CREATIVE SKILLS 21
GUIDEBOOK

Guidebook with practical information and inspiration for teachers to bring the 21st century skills into practice. Based on an international project together with schools from Spain, Italy, Portugal, Switzerland, United Kingdom, Belgium, Finland, and The Netherlands

CREATIVE.SKILLS21

CONTENTS

1 Introduction

'INTERNATIONALTEAMWORK IN THE CREATIVE INDUSTRY. CREATIVITY, PROBLEM SOLVING, CRITICAL THINKING, TEAM COLLABORATION AND DECISION MAKING.'

Next to vocational skills, schools are expected to teach learners certain soft skills that will allow them to become good employees, entrepreneurs and citizens. In recent years, these skills have been labelled as 21st Century Skills.

THE PROJECT CS21

The overall objective of this project will be the professionalization of the participating teachers as well as their peers at home, and the implementation of the 21st Century Skills in the strategic agendas of the schools, and, via international networks, also in other schools.

THIS GUIDEBOOK

This guidebook contains examples, activities and explanations of how to improve the performance of the specific 21st century skill, together with evaluations of these materials based on the project activities (during the LTTs). The content of the guidebook is indexed in a smart way, so that teachers can quickly find examples and activities matching certain skills, certain vocational occupations or different skill levels. The results of the guidebook is transformed in a digital, online form, in order to create a large impact for the project results. The indexation of the guidebook content will be transformed into smart filters, so that web visitors (the target audience are again vocational teachers in the creative industries) can quickly find examples, exercises and activities matching their needs.
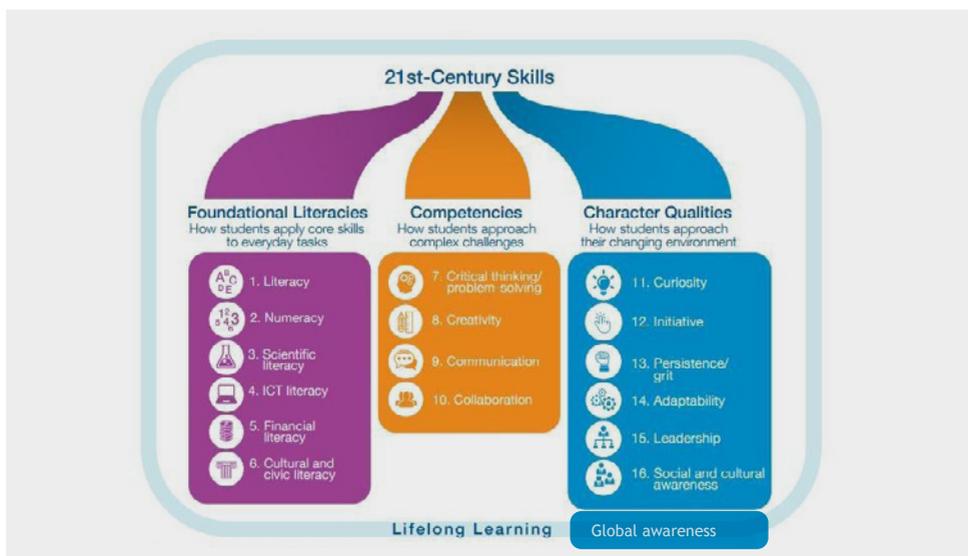
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WHAT ARE 21ST CENTURY SKILLS

Next to vocational skills, teachers are expected to teach certain soft skills that will allow learners to become good employees, entrepreneurs and citizens. In recent years, these skills have been labelled as '21st century skills'. While most of these skills are transversal, different priorities can be placed according to the domain or industry pupils and students will be working in.

For the purpose of this project, the focus has been put on the creative industries. This is a sector with many special characteristics: a high emphasis is given to the creativity and individuality but also adaptability, collaboration etc.. Nevertheless, while many VET schools recognize the importance of these 21st century skills, few are explicitly teaching them in their curriculum and those that do teach the skills, often do this in special courses, taught by teachers who do not have the knowledge or experience to link these skills to the creative vocational work the students are being prepared for.

As the 21st century skills are so practical and related to the vocational work, the partners in the CS-21 project needed to find a way to teach them in close integration with vocational courses and assignments, by providing the know-how to their teachers.

PROJECT GOALS CS21

Soft Skills

Next to vocational skills, schools are expected to teach learners certain soft skills that will allow them to become good employees, **entrepreneurs** and **citizens**.

International Teamwork

While most of these skills are transversal, different priorities can be placed depending on the domain or **industry pupils and students** will be working in.

Coaching

Subsequently they aim to bring these skills into **VET** education by proposing it as an integrated part of the vocational education and the creative design process.

Research

While many overviews, frameworks and lists of **21st Century Skills exist**, there is little research on the skills that matter most for (future) professionals specifically in the creative industries.

Program

In practice, **eight partner schools** will work together to train and coach teachers in applying the right 21st Century Skills during **six training weeks**.

