

Blended Learning Methodology for CreatINNES



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Disclaimer

The CreatINNES blended learning methodology has been developed as a blended training guideline.

The units of this module are designed to provide users with the most important insights regarding the subject matter of the CreatINNES blended learning didactic and technical approach, in accordance with the findings of the Intellectual Outputs 1,2,3 and 4 of the CreatINNES project.

All tips and recommendations here are intended to serve for independent learning and do not pretend to cover all possible aspects and related issues in terms of the subject matter covered. Users are solely responsible for ensuring that they have sufficient and compatible hardware, software, telecommunications equipment, and Internet service necessary for downloading this PDF.

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Introduction

What is blended learning?

Education is no longer just, going to a school, sitting in the school room in certain defined hours, writing on paper, and memorizing facts. The globalization and the innovative technologies have changed that. Nowadays, innovative educators offer new teaching approaches, flexible curriculum and lessons by adoption of blended learning models.

Blended learning is a technology-assisted teaching method integrating digital platforms, media, augmented reality and other innovative technologies within the teaching process, providing flexible and individualized learning experience. Therefore, blended learning is also known as hybrid learning.

The blended learning process, typically, is based on the following principles:

- ✓ Online and face-to-face learning are integrated into one process;
- ✓ Part of the learning happens in virtual classrooms or as a self-learning online process, and another part is organized as in-person online or face-to-face meetings, depending on the educator's decision and external factors;
- ✓ The content of a learning lesson is dedicated to a single topic followed with questions and exercises for self-learning training;
- ✓ The student has control over the path of learning and flexibility of engagement.

The final goal of blended learning is to improve student's motivation to learn the related theory, stimulating them to think and to make their own related conclusions for practice application of the knowledge.

Why is blended learning necessary for Cultural and Creative Industries?

Art has the power to transform humdrum things of our daily lives into inspiring concepts. Artists use creativity to get various messages across. To certain degree artists shape our perception of the enclosing reality and with their work encourage our imagination and perception of everything. Nowadays, we talk about cultural and creatives industries and their role in our societies is increasing. This statement is especially true for Europe since the cultural economy of the continent is rooted in its history. Moreover, culture and art are more and more entangled with the emerging technologies to together create innovative solutions in many areas of the economy. Creative and Cultural Industries (CCI) are acknowledged as a source of innovation and a key for economic growth, increasing the competitiveness of the European economy, especially in specific sectors such as tourism, cultural heritage and design.

CreatINNES project started before the Covid-19 pandemic situation. Now, the strategic impact of the CreatINNES is even more significant - the CreatINNES platform is coming in a much-needed time and can help beneficiaries to gain new knowledge and skills. This is especially important for entrepreneurs and start-up companies in the CCI sector, as the cultural and creative industries were one of the most affected business sectors by the long lockdowns.

CCI comprise all cultural and creative enterprises that mostly work for profit and produce and/or disseminate cultural or creative products and services [Source: *The German Federal Ministry for Economic Affairs and Energy*]. The most important factors for people working in CI to be effective and efficient are flexibility, knowledge and networking opportunities. Many representatives of CCI are self-employed, small and micro-companies, located in both large cities and rural areas.

Blended learning with its flexible teaching process allows CCI students to gain knowledge in the comfort of their homes or offices, in a flexible time frame, choosing online, from a variety of curricula around the world, one that meets their needs. They can choose between instructor-led training and self-directed training, or between group-oriented and individual-oriented training.

The blended learning approach also provides exceptional flexibility in presenting content. For large CCI companies, the online training component within increases the convenience of how and when employees will participate in the training. At the same time, complex topics can be presented face-to-face in a group-oriented lesson. This opportunity increases the efficiency and effectiveness of the learning experience and the working process.

In addition, blended learning is a cost-effective training strategy for all CCI members, allowing savings from travel and significantly reducing absences from work, reaching high-level content internationally.

About CreatINNES Blended Learning

Learner needs and motivational believes

Why investigating the learner needs? Along with all upcoming positives and opportunities for the creative people, various difficulties and issues occur. A hardship for the representatives of the CCI area in Europe is that the sector is fragmented by small businesses or individuals. They often face unique needs stemming from unique challenges including: the need for new models of cross-sectoral collaboration and "out-of-the-sector" thinking; the need for acquiring business skills and practical knowledge necessary for succeeding commercially, and access to finance for scaling up operations and production. On other hand, the Fourth Industrial Revolution is here, and innovation requires creative people on board.

The CreatINNES methodology and pedagogy aims to personalize the learning experience by motivating and engaging each learner – a great challenge that requires well-conducted research, analyses & recommendations and finally – to develop a full-fledged blended learning campus. Actually, the main challenge here was to predict accurately, how the millennials and the Gen Z learn and will be learning into the next 3 years as well as what actually they want to learn right now.

Collecting relevant information. One of the very first goals we set up was to collect relevant information and to analyse the needs of the future CreatINNES students. We conducted two surveys targeting different types of users, thus, the surveys were thematically divided:

- ✓ *Survey "Create"* – focused on CCI freelancers and CCI entrepreneurs;
- ✓ *Survey "Innovate"* – focused on non-CCI digital innovative entrepreneurs.

Accordingly, we developed two questionnaires, which were translated into five languages: Bulgarian, French, German, Hungarian and Macedonian. The questionnaires were distributed to more than 1020 respondents. As a result, based on the input of all CreatINNES partners, we collected information from 389 respondents who participated in both surveys.

Results and analysis. As a result, from the collected data, we identified the CreatINNES learner profile, learning behaviours and needs.

Among the CCI respondents, the first most desired training topic is related to marketing activities such as research, dissemination, promotion, etc. In addition, respondents expressed the need for training in creating partnerships, networking and collaboration. Furthermore, training in funding opportunities and business finance was required, mainly in Germany, Hungary and Macedonia. In Bulgaria and Macedonia, the most necessary

training is business management, how to enter international markets and develop an entrepreneurial mindset. Other training needs were also identified: innovation and competences in social media (Germany), creative thinking (Bulgaria), cooperation with freelancers (France), bureaucratic procedures (Macedonia). Detailed information is presented in a CreatINNES video (Link: <https://www.creatinnes.eu/results>).

Among *Digital Innovative Entrepreneurs* (non-CCI professionals), the need to acquire soft skills such as brainstorming (47%), problem solving (42%), design strategy (37%), corporate identity vision (37%) and critical thinking (37%) were identified. Detailed information is presented in a CreatINNES video (Link: <https://www.creatinnes.eu/results>).

Creation of the CreatINNES Blended Learning. Based on the identified needs and the data from the analysis, two tailor-made blended training programs were created:

- ✓ Training program 1: “Entrepreneurships for CCI freelancers and start-ups”, and
- ✓ Training program 2: “Creative thinking for Innovation”.

