learners in the group. A variety of ideas turn visible and can be communicated and visualised in the group.</p>



Interactive methods	
Dialogues and role-plays	<p>... serve primarily to develop communication skills. The learners are challenged to think of themselves in a certain situation or position. Common everyday or professional situations are simulated so that a realistic idea of efficient and goal-oriented situation management is created.</p> <p>To enable a reasonable analysis of the group's behavior and one's behavior, role plays can be recorded and later reflected together.</p>
Changing sides	<p>... is a particularly suitable method when 'other' perspectives and points of view or realities of life are to be consciously perceived and reflected upon. The learners are asked to slip into different defined roles or to take on different observation perspectives in which defined situations and problems are realized. Different circumstances and situations are observed from the point of view of a dreamer or a critic, etc.</p>
World Café	<p>Learners work on different topics in small groups or breakout rooms. They have specific questions in their group to discuss and write down answers they collated. After some time, the group members change rooms/ proceed to the next group and questions but one person - the host - remains and presents the results to the next group. The new group is now asked to continue taking the given answers into account. Again, results are noted down until all learners have been to all rooms/ groups.</p> <p>The results are then presented and discussed in the main room.</p>
Serious games	<p>Serious games bring in a touch of fun and are based on role games, board games, or similar traditional gamified learning approaches. Brought into the online learning world, gamers could be challenged to solve situations they might find in daily work life by applying the respective competences the programme wants to provide. They can be a good and attractive solution to train competences or assess them fitting better into the work-based approach compared to pure knowledge quizzes offered frequently in e-learning.</p> <p>This might be done individually and the computer steers activities provide suggestions and feedback where programmed as computer-assisted games or in a group with the possibility of bringing in a more competitive moment or other aspects like teamwork or direct peer-to-peer communication. The results should be presented in a way that lessons learnt are clear and feedback leads to improvement of targeted competences.</p>

Acquisition of knowledge and skills	
Story telling	<p>This method can be used for any topic, is usually told from an individual and sometimes very personal point of view, and adheres to certain formats and rules.</p> <p>Own stories should be thought of, structured, and then presented – either written down (200-300 words), recorded (in 2-3 minutes videos or podcasts), or painted, represented in a performance e.g.</p> <p>The strength of storytelling lies in its authenticity, which is brought about by a strong simplification and reduction of the content as well as any used texts, images, etc.</p>
Practical exercises	
Cognitive Apprenticeship	<p>The trainers first demonstrate individual work steps on a model (phase 1: modelling) – online this could be also done in a video. Subsequently, learners work independently with the guidance of the teachers (phase 2: scaffolding). With increasing learners' competence, this support decreases more and more (phase 3: fading). The trainers should constantly observe the learners' learning process in order to be able to provide adequate ongoing support (phase 4: coaching).</p>
Quizzes	<p>Quizzes are a common practice in e-learning scenarios done in most cases individually but not so frequent in traditional learning settings, even hardly used in work-based learning. Their advantage is to assess specific knowledge areas. For this reason, they could be a good alternative starter and ice-breaker (in both – online and offline/ traditional classroom settings) instead of a competence test at the end of a course.</p> <p>In online learning, one could also consider a joyful approach known from today's popular TV shows which could bring in a group setting training of typical soft skills needed in teamwork communication.</p>

Risks, hinderers, obstacles in blended learning which might threat a successful learning experience

Particularly in non-formal training, one can see in blended learning that there is a tendency for higher dropout rates in cases of courses for adults. Taking into consideration that they have a social living setting (e.g. family, existing work ties and schedules), as well as more specific learning experience and expectations (as results of prior education) than young learners, they very often form a very heterogeneous learner group from their professional life history. Even more important for PtB is to consider these aspects by offering a wide variety of short inputs (as attractive, work-related texts and visual contents), self-paced learning, and a modular approach with optional social learning options and different types of interactivity (human: machine and human: human).

Due to the limited contact with educators other than the web-based training itself, blended learning asks for a very thorough preparation of contents and adaptive online platform services, evaluation, and assessment that can offer the most sought-after knowledge and practices the CCS representatives are looking for. Making learning available in real-life situations (e.g. as work-based learning), considering evaluation and assessment that open suitable modular offers can be as important as visualizing lessons learnt (e.g. certificates, practice exam results, etc.) to keep them interested in blended (“lifelong”) learning with the support of PtB.

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3.3) Peer-to-peer learning

Peer learning (PL) has a long history. It is probably as old as any form of collaborative or community action and possibly has always taken place, sometimes implicitly and vicariously. (Topping, 2007) Peer learning has been extended in types and forms, in curriculum areas, and contexts of application beyond schools and universities and it can be determined as 'the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions'. (Topping, 2007, p. 631) It involves people from similar social groupings who are not professional teachers helping each other to learn and learn themselves by doing so.