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SUSTAINABLE DEVELOPMENT GOALS

To develop and assess their skills, the students and teachers needed a topic to work on during the project weeks. For this, the project found inspiration in the U.N. Sustainable Development goals. Each cycle of two project weeks has a briefing and assignment for the teams based on one or more specific goals. The first cycle focussed on a green future (climate action and responsible consumption), the second cycle had briefings targetting inequality (gender equality and no poverty), while the last cycle addressed income disparity (no poverty and no hunger).

The focus on the development goals was not the primary target of the project, but having societal progress as a collateral aim was very much appreciated by the project participants. The interest in and dedication to societal causes that was demonstrated by the participating students was a source of hope for the teachers and coordinators.

Student & teacher program

GHENT & NEWCASTLE
SUSTAINABLE LIFESTYLE

Briefing

The challenge for the Ghent and Newcastle project weeks was based on the D&AD New Blood challenge. The D&AD (Design and Art Direction) is a British organisation that organises an annual challenge for desgin talent based on industy briefings. In these project weeks, we had the students work on one of these challenges, so that could optionally submit it to the Annual D&AD New Blood challenge.

The challenge in question was by an NGO called *Connect4Climate*, and was formulated as follows: "Your challenge is to develop an idea that advertises the power of a sustainable lifestyle. The aim is to help young people find the most impactful actions within their local context and countries that can create meaningful change."

As in each set of project weeks, the goal for the students was to apply a design thinking methodlogy, and end the first week with a 'concept pitch' and the second week with an implementation or prototype.

Students activities

Ghent

The project week in Ghent started with a one-day crash course in human-centered design (HCD). This was a separate practical mini-challenge for both students and teachers in order to learn the methodology (and make mistakes) and to get to know each other.

At the end of the day, they received their challenge. To kickstart their projects, they also got a keynote lecture on the current issues regarding sustainability and climate change. The Tuesday, Wednesday and Thursday were mostly working days, with a cultural acticity on Wednesday afternoon. On Friday, all projects had to present their concept, as well as their plans for the Newcastle week.

Newcastle

The Newcastle week built on the concepts the students developed in Ghent. When the groups got re-united on Monday, the program focused on team building, roles and planning using amongst others the Team Canvas and Kanban. The following three days had a strong emphasis on creating prototypes and results. As this was the 'production week', a lot of space was given for the teams to work. There was an occasional break for social or cultural activities. On Friday, the groups presented their end results.

Teachers activities

Ghent

The teachers attended most of the workshops and keynotes aimed at the students, but received some additional ones. One Tuesday they had a workshop by a local expert on coaching and feedback, and in the afternoon they made an

extra cultural visit. On Wednesday that got a workshop on Creativity and Problem Solving, and on Thursday an experimental workshop on 'Embryonal Creativity'. They teacher activities had two main goals: obviously first of all to provide the teachers with knowledge and skills to perform their tasks in coaching the students with attention to the 21st century skills, but an additional goal was to regularly get them away from the student groups. The students needed to see their coaches on a regular basis, but they also need time to work amongst each other without the coaches present. Some activities, like the extra cultural visit, were implemented mainly for this reason.

One of the main pieces of feedback received by the teachers after the Newcastle week was that their roles and the projects' expectations for them were sometimes unclear. In later weeks this has been remedied, e.g., by giving cleared briefings also to teachers, and by setting up special teacher-coordinator meetings througout the weeks.

Newcastle
In the production week in Newcastle, the focus was on the skills 'collaboration' and 'teamwork'. On Monday, the teachers worked with the student teams on team building and planning. The rest of the week, the teachers acted as coaches for their teams, but were also given sessions on coaching and feedback.

"STUDENT BRIEFING: YOUR CHALLENGE IS TO DEVELOP AN IDEA THAT ADVERTISES THE POWER OF A SUSTAINABLE LIFESTYLE. THE AIM IS TO HELP YOUNG PEOPLE FIND THE MOST IMPACTFUL ACTIONS WITHIN THEIR LOCAL CONTEXT AND COUNTRIES THAT CAN CREATE MEANINGFUL CHANGE."

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MADRID & ST GALLEN
INEQUALITY MATTERS

Briefing

During the two weeks, teachers and students were divided up in groups and were invited to think about gender inequality, economic inequality or inequality in the access to education.

The goal was designing a communicative action which could help to reduce the problem, aimed to na specific group of people (target) who had an important role in this topic (because they suffer the problem and they know it, because they suffer the problem and they are not aware of it, because they are decision makers, and they can change things etc...). To decide what target the groups focused on, a "design thinking" methodology was proposed to them on the first day.

The purpose was to do some research to have a deeper understanding of the problem (interviews, map of empathy, map of actors etc...). Once thay had decided the target, they must develop the message they would like to transmit, and the tools and products they were going to use to achieve it. They were asked to be creative and think out of the box. The more creativity, the better.