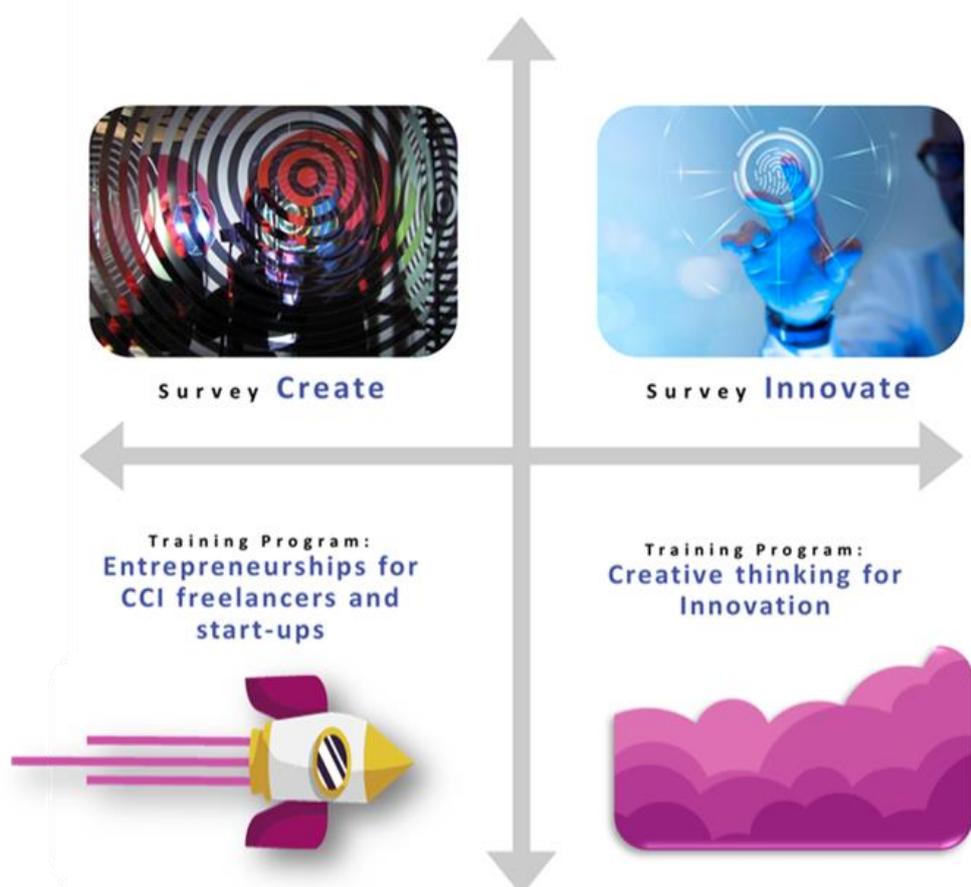


Image 1: The concept: from a survey to a training program in CreatINNES

Didactic approach in CreatINNES. Based on the devised learning path, we have developed a didactic approach that constitutes both activities: learning and teaching.

Learning
What students are expected to learn?
What is the realistic time frame for completion of every module
What practical skills they will obtain at the end of their learning path?

Teaching
How will the learning content be delivered?
How we could promote knowledge-exchange among all learners?
How we could boost learner engagement?

The CreatINNES blended learning model accommodates the following needs that characterized its target audience and the adult learners in general:

- ✓ CreatINNES learners are willing to challenge themselves. They obtained knowledge based on their previous experience;
- ✓ CreatINNES learners are self-directed and expect to take responsibility for decisions;
- ✓ CreatINNES learners need to know how the learning content is relevant to their job or for their learning outcomes - why should they learn it?
- ✓ Lecturer is more than a social engineer, mentor and observer. The online classes are no longer “sage on stage”;
- ✓ The learning should appeal to learners across this spectrum;
- ✓ Instruction should allow learners to discover things for themselves.

Course content

The CreatINNES Blended Learning is a learning course that combines online educational materials and online interaction with traditional place-based classroom methods. It is divided into two blended learning programs (Figure 1):

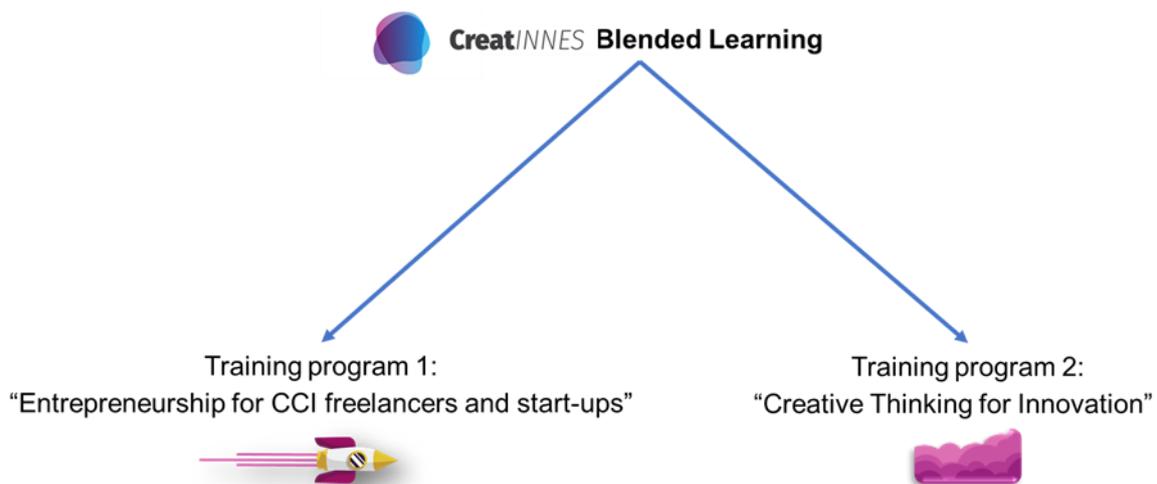


Image 2: CreatINNES Blended Learning Course with two Training Programs

Each training program is divided into separate training modules.

A training module is one structured section of a course representing a content dedicated on a specific theme. The content within a training module is designed and created to support the learner's intake and retention of the information it contains. Grouping training modules together is used to create step-by-step learning.

Each training module is divided into separate training units. Each unit corresponds to a specific topic defined by key concepts and learning objectives.

The CreatINNES Blended Learning course with both training programs on 6 languages (English, German, French, Hungarian, Bulgarian and Macedonian) can be seen here on the CreatINNES Academy platform (Link: <https://moodle.creatinnes.eu/>). In order to have your personal experience with the course, registration on the platform is required.

Detailed information about the training programs content is presented below:

Training program 1:
“Entrepreneurship for CCI freelancers and start-ups”



Training Module 1: Visualization of the Entrepreneurial Journey. Planning, Organizing and Managing

- Unit 1. Visualization of the entrepreneurial journey
- Unit 2. Planning
- Unit 3. Organizing
- Unit 4. Managing

Training Module 2: Business Planning

- Unit 1. What is a business plan? Why do you need one?
- Unit 2. Sections of a business plan.

Training Module 3: Marketing Strategy and Elements of the Marketing Mix

- Unit 1. Marketing Strategies
- Unit 2. Analyse
- Unit 3. Four Steps to Build a Strategy
- Unit 4. Marketing Mix – 4Ps
- Unit 5. Marketing Plan

Training Module 4: Networking, Building Ecosystems and Entering International Market:

- Unit 1. The Basics of Networking
- Unit 2. Creating your network and your ecosystem
- Unit 3. Sales Networks for International Expansion

Training Module 5: How to Finance your Business Growth

- Unit 1. Plan to Get Financed
- Unit 2. Decision for New Finance Sources – Investment Readiness
- Unit 3. Financing Strategies and Its Strategic Relevance
- Unit 4. Routes to finance: Financing Instruments/Options/Institutions
- Unit 5. Investor Deck Tasks: Business Case and How to Communicate with Investors

Training Module 6: How to create, protect and manage your IPR

- Unit 1. The Basics of IP and IPR
- Unit 2. IP Protection and Value Creation
- Unit 3. IP Management and Commercialization

Training Module 7: Go Digital with Social Media

- Unit 1. What is Social Media? Which are the Most Popular Social Media Platforms?
- Unit 2. Netiquette. Powerful Hashtag. Stories
- Unit 3. Digital Marketing Explained

Training Module 8: Powerful Presentation and Pitching Skills:

- Unit 1. Powerful PowerPoint Presentation
- Unit 2. How to Pitch Ideas

Training program 2:
“Creative Thinking for Innovation”



Training Module 1: Design Thinking

- Unit 1: Empathize
- Unit 2. Define & Research
- Unit 3. Ideate
- Unit 4. Prototyping

Training Module 2: E-Commerce Done Right

- Unit 1. The Basics of e-Commerce
- Unit 2. Building eCommerce Infrastructures
- Unit 3. Navigating Regulation

Training Module 3: Visual Branding

- Unit 1. The Brief
- Unit 2. The Logo
- Unit 3. Corporate Identity and Branding
- Unit 4. Branding a Memorable Destination Experience

Training Module 4: Growth Hacking

- Unit 1. Creativity and Marketing
- Unit 2. Growth Hacking in the Digital Age
- Unit 3. Bringing Science to Marketing
- Unit 4. Metrics and Tools

Training Module 5: Brainstorming and Advertising Techniques

- Unit 1. How to find the best idea?
- Unit 2. Advertising Strategies
- Unit 3. Types of Ideas

Training Module 6: Problem solving and critical thinking

- Unit 1. Brand Awareness
- Unit 2. Critical thinking upon your proposition
- Unit 3. Consumer Response

Training Module 7: Create Attractive Social Media Content

- Unit 1. What is Social Media Content?
- Unit 2. Types of Social Media Content
- Unit 3. Social Media Design
- Unit 4. Content Management Systems

Training Module No.8: Concept Development

- Unit 1. What is Concept Development?
- Unit 2. Focusing on the market to enhance creativity
- Unit 3. Methods for accurate Content Development
- Unit 4. Focus on the method “Service Design”

Learning objectives

Within the scope of CreatINNES Blended Learning, the curriculum sets the framework for planning, teaching and learning experiences. Learning objectives, as an important part of the curriculum, guide teachers and trainers on the teaching process and inform the learners about what they are expected to know, understand and be able to do after a given learning activity.