Peer learning approaches have been promoted to foster certain types or aspects of lifelong learning skills which are not as readily pursued by other means (Slavin, 1995). Among those skills or attributes associated with peer learning are: (1) the development of learning outcomes related to collaboration, teamwork, and becoming a member of a learning community; (2) critical inquiry and reflection; (3) communication skills; and (4) learning to learn. (Bound, Cohen, & Sampson, 1999) According to Bound, Cohen, and Sampson, there are a variety of reasons for a focus on these. Those reasons include:

- 1) Peer learning naturally involves learners working together and developing skills of collaboration. This way, they are involved in a learning community in which they have a stake and are also offered practice in planning and teamwork.
- 2) There is a high potential for learners' engagement in reflection and exploration of ideas when the authority of the teacher/trainer is not an immediate presence.
- 3) Learners gain more practice in communicating in the subject area than is typically the case in learning activities when staff are present. They can articulate their understanding and have it critiqued by peers as well as learn from adopting the reciprocal role.
- 4) Peer learning involves a group of learners taking collective responsibility for identifying their own learning needs and planning how these might be addressed. This is a vital learning-how-to-learn skill as well as providing practice for the kinds of interaction needed in employment. Learning to cooperate with others to reach mutual goals seems a necessary prerequisite for operating in a complex society. (Bound, Cohen, & Sampson, 1999)

Implementation of Peer Learning

The following grid offers insights regarding the different types of Peer Learning that can be implemented, and things to consider when doing so. The selection was done taking CCS representatives into consideration:

Types of Peer Learning

Peer Tutoring (PT) Is defined by distinct role-taking as tutor or tutee, with a high focus on curriculum content and usually also on clear procedures for interaction, in which participants receive generic and/or specific training. Some peer tutoring methods scaffold the interaction with structured materials, while others prescribe structured interactive behaviours that can be effectively applied to any materials of interest. (Topping, Trends in peer learning, 2007)

Group Based discussions Engaging in group discussions enables students to discover how to form good counter-arguments, and learn how to question assertions made by peers. According to Wessel (2015), in this case, learners learn how to think in much more complex terms; not just how to respond to a trainer's question but how to respond to the various group members' assertions and how to claim one's own. Learners help their peers clarify their thinking and answer group questions. (Wessel, 2015) This guides learners toward a better understanding of working for something different than their success. Working as a group rather than working individually is a crucial opportunity to build various life enhancing skills. (Wessel, 2015)

Cooperative learning Cooperative learning (CL) is not only "working together" – it has been described as "structuring positive interdependence" (Slavin, 1990) in pursuit of a specific shared goal or output. CL usually takes place in small groups of around six heterogeneous learners and often requires previous training to ensure equal participation and simultaneous interaction, synergy, and added value. The trainer facilitates or more firmly guides the interactive process by providing the specification of goals, tasks, resources, roles, and rewards to the learners. (Topping, Trends in peer learning, 2007) Putting learners into groups where they can talk freely, can bring in aspects of their background and beliefs, can potentially lead to more understanding among the members within a group. (Wessel, 2015) They can also learn to interact with a group of people that they may not generally work with and can engage in conversation even if it is outside of their comfort zone. (Wessel, 2015)

Learner-led classes or online discussions As we are in the age of technology, online discussion, feedback, and tutoring are becoming more well-known. Through these mechanisms, learners can assess the work of other learners and give insightful and critical thoughts and guidance on how to improve their work. (Wessel, 2015) However, online tutoring works when learners have proven their proficiency in a given area and have received some instruction on how to tutor others. Furthermore, online discussion and feedback have to be structured in a way that stimulates positive critical discussion and has advocates of learning and guidance within it. (Wessel, 2015)

According to Topping (2001a), when planning peer learning, the following aspects of organisation need to be considered:

- 1) Context – there will be problems and opportunities specific to the local context.
- 2) Objectives – consider what you hope to achieve, and in what domains.
- 3) Curriculum area.
- 4) Participants – who will be the helpers, who will be the helped, and how will you match them? There will also have to be trainers and quality assurance.
- 5) Helping technique – will the method used be packaged or newly designed?
- 6) Contact – how frequently, for how long, and where will the contact occur?
- 7) Materials – what resources will be required, and how will they need to be differentiated?
- 8) Training – this will be needed for staff first, then for helpers and the ones helped.
- 9) Process monitoring – the quality assurance of the process must be considered.
- 10) Assessment of learners – the product and the process should be assessed; consider whether any of this should be self and/ or peer assessment.
- 11) Evaluation – you will need to find out whether it worked.
- 12) Feedback – this should be provided to all participants, to improve future efforts. (Topping, 2001)

Socio-Emotional and Transferable Skill Gains

Peer learning has been proven to be a successful venture when it comes to improving learners' academics and social cognitive skills. (Wessel, 2015) However, even programs and methods principally targeting cognitive/academic gain, can result in social and other transferable skill gains. In our case, apart from those changes, affective changes in attitude to learning, the trainer, the subject, peers, and the self might also be found. Schunk and Zimmermann (1994) argue that such changes are important for sustainability and generalisation, since they enhance self-belief, internal attribution for success, and

consequently self-regulation of subsequent learning behaviour. (Topping, 2007) They can help develop “educational resilience”, which might sustain the learner through transitions to less optimal learning environments. (Topping, 2007)

McLuckie and Topping (2004) suggest that, on the cognitive level, PL involves conflict and challenge while it also involves support and scaffolding from a more competent other, necessitating management of activities within the zone of proximal development (ZPD). In a PL setting, both the tutor and the tutee develop various skills such as:

- Working effectively in a group to achieve a common goal
- Problem Solving
- Decision making
- Show initiative and leadership abilities
- Active listening
- Personal development skills

(Assinder, 1991; McLuckie & Topping, 2004; Slavin, 1995)

Conclusion

Peer to peer Learning Strategies encompasses a few different types of learning techniques both in and out of the classroom, including peer tutoring, small and large groups for class discussion, and online discussion and feedback. For student dynamics, peer learning strategies foster student relationships and help students develop a greater multicultural understanding and acceptance. Peer learning methods have been proven effective in helping with learners’ academic and social skills, as long as the peer learning techniques are monitored and carefully structured. With peer learning, learners get the opportunity to aid in their peers’ learning through tutoring and feedback. They also have the opportunity to speak more freely and with less pressure when in group settings and student-led discussions. These strategies encourage greater communication among students and lead to increased academic success.

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