On Friday morning, the whole group must be ready to pitch the idea and present a production plan for tha St. Gallen week, where they would prototype the idea during the week and would present the results. That's why It was important to reach feasible ideas.

Students activities

Madrid

In Madrid week, the first activity the students attend was a short keynote to have an overall view about Design Thinking methodology. A specific goal was established for each day and the main stages were deeply explained. Then the groups did a team building activity which consisted basically in designing a wedding dress, making it and presented it. The goal was to build confidence and start flowing creativity.

The day after they attended to keynotes about inequality given by NGOs with expertise in the matter, which helped them to have a wide point of view and to know where to find resources to develop the idea. Afterwards, they start doing research and investigation on their own. The goal of the day was to select the main features of the problem they were to work on and narrow it down to a specific framework.

On Wednesday a tool called empathy map was proposed to them with the aim of getting a deeply knowledge about social and personal needs of the problem and select the target group of the idea. They started also to ideate the communicative action which would be presented on Friday. On Thursday a keynote was given about how to address a good presentation, oriented to the client. The rest of the day the groups worked on the idea and in the presentation,

Make them aware

INEQUALITY MATTERS

During this week, you are going to think about ways of making people aware of gender inequality or inequality in the access to education.

THE GOAL

The goal is designing a communicative action which helps to reduce the problem, aimed to a specific group of people (target) who has an important role in this topic (because they suffer the problem and they know it, because they suffer the problem and they are not aware of it, because they are decision makers and they can change things etc...).

THE TARGET

To decide what target you focused on, a "design thinking" methodology will be proposed to you on the first day. The purpose is to do some research to have a deeper understanding of the problem (interviews, map of empathy, map of actors etc...).

THE MESSAGE

Once you have decided the target, you must develop the message you would like to transmit, and the tools and products you are going to use to achieve it. Whatever idea you have will be welcome, as long as it is coherent with the decisions made in the previous stage. The more creativity, the better.

THE PRESENTATION

On Friday morning, the whole group must be ready to give a visual presentation no longer than 10 minutes. It will include at leats the following:
1. The message.
2. The target group.
3. The process followed to reach the conclusions and the background of the idea.
4. What do you need to make the products you have described? Do you need a camera, a print machine...?
5. How would you organize time to make it in a week?

MAKING THE PRODUCT

It is really important to take into account that the products (or a sample of them) must be made during St. Gallen week in February. That's why it is important to reach feasible ideas.

which took place on Friday, paying special attention to the production plan for St. Gallen week. The teams received feedback from experts in three matters: communication and storytelling, marketing and design thinking.

st Gallen
After the welcome and the overview of the week, the students began with the realization of the projects. The groups harmonized excellently after the week in Madrid, although almost half a year had passed due to Corona
On Tuesday evening, after a short hike on a hill in the city of St.Gallen, everyone ate together. This gave the opportunity for a lively exchange among the delegations. On Wednesday evening, everyone met at the foot of the Appenzellerland for a longer evening hike. The weather was perfect and after a long ascent, everyone could enjoy a great panorama and some specialties of the region. All groups worked intensively on their project and brought the projects to a great level. This was shown on Friday in the presentations, which convinced the audience and was appreciated by much applause.

Teachers activities
Madrid
Two main activities were scheduled for teachers. One of them focused on their own role as trainers during the week. Regarding specific teaching skills, they attended to a workshop about collaborative learning which took place on Tuesday. The aim was to give tips to make more efficient their work with students when they must organize them in groups.

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The point of view was practical, trying to come up with real solutions and not only theoretical background. Teachers attend also to the keynotes about design thinking, pitching and inequality, and help the teams to accomplish the goals in the different stages of the process. They also visit an exhibition about the image of the human being.

st Gallen

The focus of the further training for the teachers was on "Critical Thinking". Three workshops with Prof. Claudio Caduff were planned. Unfortunately, He fell ill with Corona one day before the meeting, so the workshops could not be held. The teachers were given tasks to familiarise themselves with the topic. The results were discussed in the plenary. The assignments were:

- What does critical thinking mean? Overview of aspects of critical thinking.
- Critical thinking in everyday life.

To benefit from the great experience of Prof. Claudio Caduff, it was decided that his workshops would be held online on 8 December.

In addition, the teachers tried to apply the new insights from the meeting in Madrid and St. Gallen in their groups. In this way, the teachers provided important input through questions and helped the students to achieve better results.

"THE GOAL WAS DESIGNING A COMMUNICATIVE ACTION WHICH COULD HELP TO REDUCE THE PROBLEM, AIMED TO NA SPECIFIC GROUP OF PEOPLE WHO HAD AN IMPORTANT ROLE IN THIS TOPIC."

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JYVÄSKYLÄ & LISBON
NO HUNGER, NO POVERTY

Briefing

During these weeks, student teams are going to think about ways of making people aware of the number of people who suffer from hunger and people living in extreme poverty.