For the definition of CreatINNES learning objectives and the learning objectives matrix, the methodological indications in line with certain European Qualifications Framework (EQF) descriptors are applied, having in mind the national specificities and contexts.

The learning objectives within both programs are defined through defined knowledge and skills:

- ✓ Knowledge is described as theoretical and / or factual in broad contexts within a field of work or study. Each module contains defined learning objectives.
- ✓ Skills are described as cognitive and practical. Cognitive skills involve the use of logical, intuitive and creative thinking. Practical skills involve manual dexterity and the use of methods, materials, tools and instruments.

Based on the premises, the following Learning Objectives Matrix was developed supporting the successful application of CreatINNES Blended Learning program:

LEARNING OBJECTIVES MATRIX		
Training program 1: “Entrepreneurship for CCI freelancers and start-ups” 		
Modules	Knowledge	Skills
M1	<ul style="list-style-type: none"> • Understanding why entrepreneurship and management are important for the CCI. Theoretical knowledge on Business Start-Up Development Phases, the context of the CCI, value proposition and the core of your product or service. • Theoretical knowledge on existing business strategies and adapt accordingly. 	<ul style="list-style-type: none"> • Envision the entrepreneurial journey. • Differentiate value chain elements. • Define initial value proposition. • Define your core product. • Identify basic strategy that fits your needs. • Usage of tools for monitoring business performance.

	<ul style="list-style-type: none"> • Understanding what is leadership and tools for monitoring business performance. 	
M2	<ul style="list-style-type: none"> • Understanding the importance of the business planning. • Theoretical knowledge on business plan and its components. • Differentiate analysis tools which will be presented in this module. 	<ul style="list-style-type: none"> • Identifying the key elements of business plan. • Using tools for business planning.
M3	<ul style="list-style-type: none"> • Theoretical overview on marketing instruments. • Theoretical knowledge on marketing strategies. • How to define your marketing mix. • Understanding various types of marketing instruments. • Methodologies, means and channels of marketing communication. 	<ul style="list-style-type: none"> • Usage of basic strategic marketing and the SWOT analysis tools. • Differentiate among components of a marketing mix. • Usage of basic tools for strategic thinking. • Differentiate basic principles of communication for marketing.
M4	<ul style="list-style-type: none"> • Theoretical knowledge on networking skills. • Understanding various types of networks. • Defining networks and how they work with regional development concepts. 	<ul style="list-style-type: none"> • Starting building business value-chains ecosystem partners. • Differentiate various types of networks and their values to your organization. • Undertaking basic steps for building ecosystem of a sales network.
M5	<ul style="list-style-type: none"> • Knowledge in making suitable financial decisions. • Theoretical knowledge on improved access and usage of different sources of finance for achieving sustainable business growth in CCI. 	<ul style="list-style-type: none"> • To make a plan for funding your business. • Identification of suitable financing sources. • Measuring your business growth and diagnose whether you need new funds. • Make a funding decision. • Differentiate alternative sources of financing, their advantages and disadvantages. • Communication with investors, making a good impression and deals.

<p>M6</p>	<ul style="list-style-type: none"> • Theoretical knowledge on which types of IP exist and what you have to do to create IP. • Management aspect of the different types of IP. • Creating value out of IP and commercialization. 	<ul style="list-style-type: none"> • Basic skills for IP management. • Differentiate between various types of IP and their values to your organization. • Basic skills for differentiating IP and usage of tools for scaling up your business.
<p>M7</p>	<ul style="list-style-type: none"> • Understanding various social media platforms to promote or sell work/services, advertising purposes and reaching more customers. • Differentiate between the social media platforms benefits. • Understanding main rules, called the “netiquette”, used online; • Usage of stories in social media and their role in online marketing and customers’ satisfaction. 	<ul style="list-style-type: none"> • Practical skills on how to include social media in your business and usage of tools from the online world. • Basic skills on creating an attractive and witty social media posts, usage of hashtags in your posts’ titles, and stories for marketing communication.
<p>M8</p>	<ul style="list-style-type: none"> • Basic concepts for successful presentations. • Understanding common problems during presentations. • Knowledge of tools for interesting presentations. • Learning how to create a short idea pitch. • Understanding how to present business ideas to audience or investors. 	<ul style="list-style-type: none"> • Creating a great presentation in order to grab the audience and how to quickly and accurately present your business idea or product in any situation. • Usage of tools for speaking confidently in front of an audience in a way that you will grab its attention, thus you avoid making some of the most common mistakes when presenting.

LEARNING OBJECTIVES MATRIX

Training program 2:
“Creative Thinking for Innovation”



Modules	Knowledge	Skills
M1	<ul style="list-style-type: none"> Theoretical knowledge on what is design thinking. The concept of empathy in design thinking, clarifying exact user needs. Theoretical knowledge on ideation, such as: brainstorming, brain dumping, mind mapping, sketching and movement as well as prototyping. Concept of defining a solution to demonstrate your idea in tangible way. 	<ul style="list-style-type: none"> Usage of Design Thinking process and problem-solving skills. Effectively developing innovative products and services. Motivate others to think and work more creatively and collaboratively. Basic skills in applying techniques to overcome common barriers to creativity. Empathize and understand your client needs, define your exact problem, ideate, and make your idea tangible.
M2	<ul style="list-style-type: none"> Understanding of the main pillars of eCommerce. Principles of e-commerce from a business perspective. Basic knowledge on major issues associated with eCommerce—security, privacy, intellectual property rights, authentication, regulations and policies. Common knowledge about commerce in digital world. 	<ul style="list-style-type: none"> Differentiate how eCommerce is classified and what is its role in supply chain management. Basic skills for usage of eCommerce in supply chain management. Differentiate marketing strategies related to digital sales.
M3	<ul style="list-style-type: none"> Knowledge on concepts for corporate identity: coherence, symbolism, and positioning. Methods for provoking immediate emotional response among clients. • Exploring latest trends in destination branding by considering the approaches of “experiential marketing” and “experience branding”. 	<ul style="list-style-type: none"> Usage of tools for Design brief, logo Design and branding. Create a powerful Design brief, design a simple logo that would reflect the main values and goals of your company. Utilizing brand personality as well as developing a successful destination branding. Creating marketing messages that will appeal to the emotions of potential travellers.

<p>M4</p>	<ul style="list-style-type: none"> • Understanding the concept of growth hacking. • Understand how the combination of creative thinking and rigorous measuring can yield real results in terms of customer development and business growth. • Understand how growth hacking has transformed from a mindset to a set of systematic processes that most successful startups follow. • Awareness on basic metrics that are used for measuring growth at early-stage digital companies. 	<ul style="list-style-type: none"> • Applying growth hacking mentality and basic tool for e-commerce. • Create a growth hacking strategy for your business, pulling specific ideas from previous good practices and successes in the field. • Differentiate metrics and tools used by growth experts, and pick the ones that are most sensible in the case of your own business.
<p>M5</p>	<ul style="list-style-type: none"> • Theoretical and factual knowledge on the concept of “brainstorming” as a powerful process for enabling stakeholders and entrepreneurs to generate catchy ideas for their advertising campaigns. 	<ul style="list-style-type: none"> • Usage of basic tools for creative advertising and its related concept. • Generating powerful ideas in terms of advertising campaigns. • Usage of variety of ad techniques solely or in a combination and creating your own.
<p>M6</p>	<ul style="list-style-type: none"> • Concepts for critical and problem-solving skills for facilitating repeat purchases and increase in market share and sales. • Understanding of practice-proven tips that would enable you to build up a clear brand awareness by using the ESP. • Understanding how ads could be created in a way to catch your target audience on the move. • Factual knowledge on how your product benefits could be visually articulated. 	<ul style="list-style-type: none"> • Basic skills for building up an effective brand awareness for your company. • Visualization of your product benefits and solve particular problems (e.g., positioning, boost of the sales and encourage your target audience to easy-recognize your product/service) as well as meeting new creative challenges. • Differentiate how ads could catch your target audience on the move and sharpen your self-management skills.

<p>M7</p>	<ul style="list-style-type: none"> • Learning what is social media content. • Understanding the main principles of creating engaging social media content. • Learning the matter of the hashtags – how to create a cohesive target audience by using the correct hashtag. • Explaining the most popular CMS platforms in order to enable you to take the right decision, which one suits you best. 	<ul style="list-style-type: none"> • Skills of how to establish an effective communication with your target audience. • Establishing a visual hierarchy regarding the Design of your post. • Differentiation of basic functionalities of the hashtags and using your creativity in order to establish powerful social media communication. • Differentiation of content management System (CMS)
<p>M8</p>	<ul style="list-style-type: none"> • Understanding what concept development means: theory and practice. • Creative methods used in the conceptual development phases. • Knowledge on usage of potential customers feedback to build a solution to their needs. • Define critical and analytical capacity to evaluate your projects. 	<ul style="list-style-type: none"> • You will be able to develop a concept addressing the most important factor: your client. • Usage of easy creative, though solid processes. • Differentiating customers' feedback.

CreatINNES Methodology and Pedagogy

Blended learning method of CreatINNES

CreatINNES education philosophy is based on John Dewey's theory which promotes student-centered learning and establishment of active students' collaborative experience. According to Dewey, the students obtain knowledge based on their previous knowledge and that experience is unique for each learner. Dewey also promoted the individualized nature of interaction in the traditional classroom which hundreds of years later lay in the basis of the blended learning principles. Once he said "*Education is a social process, education is growth, education is a life itself*".

However, the blended learning method of CreatINNES features a number of inventive aspects, such as:

1. Engaging training resources based on the "microlearning" - a holistic approach for skill-based learning and education which deals with relatively small bursts of information.
2. Encouraging a high feedback environment. Based on the notion that feedback is a tool for continuous learning, learners are constantly encouraged to share their expectations, experience and recommendations.

The most appropriate blended teaching and learning strategies

The CreatINNES teaching and learning method aims at developing digital technologies, innovative and open pedagogy in education which will help our target audience to significantly mitigate the negative impact of the COVID-19 quarantine. It is focused on the development and utilization of open online training resources and free and open access learning management system (LMS) which support beneficiaries to exchange knowledge freely and openly and to expand their networking.

The pedagogical stance of CreatINNES merges the best practices from the famous John Dewey's approach "Learning by doing" and Prof. Csikszentmihalyi's theory - "Flow".

Hence, our pedagogy approach promotes the following aspects:

- ✓ Clear learning objectives and goals every step of the way;
- ✓ Complete concentration on the creative task;
- ✓ Clarity of learning goals and reward in mind and immediate feedback;
- ✓ Transformation of time (speeding up/slowing down);
- ✓ The learning experience is intrinsically rewarding;

- ✓ There is a balance between challenge and skills;
- ✓ Actions and awareness are merged;
- ✓ A feeling of control over the creative brief or task;
- ✓ No frustration and worry of failure which is extremely important for artists and other creative jobs.

The CreatINNES blended teaching & learning strategy is focused on three main pillars: *motivational beliefs and perceptions, assessment strategy and communication.*

Motivational beliefs and perceptions. The tremendous growth in blended and e-learning has resulted in a major shift in education from an instructor-centered to a learner-centered focus. Lecturers in the traditional, face-to-face classroom provide their students with guidance and some additional directions, students learning online must have to take the responsibilities for the time management and for the control of their learning progress. (Artino A. 2008). Concerning the CreatINNES blended training approach, the instructor is more of a coach and observer whose main task is to facilitate the student's retention in the online campus. Its role includes also to guide the learners to set up their own self-regulated learning (SRL), which means: course participants have to set up their personal goals for their learning and then the instructor is expected to monitor, control and facilitate their cognition, motivation and learning behaviour in accordance with their personal goals. This is one of the most important hallmarks of the CreatINNES blended learning and its existence could lead to personalization of education that results in an effective and agile blended learning model.

However, another predictor for having a successful blended training is the student perceived self-efficacy. This factor reflects the learner's self-confidence for achieving particular performances and dealing with some daily assignments. Moreover, a student's self-efficacy is highly dependent on the students self-regulated learning behaviours. (Schunk 2005). Furthermore, student's personal motivational beliefs are influenced by the overall perception of their learning experience. Many organizations and academic institutions tend to measure the student's overall satisfaction only once - when the course is coming to close. Thus, they are not able to track precisely the student's perception and motivational beliefs and in case of insufficient satisfaction higher dropout rates could be produced. Therefore, CreatINNES examines the student perception several times - once the student is successfully enrolled and starts his/her training program/s, once s/he is into the middle of his/her learning path and a final survey is launched after the completion of the training program/s.

Goals	Tools
CreatINNES aims to encourage peer-to-peer interaction. As a result, students will create their social community where knowledge is created by face-to-face and online dialogue, one to one and one to many	The CreatINNES training modules are designed to meet the needs of the individuals by carefully examining their needs. A forum has been created where learners and trainers can share ideas freely and openly.
CreatINNES aims to create its campus as a habit-forming product. It means that the content will be engaging in a way to attract the students' interest.	The training content clearly states the learning objectives. All modules contain real-world examples, good practices, tips & tricks.
CreatINNES is focused on facilitating the building of internal professional social relations between the students;	CreatINNES enables its learners to communicate and expand their networking by organizing a large number of formal and informal events and webinars. Students can also build social relations by posting into the CreatINNES Academy (Forum) and its related Facebook page.
CreatINNES provides secure and supervised access for all participants: learners and instructors.	CreatINNES has launched its User Tour which aims to onboard those who do not have prior experience with Moodle. Participants can get familiar with all learning activities and features.
CreatINNES aims to support both the trainers and learners and to create more cohesive and stronger international learning community;	Since the trends in the CCI industry have been tremendously changing, consortium members will update the CreatINNES Academy after the project completion with new and up-to-date posts and relevant information.

Assessment Strategy. Examinations are the only way of testing a person's ability and the only way through which knowledge could be validated at the end of the training. (Furo P. 2015). The examination anxiety is a common phenomenon among all students, mainly because exams induce worries about the score, fears of failure and stress. (Okogu at al. 2016).

The assessment strategy for all blended courses constitutes quite an essential part of the learning process. Unlike the traditional classroom, all assignments and exercises have to

be clear, short and concise. Both of the CreatINNES training programs offer an effective approach for assessment – short exercise and a query type: True or False /Multiple Choice appears at the end of every module, instead of offering the students with one final exam that would validate their skills. All exercises at CreatINNES Academy are optional, which means that learners are allowed to take the responsibilities in their hands – to make or skip the tasks, depending on their self-regulated learning behaviours. In addition, all tasks are precisely designed in a way to consolidate just the most fundamental insights the learners are expected to gain throughout the regarded unit. Another great benefit is that all the tasks consist of clearly stated questions that enable the students to focus better their mind.

The assessment strategy breaks the conventional stereotype of assessment by enabling learners to take the interactive quizzes multiple times until they manage to deal with the exercise and thus create a better understanding of the learning outcomes. This didactic strategy facilitates building a positive learning environment where there is no stress and fear and hence, it has a direct correlation with the students' motivational beliefs.

As previously addressed, learners in blended education receive and learn information through a combination of in-person and online interactions, allowing them to engage in their modules differently. These interactions alter and expand, compared to the traditional setting, how students actively participate in their learning. In addition, the CreatINNES blended learning model promotes assistive technology use to further enhance the learning process.