The goal is designing a communicative action which helps to reduce the problem aimed to a specific group of people (target) who has an important role in this topic (because they suffer the problem, because they are not aware of the problem, because they are decision makers and they can change things, etc.) Concepts and solutions must be developed on the basis of a clear target audience and with a clear message in mind.

Students activities

Jyväskylä

When the students arrived in Finland and got to know their teammates, the program first focussed on icebreaker activities. Students also received lectures on the design thinking methodologies and on the topic of the week (hunger and poverty). Later in the week, the students also participated in a pitching workshop with Walid O. El Cheikh, which helped them to clearly communicate their ideas, including a clear 'ask' (call to action). The rest of the week focused on working time, with concept presentations on the Friday.

Lisbon

After the week in Jyvaskyla all the participants gathered again in Lisbon. Since the period between the Jyvaskyla and Lisbon meeting was only about 2 months it was possible to see that the groups were still very connected, as many of the students kept in touch during this period and exchanged some ideas on how they would like to see their projects implemented.

Between the two meetings there were also online meetings with Walid O. El Cheikh, the keynote speaker who started working with the participants in Finland but made sure to stay in touch with all the groups between the two meetings, as he would be working with them during the Lisbon week.

On the first day all the participants attended the workshop with Walid O. El Cheikh "Demoing- Present your solutions" in order to better understand which method they should apply in order to realize their project ideas and had individual sessions moment that they took the opportunity to talk about their ideas and receive feedback on how best to implement them. On the second day, students had to present themselves as humans and professionals and started working on their projects they had to develop during the week.
On Wednesday all participants visited São Jorge Castle, which offers one of the best views of Lisbon.

And the week ended with the group presentations on Friday morning, with a lot of excitment, very creative and high quality projects, and friends for life!

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Teachers activities

Jyväskylä
In Finland, the teachers followed mostly the same program as the students, participating in the team building, the lectures and the pitching workshop. In addition, they got a workshop on curiosity and adaptability, and how to evoke these skills in students.

Lisbon
The focus for the teachers during the weeks Finland-Portugal was Curisoity, Creativity and Global Awareness.

Besides attending the first workshop with Walid O. El Cheikh, along with students, other two activities were undertaken for teachers. On Tuesday they worked with Walid O. El Cheikh on a Mission " Detective entrepreneur" where they were distributed by teams. During this activity, they were out of school and, in addition to developing some of the soft skills we focused on, they were also able to exchange ideas with teachers from other working groups and thus get new inputs on how to work with their teams.

On Thursday teachers and coordinators visited B-MAD, Berardo - Museum Art Deco one of the city's newest museums and houses a spectacular collection of Art Nouveau and Art Deco objects.

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3 Keynotes

CLIMATE CHANGE

Topic: **Climate change**
Lecturer: **Bea Merckx**
Location: **Belgium, Ghent**
21st Century Skill: **Not specific, focus on global awareness**
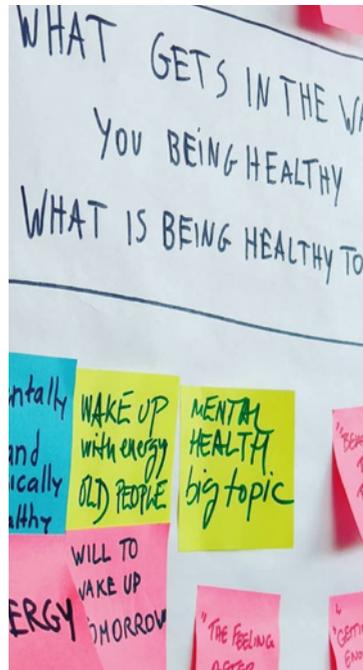
Description:
As the design challenge for the Ghent and Newcastle weeks was about climate change, this keynote presented background information and a current state of affairs on the topic.

Put into practice:
This keynote gave the students teams some initial insights into the problem and important topics, so they could make a quicker and better informed start with their projects.

🏷 CLIMATE CHANGE

P6

Topic: **P6 – P to the power of 6**
Lecturer: **Carl Kennedy**
Location: **UK, Newcastle**
21st Century Skill: **Collaboration, communication**

Description:
Keynote delivered by Carl Kennedy on Project collaboration between team members, focusing on group skills analysis, sharing experience, task designation, and working towards a common set of goals to accomplish a final outcome.

Put into practice:
Teachers focus on what skills can brought shared with team members to achieve best performance in achieving successful outcomes.

🏷 COLLABORATION

DESIGN THINKING

Topic:	**Design thinking Approach**
Lecturer:	**Blanca Alvitos**
Location:	**Spain, Madrid**
21st Century Skill:	**Collaboration, creativity, critical thinking/problem solving**

Description:
Blanca Alvitos, teacher of Entrepreneurship, gives a short description of the Design Thinking methodology as a tool to lead the creativity to specific outcomes which fits the expectations of potential target groups. She also adjusts the workflow to achieve the whole process to be completed in one week.