Communication. Both CreatINNES training programs are taught using three main communication approaches:

- ✓ *Offline approach.* Meetings are asynchronous – learners can access the two training programs: “Entrepreneurship for CCI freelancers and startups” and “Creative thinking for Innovation” by enrolling themselves into the CreatINNES learning management system (CreatINNES Academy): moodle.creatinnes.eu
- ✓ *Online approach.* This method involves a live-stream session establishment. CreatINNES learners are invited to join a live session which concerns some of the modules/units. The session's length is maximum 90 minutes /2 x 45 min/. All live interactions are conducted via Zoom or Go-To-Meeting – as being reliable conferencing and collaboration solutions. Each of the lecturers should be provided with their personal login. All classes must be recorded and then uploaded in the CreatINNES Academy, named as “Video lecture XXX”, e.g., 1, 2, 3, etc.
- ✓ *Face-to-face approach.* Students meet face-to-face their teachers during organized multiplier and meetup events. Face-to-face classroom is an essential for getting acquainted with the students' profile but due to the current COVID-19 pandemic

and all measures that have been undertaken it is advisable to strictly abide with the national COVID-19 regulations.

CreatINNES Tips!

1. Use Synchronous and Asynchronous Training Activities - sometimes there is nothing better than a real - time interactive brainstorming and sharing discussion; at other times, the requirement to think, plan, write, and reflect is what makes learning most effective for an individual.
2. When delivering a simultaneous class session, launch the class with a personal introduction posting so that learners get to know one another and you get to know about the students and their interests. The types of information often shared by faculty and students at the beginning of a course touch on professional experience and personal data such as family, friends, pets, or hobbies, often supported by a photograph or two.
3. Create a positive learning environment - learners should enjoy a positive learning environment, where the learning content is easily-digestible and encourages them to move forward by doing further research and exploring new topics.
4. The instructor is expected to be more of a coach and observer whose main task is to facilitate the student's retention in the blended training campus (LMS).
5. Ask for Informal Feedback - Discussions in an online course are the equivalent of class discussions in a face - to - face class. A key difference is that these discussions are asynchronous, meaning that students have time for thought and reflection. Discussions are often designed for one of the following learning purposes:
 - ✓ Providing an open question - and - answer forum
 - ✓ Encouraging critical or creative thinking
 - ✓ Validating experiences
 - ✓ Supporting students in their own reflections and inquiries

Blended Learning Platform

The choice of the Learning Management System (LMS)

Based on the analyses, our research team considered a few learning management systems that reflect the needs and demands that were identified into our research. Finally, based on the LMS deployment options, customer and support types, licensing type and security features we limited the choice between Moodle and Blackboard.

However, Moodle was chosen because of its modular framework which allows any number of users, depending on the chosen hosting. However, Blackboard has a limited number of users which becomes a setback for larger companies and institutes. Moodle (Modular Object-Oriented Learning Environment) is an open-source learning campus- a software package for producing internet-based courses and websites. It is a Learning Management System (LMS) that allows effective and reliable cooperation among learners, instructors and students. In addition, Moodle uses a role-based access mechanism, and promotes three major roles: administrator, teacher (manager), and student. A user can be given any of these roles anytime as well as changing them due to certain needs, for example, a user can be a student in one course, and a teacher for another. Since Moodle is an open-source is not limited to particular technical requirements and can be installed almost from everywhere. We installed the latest Moodle release in 2020 - "3.9.1." which fixes all previous bugs and technical glitches and has a secure sign-in feature to protect sensitive data. To sum up, by installing Moodle 3.9.1 and making the right configuration and customization we successfully deal with all of the above-mentioned problems. This LMS promotes useful features, such as: user-friendly interface, ease of access for all types of participants, numerous interactive digital learning activities, a large number of powerful plugins and an ability to integrate a variety of third-party learning tools. In addition, the course pages render well on a variety of devices and screen sizes.

The developed LMS platform is called "CreatINNES Academy" and can be accessed at: <https://moodle.creatinnes.eu/>.

It offers secure authentication and data privacy and allows learners to enrol themselves by using their own email address. The online platform is organized in the following sections:

- ✓ Section 1: Defining the learner behaviours and organizing the learning needs, identified in (IO1).
- ✓ Section 2: Moodle Installation (IT configuration) & Design of Learning Experience and development of the platform.
- ✓ Section 3: Developing a Kit for Trainers - when login into the platform, trainers and learners can find guidance that pop-up on the screen and clearly state how to get started. It serves to on-board and engage new users by guiding them through all essential parts that our LMS provides.

The platform provides high-quality online educational resources and delivers all training units of both training programs in an appropriate format. In order to assure smooth interaction through a dynamic change to the appearance of the LMS pages on a variety of screen types and gadgets, a responsive web design (RWD) was employed.

This online platform aims not only to host online training resources, but also to support young generations and professionals in the CCI to acquire edge-cutting digital skills and competences. Therefore, this learning management system features a large number of innovative learning activities that were developed and integrated based on the analysis and recommendations specified by IO1 and the provided user feedback. Hence, this online campus contains, depending on the training scenario(s) identified in Intellectual Output 1, apart from all administrative tools, the following features:

1. Modern, easy to use interface
2. Personalised Dashboard
3. Collaborative tools and activities, such as: assignments, chat, database which enables participants to create, maintain and search a bank of record entries, creating and conducting surveys to collect feedback, forum, lessons and video conference and quizzes
4. Calendar
5. Convenient file management
6. Simple and intuitive text editor which supports all multimedia formats
7. Notifications
8. Track learner progress - assessing the student achievements

The Role of the User Interface (UI)

The CreatINNES Academy is a Moodle-based platform by enabling developers to add and customize new content relatively easily which makes its interface very intuitive. The LMS user interface should be aesthetically designed in a way that assure smooth interaction between learners and the LMS content. The CreatINNES Academy aims to promote not only sophisticated design, but also a user interface that features a high-level of responsiveness, accessibility, and efficiency. In order to achieve these characteristics, an appropriate design of navigation, headers, footers, buttons, icons, search bars, user tour and other interface elements have been developed. It also refers to the right selection of colours, fonts, images and some other visual interactive elements. However, in order to design the best possible learning-experience, we considered the following challenges and their related solutions:

Challenge 1: Increase the number of the CreatINNES learners.

Solution: By employing the right UI/UX design approach, the CreatINNES blended learning platform would be easy to use, by encouraging new learners to enrol into the two blended training programs. Since CreatINNES is an Erasmus+ funded project, the CreatINNES Academy is an open, tuition-free blended learning campus, which aims to boost skills and employability, as well as modernizing education and fostering international cooperation in order to tackle the skills gaps we are facing in Europe.

Challenge 2: High level of user satisfaction.

Solution: it refers to design and development of an intuitive and user-friendly interface which reflects pure design and clearness. The interface should increase learner confidence by enabling them to get easy access and find the information within maximum of 3 clicks. It refers to achieving at least 95% of browsing satisfaction during the UX tests.

Challenge 3: Allow learners to get easily oriented into their training course.

Solution: By creating an efficient layout based on the CreatINNES corporate identity, as well as making UI patterns that give our learners some grounds of familiarity to consume the training content effectively. By creating a consistency and coherence between all UI elements – the user accessibility and responsiveness would be significantly improved.

Challenge 4: Enable learners to have access to the CreatINNES Academy from smartphones and tablets.

Solution: In order to assure smooth interaction through a dynamic change to the appearance of the LMS pages on a variety of screen types and gadgets, a responsive web design (RWD) will be employed.



Image 3: UI challenges & solutions.
Source: Budakov Films Ltd

The Workflow

The IDEO’s Human-Centered Design and Lean UX Design Thinking process was employed in order to make sure that our UI design will be supported by user research and feedback.

IDEO defines “human-centered design”, as a creative approach to problem-solving that begins with users and ends with innovative solutions that are designed to meet their exact needs. The process consists of the following six phases:

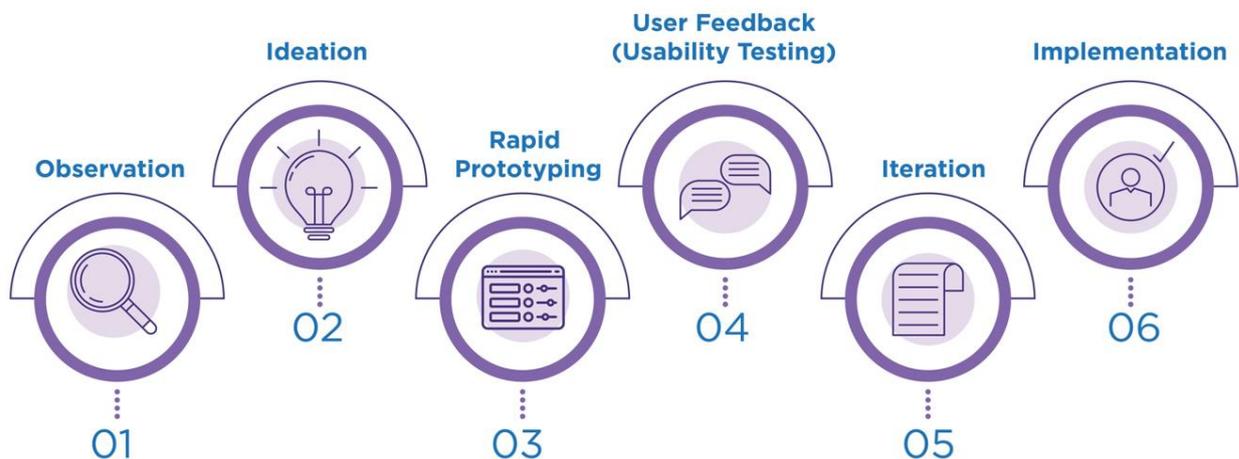


Image 4: IDEO's Human-Centered Design

Source: <https://www.usertesting.com/blog/how-ideo-uses-customer-insights-to-design-innovative-products-users-love>

Our main goal here was to understand our learners and their learning behaviours. Therefore, a thorough-research was carried out during the first phase our project, called “Intellectual Output 1: Analysis and definition of qualification needs” (Georgieva, M. & Ivanova, A.) Two types of surveys were distributed among respondents from the five European partner countries: Germany, Bulgaria, France, Hungary and North Macedonia. The first query aimed to explore the needs of those who are not involved into the CCI sector and the second one was designed to gather information regarding respondents who are active in creativity and need to obtain new and relevant business and entrepreneur skills. Both studies were designed in order to promote the following aspects:

1. Defining clear and attainable main goals, e.g., exploring the needs of the future learners as well as outlining their learning behaviours.
2. Being short and well-focused. The usage of close-ended and open-ended questions was in a good balance.

However, both surveys were pre-tested among few members who were considered to belong to the CreatINNES target audience. Based on their response and feedback, the queries were improved and the identified glitches and unexpected question interpretations were fixed. Both surveys were widely distributed through Survey Monkey to respondents

who are representative of our target audience. A qualitative and quantitative data analysis had been done in order to obtain valuable insights about our target audience. Regarding the UI design, it was particularly important to answer the following questions:

1. How do users perceive a product as “blended learning academy”?
2. What do learners consider to be the most important product features?
3. What problems do users have with similar learning management system?

However, the full analyses of the learner needs can be found in the CreatINNES website: <https://www.creatinnes.eu/>.

Once we collected the required data, based on the analyses, during this phase, we developed the so-called “user-persona”.

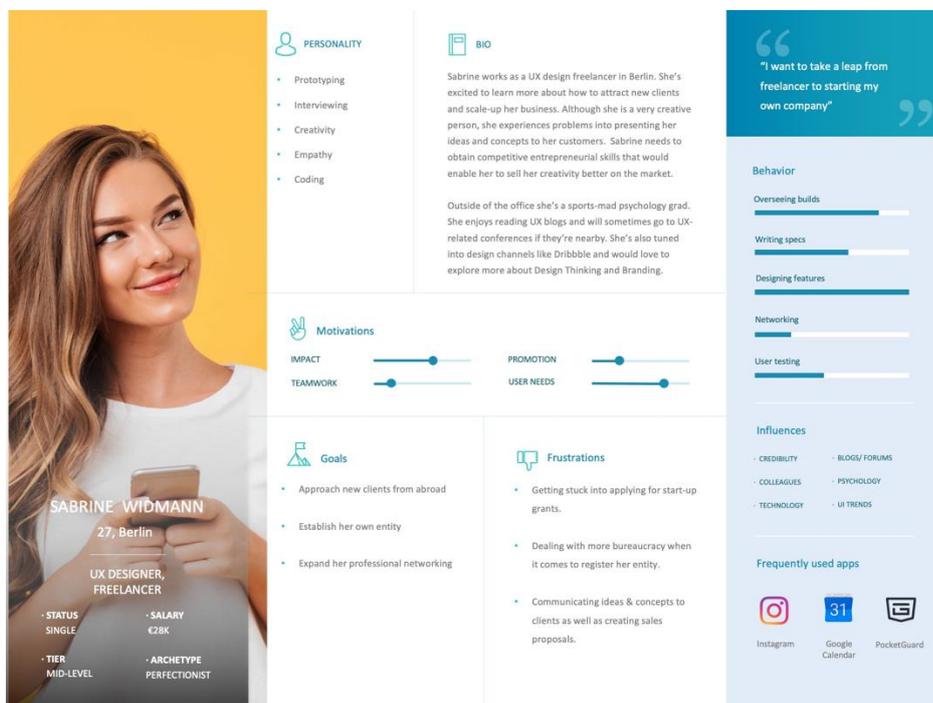


Image 5: CreatINNES user-persona

Our design team sketched the UI concept of the CreatINNES Academy which consist of the required features, based on the last two stages in the process. In order to bring our ideas to life effectively, we used Sketch as a powerful software which enabled us quickly to lay the foundation of our UI design system with reusable, responsive components that automatically scale to fit the content.

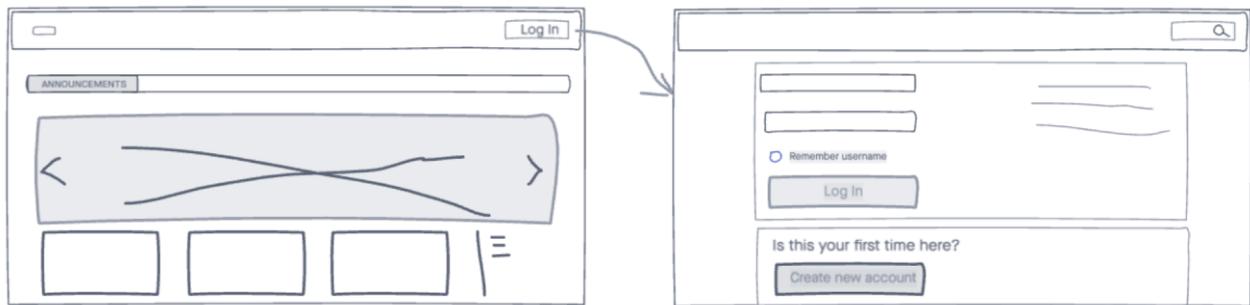


Image 6: Lo-Fi sketches were created in order to specify the user path through different screens.
Source: Budakov Films

In addition, by using its shared cloud workspace, everyone in the consortium obtained instant access to the UI sketches, as well as facilitating the collection of feedback through comments, tests and sharing links to our prototypes.