Put into practice:
The students and teachers learn the stages of Design Thinking method. In the first place, how to analyze the problem and do some useful research. Then, how to build empathy and change the perspective to put in the client shoes, before starting to ideate solutions. Therefore, it is a methodology to be used during the week, but also that can be implemented in different learning situations.

🏷 DESIGN THINKING, METHODOLOGY, CREATIVITY, COLLABORATION, EMPATHY

HOW TO MAKE YOUR IDEA SHINE

Topic:	**How to make your idea shine**
Lecturer:	**Patricia de la Calle**
Location:	**Spain, Madrid**
21st Century Skill:	**Communication, creativity, curiosity**

Description:
Patricia de la Calle, co-founder of the digital marketing and communication agency The Place to Be, gives the students and teachers tips to improve the communicational skills needed to pitch ideas to potential clients.

Put into practice:
The way an idea is pitched is so important as the idea itself. That's why there must be a solid strategy to develop presentations, which it would include the selection of the information, how to address it without getting redundant or boring, the control of the verbal and non verbal communication and the different ways of building confidence through the presentation.

🏷 PITCHING, COMMUNICATION

INEQUALITY

|	
Topic:	**Inequality**
Lecturer:	**Belén Fernández, Leticia López Reynosa, Miguel Costa, Cáritas Madrid**
Location:	**Spain, Madrid**
21st Century Skill:	**Collaboration, creativity, critical thinking/problem solving**

Description:
Divide up into groups, students and teachers attend a lecture about gender inequalities given by Belén Fernández Fernández, Data Analyst and Innovation Process Management, Member of the Gender Working Group of Action Against Hunger and Leticia López Reynosa, Social Programmes Management Officer in Spain, Head of the Gender Working Group of Social Action, in Action against Hunger. Other about equity in education by Miguel Costa, Director of Institutional Relations of Empieza por Educar, an NGO focused on educational equity. Cáritas Madrid gives a lecture about social exclusion linked with income inequality.

Put into practice:
The aim of the lectures is increasing the sensitivity of the groups regarding inequality and help them to build empathy, as well as giving them resources which facilitate them the task of doing research about the problem that they are supposed to work in.

🏷 DESIGN THINKING, METHODOLOGY, CREATIVITY, COLLABORATION, EMPATHY
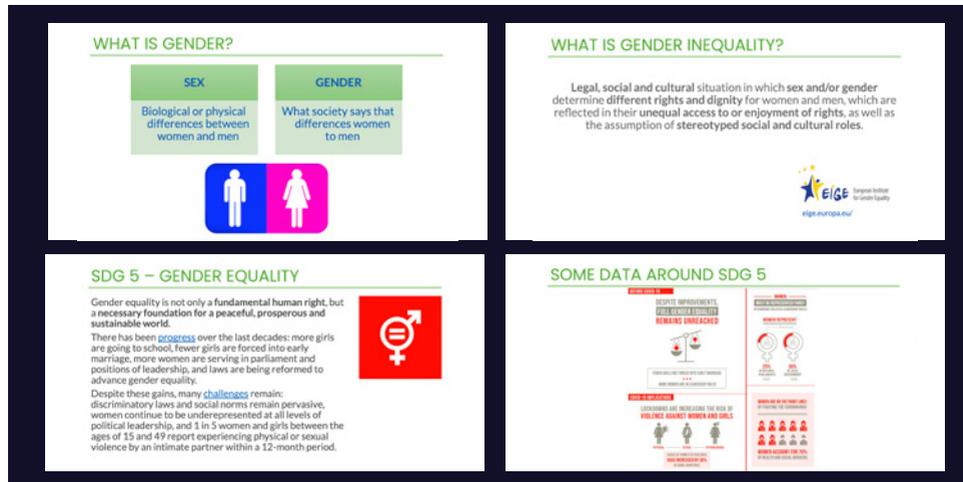
DESIGN THINKING

|	
Topic:	**Introduction to design: Thinking**
Lecturer:	**Sanna Kärkkäinen**
Location:	**Finland, Jyväskylä**
21st Century Skill:	**Problem Solving, collaboration**

Description:
An overview of the Design Thinking methodology, with practical short exercises to prepare the students for their group project.

Put into practice:
The students were about to tackle a large group project based on an open ('wicked') challenge. This lecture provided them with a hands-on methodology to address the challenge.

🏷 DESIGN THINKING, METHODOLOGY
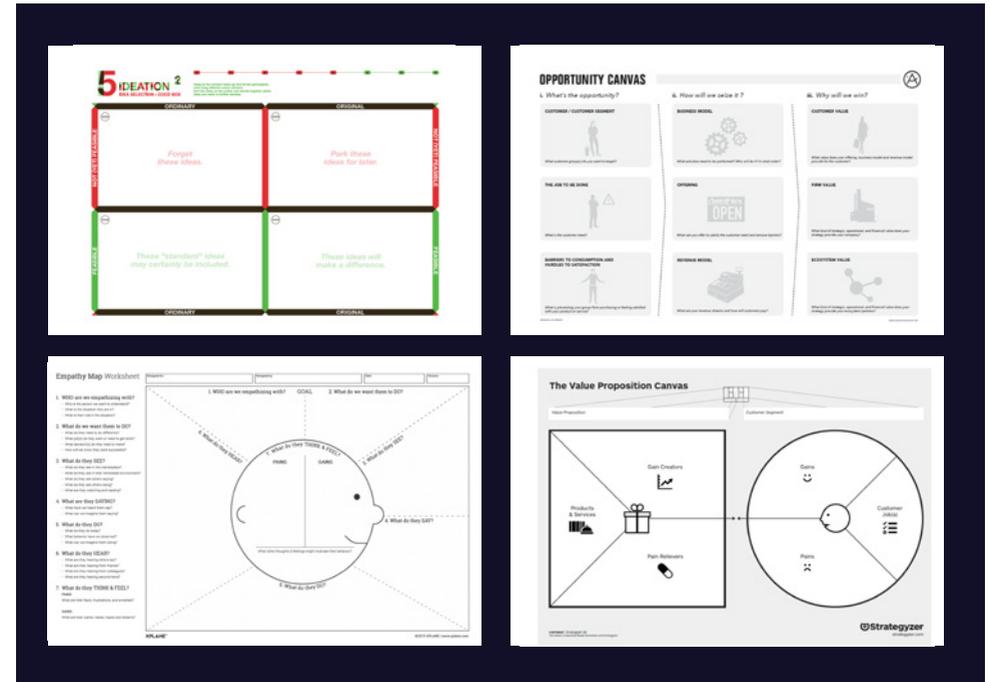
NO HUNGER, NO POVERTY

Topic: No Hunger, no poverty
Lecturer: Ulla Koukkari-Anttonen
Location: Finland, Jyväskylä
21st Century Skill: Social and cultural awareness

Description:
In the briefing, the students were asked to tackle a communication challenge concerning hunger and poverty. This lecture gave them an introduction in the topic, including statistics and experiences, in order to provide them with the knowledge to kick-start the challenge.

Put into practice:
This keynote gave the students teams some initial insights into the problem and important topics, so they could make a quicker and better informed start with their projects.

🏷 HUNGER, POVERTY

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4 Workshops

WORKSHOP HUMAN-CENTERED DESIGN

Topic: Human-centered design, design thinking
Lecturer: Dieter Wullaert, Stijn Anseel
Location: Belgium, Ghent
21st Century Skill: Critical thinking/problem solving, collaboration

Description:
Full-day workshop on the Human-Centered Design methodology by IDEO, given by two IDEO-certified facilitators from Artevelde UAS. During this workshop the teams worked on a seperate problem than the rest of the week, so it could be considered a 'practice run' with the methodology.

Put into practice:
The students and teachers learned the basics of the human-centered design methodology, including the double diamond, the different phases (empathise, analyse, ideate and test), creating 'how might we…'-questions and general advise and tips, which they could apply the rest of the week in their project.

🏷 CRITICAL THINKING & PROBLEM SOLVING, HUMAN-CENTERED DESIGN, DESIGN THINKING

CREATIVE PROBLEM SOLVING

Topic: Problem solving
Lecturer: Lieven Desomville
Location: Belgium, Ghent
21st Century Skill: Critical thinking/problem solving, creativity

Description:
Workshop for students and teachers with tips and tricks on how to unleash your creativity, and steer it towards solving problems. The workshop was given by an expert from Artevelde UAS, who is involved in 3ID Labs (a lab-based learning initiative), and who specialises in stimulating individual and group creativity, especially when working on design challenges.

Put into practice:
The workshop gave practival tips and pointers on how to stimulate creativity individually and as a group, and provided the teams with tools to help their process.

🏷 PROBLEM SOLVING, CREATIVITY

EMBRYONAL CREATIVITY

Topic: Creativity
Lecturer: Barend Weyens
Location: Belgium, Ghent
21st Century Skill: Creativity

Description:
An experimental workshop for the teachers, that gave them a new perspective on creativity. The expert has a background in theater as well as film-making. He used the metaphor from bee hives and self-organisation to explain group dynamics. Through practical theater-like exercises (from moving through the space as a bee hive to collective singing) the teachers got insights on group dynamics.

Put into practice:
This workshop was by design more reflective and insightful on the longer term than directly applicable. For this reason, it was given at the end of the project week, as a take-home contemplation.

🏷 CREATIVITY, THEATER

GUIDING AND CHALLENGING STUDENTS THROUGH COACHING AND FEEDBACK

Topic: Coaching and feedback
Lecturer: Debbie Van de Putte
Location & date: Belgium, Ghent
21st Century Skill: Transversal skill to aid the teaching of 21st CS

Description:
A workshop by an expert from the nursing department of Artevelde UAS on how to develop yourself from a traditional teacher to a coach. The focus is on coaching and giving feedback in such a way that the students develop the best.