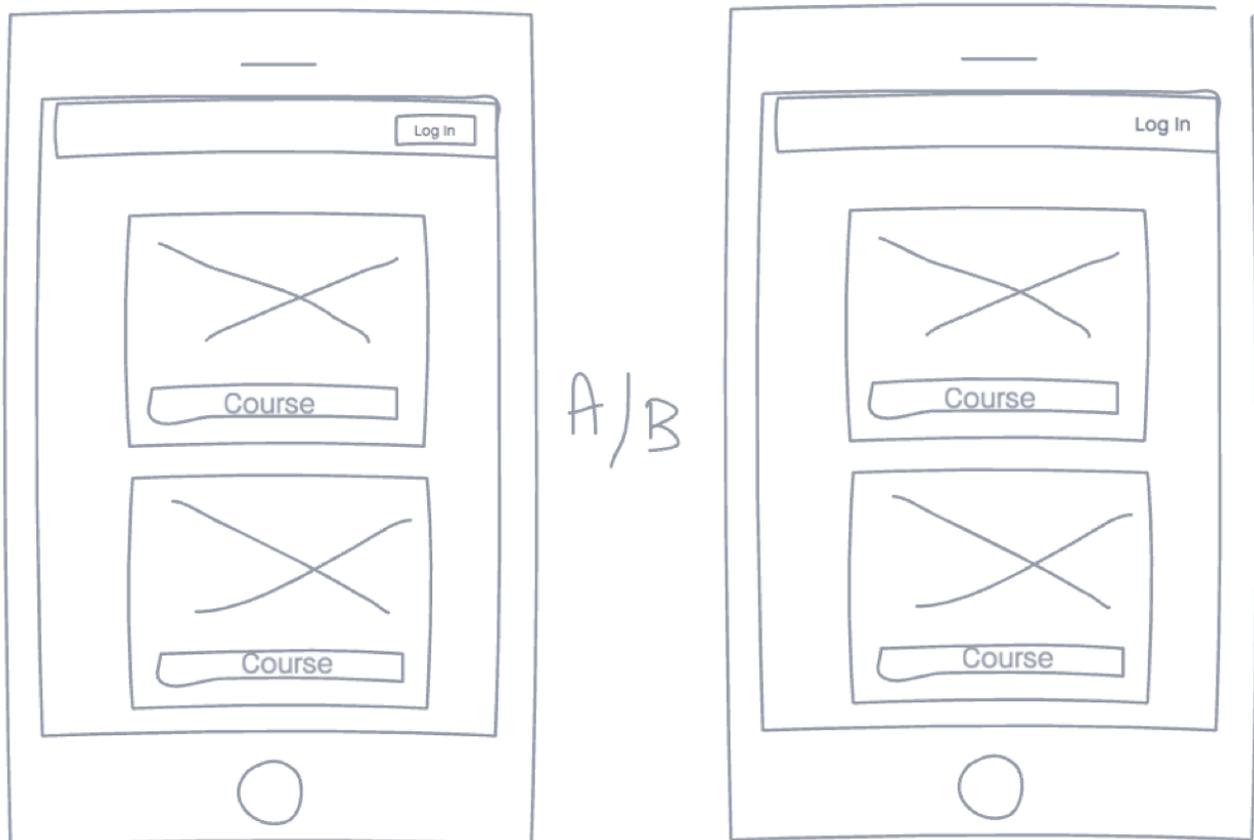


Image 7: We also tried to visualize how the “CreatINNES Academy” will look like on smartphones and tablets

During this phase, we executed some internal A/B tests, e.g. in the example above we had to decide whether to create a “Log In” button or just to set up a simple link that leads to the Log In page.

Once the usefulness of our UI was validated, we started our design and customization. It refers with the choice of a Moodle-theme that best matches with our needs which were identified into the previous stages. A thorough investigation was carried out and “Adaptable” was outlined as a theme which features satisfy all of the above-mentioned requirements. Adaptable is a highly customisable responsive two column theme which promotes an abundance of useful features. The concept behind “adaptable” is to have a common theme developed and tested by a community of users which can be branded and configured according to our needs. A custom layout by using drag and drop features may be defined for the following Moodle pages:

- ✓ Front page;
- ✓ Course page;
- ✓ Footer;
- ✓ Dashboard.

In addition, it offers fully-customisable: fonts, colours, block styles (including icons) and buttons (including their radius). Alongside with its high-level of customization, this powerful theme features the following functionalities: additional layout settings for width, slider width, padding of various elements, social icons or Search box in header. Furthermore, it offers very effective support for Social Wall Course Format, Support for Grid Course Format, a large number of mobile settings, option to add login form in header on front page, Favicon uploader, Background image uploader, Activities status, additional block regions for Adaptable News Slider and other plugins developers may wish to add. By taking into account the above-mentioned characteristics, “Adaptable” was selected as a Moodle theme that significantly facilitates our UI/UX by matching our target audience preferences. Since the CreatINNES corporate identity was produced by one of the consortium partners - “Budakov Films”, the same company was in charge of the blended learning UI/UX design due to its familiarity with the usage of all visual elements and brand attributes. The project logo, font, images, icons and colour palette were successfully transferred to CreatINNES Academy and there is a coherence and consistency between the project website and its blended learning campus.

CreatINNES Tips!

1. Organize the LMS navigation structure in two categories – primary and secondary;
2. Develop UI prototypes of three pages that play a crucial role in the user-product interaction: login page, index page, course page.
3. Execute Guerrilla Testing in order to check whether we have to change, refine or update our wireframe.
4. Choose a Moodle theme that matches with the prototype layouts and customizing it.
5. Define what user levels our LMS would feature – several distinct roles individuals can have in a Moodle course. Each role provides access to a specific set of capabilities. The roles refer to getting access as a: student, teacher or administrator.
6. Specify the content that each type of users would have – what type of content the logged-in and the logged-out visitors may consume according to their roles.

Methods for Obtaining the Learners' Feedback

An important result of CreatINNES courses is student satisfaction. While teachers and course creators may find them good, student satisfaction is important because it takes into account students' personal experiences of perceiving learning content.

The way we receive data and feedback for CreatINNES courses is through the use of a special self-report questionnaire completed by the student. The questionnaire examines student satisfaction in several ways:

- ✓ feedback for the course as a whole;
- ✓ feedback for the quality of the content in the related lessons and modules;
- ✓ feedback for learning support by teachers on face-to-face meetings;
- ✓ feedback for the technical qualities of the platform.

The collection of the provided feedback is organized electronically through the learning platform CreatINNES Academy.

The collected feedback helps course creators and teachers to improve the learning content, teaching methods or to obtain additional information on other topics of interest to students. In addition, students' perceptions of the ease of use of the platform and the online content are important for the overall quality of the course offered.

Below, you can find, as an example, our questionnaire related to the Training program 2: "Creative thinking for innovation" with the related evaluation tables.

Questionnaire Training programme 2 "Creative thinking for Innovation"

Please, fill out the form and where is required, write your answer.

1. What was your level of interest in the cultural and creative industries before taking this program?

- a/ Very poor
- b/ Poor
- c/ Satisfactory
- d/ Good
- e/ Very good

2. What is your level of interest in the considered topics after taking this program?

- a/ Very poor
- b/ Poor
- c/ Satisfactory
- d/ Good
- e/ Very good

3. The use of blended learning technology in this training encouraged me to learn independently and provoked a further interest into the Cultural & Creative Industries (CCI).

- a/ True
- b/ False

4. Organization of course material was?

- a/ Very poor
- b/ Poor
- c/ Satisfactory
- d/ Good
- e/ Very good

5. Clarity of graphics, illustrations and definitions of Training program 2 Creative thinking for Innovation?

- a/ Very poor
- b/ Poor
- c/ Satisfactory
- d/ Good
- e/ Very good

6. I enjoy working on exercises by myself.

- a/ True
- b/ False

7. Do you think the length of the modules was good enough as per your expectation?

- a/ Yes
- b/ No
- c/ Rather cannot say

8. Please state things that benefitted you the most from the program?

- 1.
- 2.
- 3.

9. Please state things that you felt were unnecessary in the program?

- 1.
- 2.
- 3.

10. Do you have any suggestions to improve this program? Which one of the modules needs to be optimized?

Please explain:

11. Did the program provide you with a good proportion of theoretical and practical learning?

- a/ Yes
- b/ No
- c/ Rather cannot say

12. The course topics are presented in logical sequence.

- a/ True
- b/ False

13. The learning strategy is making the program very interesting and provide further interest into creativity and the way it could be applied into your business.

- a/ True
- b/ False

14. Which of the following learning objectives you managed to grasp:

- a/ I managed to find out new creative tools that could significantly facilitate my business;
- b/ The role of design thinking as a powerful tool when it comes to solve problems.
- c/ Finding new markets and expanding the existing one;
- d/ To identify customer needs, create sound concept hypotheses, collect appropriate data, and develop a prototype that allows for meaningful feedback in a real-world environment;
- e/ How to define and target my message – what the customers must know about my product/service;
- f/ How to come up with a creative advertising that would clearly convey my message;
- g/ What advertising tools to apply;
- h/ How to develop new services/products that would engage my customers;
- i/ How to develop an effective creative brief;
- j/ Others (please, explain):

15. Overall, how would you rate this program?

- a/ Very poor
- b/ Poor
- c/ Satisfactory
- d/ Good
- e/ Very good

16. Regarding the face-to-face sessions (offline): the course instructor knows how to motivate the learners in addition to his/her high mastery of the course content.

- a/ Very poor
- b/ Poor
- c/ Satisfactory
- d/ Good
- e/ Very good

17. Considering your complete experience with the program, how likely would you be to recommend it to a friend or colleague who is a young entrepreneur?