Put into practice:
This workshop was given to the teachers at the beginning of the Ghent week, to give them pointers and make them more confident in their roie as a coach.

🏷 COACHING, FEEDBACK

TEAM CANVAS

Topic: Team Canvas
Lecturer: Teachers from Newcastle
Location: UK, Newcastle
21st Century Skill: Collabaration, critical thinking/problem solving, communication

Description
Team Canvas is a strategic framework that helps bring team members on the samen page. It is made to align teams, increase cohesion and performance and to create productive team culture.
Ideal if...
• Your creating a new team or just getting started on a project.
• You feel stuck as a team or need to get a lot of stuff done.
• Growing your team, or bringing new team members on board.

Put into practice:
This workshop was given to the teachers and students to learn about the Canvas tool. It helps to improve the communication in a team.

🏷 TOOL, TEAM WORK

KANBAN TOOL

Topic: Kanban tool
Lecturer: Teachers from Newcastle
Location: UK, Newcastle
21st Century Skill: Communication

Description:
Kanban is a tool for organizing your work to be more efficient and productive. (It is based on agile methods and principles.)

1. Divide a whiteboard or sheet of paper into four columns: Backlog, Ready, Doing, and Done. Or you can use the template provided.
2. Using sticky notes, fill the "Backlog" column with all the work that needs to get done.
3. Move the highest priority jobs to the "Ready" column. Then rank the jobs in the "Ready" column, from highest to lowest priority.
4. Take the top one to three jobs from the "Ready" column and move them to the "Doing" column. These are the things that you will work on right away.
5. As you finish each job, move it to the "Done" column.

Put into practice:
This workshop was given to help the students and teachers to be more organized in their work

🏷 TOOL

Personal Kanban board	Designed for:	Designed by:	Date:	Version:
BACKLOG What jobs need to be done?	**READY** Top jobs to do next, in order of priority	**DOING** Work in progress (WIP). Limit to three jobs if possible.	**DONE** Finished jobs.	

Source: Jim Benson, Personal Kanban   © 2017 Dave Gray, XPLANE.com

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THE ROLE OF THE COACH

Topic: Focus on the role of the coach
Lecturer: Marc Steutel
Location: UK, Newcastle
21st Century Skill: Initiative, adaptability

Description:
Marc Steutel, coach of the British Basketball team and the Newcastle Eagles, organized an amazing workshop for the teachers, during the Newcastle meeting of CS-21. Marc focused on the role of the coach in a team. Out of the comfort zone of the teachers, he did this by coaching each other by playing basketball. One of the assignments was to give instruction only by words.

Put into practice:
Teachers learned to use their communication skills in the most affective way by coaching students.

🏷 TEAM WORK, SPORT

CREATIVE.SKILLS²¹

TEAM BUILDING

Topic: Team building workshop
Lecturer: Javier Herranz
Location: Spain, Madrid
21st Century Skill: Collaboration, creativity

Description:
Javier Herranz, Head of Department of Entrepreneurship, leads the groups in a team building workshop. Each team must design and execute a wedding dress, execute it in a real model, who must be a member of the group and presented it on the catwalk, accompanied by appropriate music and speech as well as a background image that will be projected during the show.

Put into practice:
The workshop aimed to build confidence between group members, make them to know each other and start flowing the creativity, while bringing positive emotions. It is quite useful in the beginning of the learning process, above all when students don't know each other.

🏷 TEAM BUILDING, CONFIDENCE, CREATIVITY

PERCUSSION

Topic: Percussion Workshop
Lecturer: Arron Walton
Location & date: UK, Newcastle
21st Century Skill: Collaboration, adaptability

Description:
African Drumming workshop delivered by Arron Walton focusing on individual contributions of a team to produce a co-ordinated African Drumming sequence using multiple percussion instruments.

Put into practice:
Individual co-ordinated contributions within team practice to produce a realized outome.

🏷 TEAM WORK

COMMUNICATION SKILLS THROUGH COOPERATIVE LEARNING

Topic: Developing Communication Skills through Cooperative Learning
Lecturer: Cristina del Barrio, Marta Fernández
Location: Spain, Madrid
21st Century Skill: Collaboration, communication

Description:
Cristina del Barrio, a teacher with a wide experience working in Cooperative Learning, PBL and Positive Discipline, and Marta Fernández, a Primary English teacher expert in Cooperative Learning and Positive Discipline, give the teachers a new perspective regarding cooperative learning, how to use it in different learning environments.

Put into practice:
The workshop focuses the attention on defining properly what we are talking about when we talk about cooperative learning, as well as develops tools to implement this method in the learning process, such as the way we organized groups, how they interact depending on the rhythm of the activities and how to make the process more efficient.

🏷 COOPERATIVE LEARNING, COMMUNICATION, TEAM WORK

TEACHER ASSIGNMENT 1

Topic: What is critical thinking?
Lecturer: Group work
Location :   Switzerland, St. Gallen
21st Century Skill: Critical thinking, collaboration

Description:
The teachers had the task to discuss in groups what critical thinking is and which aspects are important, based on a text about critical thinking.