- a/ Very likely
- b/ Somewhat likely
- c/ Neutral
- d/ Somewhat unlikely
- e/ Very unlikely

Stakeholders & Experts

18. In your role as a stakeholder, the course topics are relevant to the needs of your industry?

- a/ Yes
- b/ No
- c/ Rather cannot say

19. As being a high-qualified expert into the CCI, did the training content meet your expectations?
 a/ Yes
 b/ No
 c/ Rather cannot say
20. Was the training program practical and able to reflect the latest trends in the field?
 a/ Very poor
 b/ Poor
 c/ Satisfactory
 d/ Good
 e/ Very good

Rubric:

Question	Answer	Points	Measure
1	a/ Very poor	4	Input interest & experience.
	b/ Poor	3	
	c/ Satisfactory	2	
	d/ Good	1	
	e/ Very good	0	
2	a/ Very poor	0	Output interest & experience
	b/ Poor	1	
	c/ Satisfactory	2	
	d/ Good	3	
	e/ Very good	4	
3	a/ True	4	Blended learning technology
	b/ False	0	
4	a/ Very poor	0	Organization of course material
	b/ Poor	1	
	c/ Satisfactory	2	

	d/ Good	3	
	e/ Very good	4	
5.	a/ Very poor	0	Learning tools: Clarity of graphics, illustrations and definitions
	b/ Poor	1	
	c/ Satisfactory	2	
	d/ Good	3	
	e/ Very good	4	
6	a/ True	4	Quality of the assignments
	b/ False	0	
7	a/ Yes	4	Prior expectations regarding the length of the learning content
	b/ No	0	
	c/ Rather cannot say	1	
8	1 (free answer)	5	Advantages of the program and benefits
	2 (free answer)	5	
	3 (free answer)	5	
9	1 (free answer)	5	What is missing
	2 (free answer)	5	
	3 (free answer)	5	
10	More than 3 suggestions	3	Suggestions for improvements. If there are more than three, 3 p. must be taken.
11	a/ Yes	4	Proportion of theoretical and practical learning.
	b/ No	0	

	c/ Rather cannot say	1	
12	a/ True	4	The logical sequence of the modules.
	b/ False	0	
13	a/ True	4	The quality of the learning strategy in terms of provoking further interests in the creative process.
	b/ False	0	
14	a/	2	Learning objectives which were identified
	b/	2	
	c/	2	
	d/	2	
	e/	2	
	f/	2	
	g/	2	
	h/	2	
	i/	2	
	j/	3	
15	a/ very poor	0	The overall satisfaction from the training program.
	b/ poor	1	
	c/ satisfactory	2	
	d/ good	3	
	e/ very good	4	
16	a/ very poor	0	Because it is a blended learning it is essential to measure the motivation among the learners, caused by the instructor during their face-to-face sessions.
	b/ poor	1	
	c/ satisfactory	2	

	d/ good	3	
	e/ very good	4	
17	a/ Very likely	4	How likely is the program to be recommended by the learners to their peer
	b/ Somewhat likely	3	
	c/ Neutral	2	
	d/Somewhat unlikely	1	
	e/ Very unlikely	0	
18	a/ Yes	4	Expert & Stakeholders: how relevant the topics are for the industry
	b/ No	0	
	c/ Rather cannot say	1	
19	a/ Yes	4	Expert & Stakeholders: Level of meeting expectations
	b/ No	0	
	c/ Rather not say	1	
20	a/ Very poor	0	Does the training program cover the highest standards and reflects the latest trends?
	b/ Poor	1	
	c/ Satisfactory	2	
	d/ Good	3	
	e/ Very good	4	

Results about the quality:

Points	Quality
85 - 100	Excellent quality. The topics are properly selected and developed as well as provoking a deep interest among the learners. The training content is engaging, well-organized and covers all needs of the learners which were identified in IO1. The learning objectives are clearly defined and it enables the students to obtain valuable practical skills and knowledge. Experts and external stakeholders find the training as quite relevant to the current trends. There is nothing to be improved.

65-85	Very good quality. The learners managed to understand clearly the learning objectives. The topics are listed in a logical order and all related learning tools are very well presented in order to provoke further interest into entrepreneurship.
50 - 64	Good quality. The program reflects the main learning outcomes and arms the students with a certain number of practical skills and critical thinking. However, there are just a few things that need to be improved in order to meet the exact needs of the individuals.
20 - 49	Satisfactory quality. The training needs certain improvements as well as updating the learning content in a format that clearly reflects the trends and the needs of the stakeholders.
0 - 19	Poor quality. The format needs to be changed and also: the learning content, exercises and its related learning objectives must be improved. The training program does not provide the required skills as well as not covering the learner needs and demands, identified in IO1. There is a lack of balance between theory and practical examples which provoke a disengagement among the learners.

Effective Assessment Plan

Quality Matters is an EU-approved set of standards that ensures a high-quality e-learning experience. It offers a set of criteria that introduces faculties and administration with the latest remote-teaching practices and effective approach of instructional design as well as providing rubrics for assessing the quality of e-learning and blended learning. (University of Minnesota,).

Based on the ability to precisely assess the quality of small corporate training, the investigator's learning experience is evaluated by using a subset of standards that constitute a vital part of the Standards for Quality Matters (QM) Continuing and Professional Education Rubric. Its main goal is to assure precise tools for assessing the quality of e-learning courses. This framework of this model consists of eight sections that drives key elements for measuring the quality of the learning.

General Standard 1. The overall design of the course is made clear to the learner at the beginning of the course

1.1. Instructions make clear how to get started and where to find various course components.

1.2. Learners are introduced to the purpose and structure of the course.

1.3. Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.

General Standard 2. Learning objectives or competencies describe what learners will be able to do upon completion of the course

2.1. The course learning objectives, or course/program competencies, describe outcomes that are measurable.

2.2. The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

2.3. All learning objectives or competencies are stated clearly and written from the learner's perspective.

General Standard 3. Assessment strategies are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies

3.1 The assessments measure the stated learning objectives or competencies.

General Standard 4. Instructional materials enable learners to achieve stated learning objectives or competencies

4.1. The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

4.2. Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

4.3. The distinction between required and optional materials is clearly stated.

General Standard 5. Course activities facilitate and support learner interaction and engagement

5.1. The requirements for learner interaction are clearly stated.

General Standard 8. The course design reflects a commitment to accessibility and usability for all learners

8.1. Course navigation facilitates ease of use.

8.5. Course multimedia facilitates ease of use.

Conclusion

The **Blended Learning Methodology for CreatINNES** is developed for external stakeholders as trainers and trainees interested to use CreatINNES Academy and all CreatINNES modules according to their needs. The training content clearly states the learning objectives and all modules contain real-world examples, good practices, tips and tricks. The most appropriate teaching and learning strategies are defined in terms of delivering blended courses for CCI learners. This methodology suggests also different techniques in order to maximise knowledge acquisition and skills development among the CCI learners who use blended learning.

Since the trends in the CCI industry have been tremendously changing, consortium members will update the CreatINNES Academy after the project completion with new and up-to-date posts and relevant information.

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About CreatINNES Project



“CreatINNES - Strategic Partnership for Innovation and Business Skills Development in Cultural and Creative Industries Sector” is a European project funded by ERASMUS+ funding scheme 2018 – 2021. We bring together creativity and business, exploiting the mutually reinforcing impact of the two to boost innovation and the growth of the economy, especially in European regions. Our goal is to provide support for CCI startups and freelancers via innovative training programs based on knowledge co-creation and cross-sectoral collaboration. We believe, on the one hand, in creativity as a shield against ordinariness and an essential component of long-term commercial advantage, and, on the other hand, in business competence as indispensable for turning creativity into innovation.

Our team is made up of a potent variety of partners with extensive experience in education and trainings, blended learning, creativity and culture, entrepreneurship, business development, financing, innovation management, regional development, and tourism:

- INI-Novation GmbH, Germany, www.ini-novation.com, coordinator of CreatINNES Project
- BIC INNOBRIDGE, Bulgaria, www.innobridge.org
- MEDF Skopje, North Macedonia, www.mrfp.mk
- Budakov Films EOOD, Bulgaria, www.adacademy.eu
- Teleberry Kft, Hungary, www.teleberry.com
- Alanam, France, www.alanam.fr
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