Put into practice:
Different definitions have been developed. In summary, the following paraphrase is a good summary of the work: "Critical thinking is asking precise questions. Information acquisition through a deep insight from different perspectives to find a suitable solution."…because not everything is just black and white!

🏷 CRITICAL THINKING, COMMUNICATION, TEAM WORK

TEACHER ASSIGNMENTS 1 & 2

Topic: What is critical thinking?
Lecturer: Group work and individual
Location: Switzerland, St. Gallen
21st Century Skill: Critical thinking, scientific litercy

Description:
The basis of the task was the following text: https://www.rasmussen.edu/student-experience/college-life/critical-thinking-skills-to-master-now/. All teachers had to read the text and discuss the individual areas. 1 Identification, 2 Research, 3 Identifying biases, 4 Inference, 5 Determining relevance, and 6 Curiosity.
The first part is to determine together what in this project would have helped the students in Madrid to get a better result after the first week.
The second part is individual. Describe a situation in your own classroom where you, as a teacher, could help students to use critical thinking in one or more of the areas described in the text. Try to describe what inputs you can give to the students to achieve this.

Put into practice:
The results were the basis for the online workshop with Prof. Claudio Caduff, which took place in December 2022. (Claudio Caduff was ill with corna during the meeting).

🏷 CRITICAL THINKING, COMMUNICATION, TEAM WORK

LEARNING PATHS AND BLENDED LEARNING

Topic: Learning paths and blended learning
Lecturer: Jürg Thalmann / Mikko Auermiitty
Location: Online
21st Century Skill: Collaboration
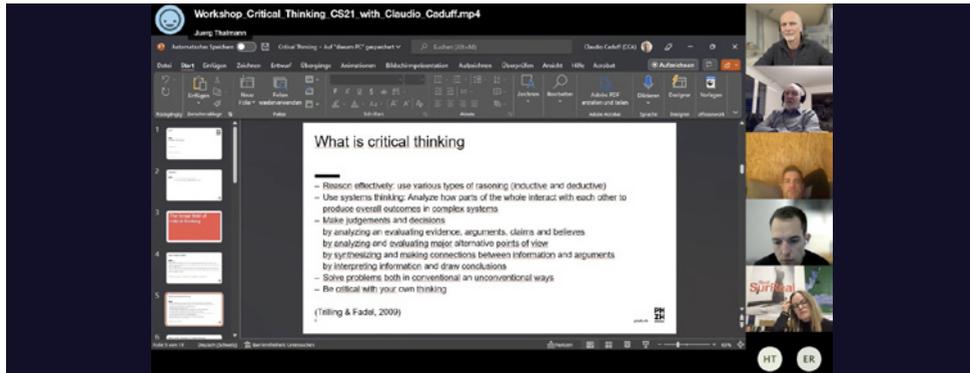
Description:
The presentation showed how a learning path can be used in the classroom. Possible structures and tools were shown. In the main part, it was shown what great advantages in terms of individual learning and also individual support can be achieved through this form of teaching. In addition, examples were shown of how self-organized learning can be made very easily and what progress students achieve in this way.

Put into practice:
The aim was to provide teachers with opportunities to introduce this form of teaching. It was shown how an introduction with learning paths works and which points to pay attention to.
The importance of individual feedback was pointed out for tasks and possible solutions were shown. This was done through feedback with a team task or, depending on the task, with the help of a feedback video. The solution approach of the YouTube channel was practically demonstrated.

🏷 COLLABORATION, BLENDED LEARNING

THE KEY TO GREAT STORYTELLING

Topic: The key to great storytelling
Lecturer: Raquel Bañón
Location: Spain, Madrid
21st Century Skill: Communication, creativity, curiosity

Description:
This workshop does not delve into the forms of storytelling, but rather goes one step before, to the beginning of everything, to the discovery of that truth, the one that makes our story unique, authentic, relevant, ours. Because only by appealing to it, our audience believe and care about our story. This inspirational workshop finalizes with an individual practice.

Put into practice:
Storytelling is a tool used very often in creative industry as well as in the learning process, so the workshop aims to show how to use it properly to make the original idea become effective and impact the audience without losing the message.

🏷 COMMUNICATION, STORYTELLING

CRITICAL THINKING IN THE CLASSROOM

Topic: How to use critical thinking in the classroom
Lecturer: Prof. Claudio Caduff
Location: Spain, Madrid
21st Century Skill: Critical Thinking

Description:
What is critical thinking? How do I apply critical thinking in the classroom? What factors should I pay special attention to as a teacher? Also some tools.

Put into practice:
The workshop aims to help teachers apply the theory of Critical Thinking in the classroom. It also aims to deepen knowledge on the topic and reveal new aspects.

🏷 CRITICAL THINKING, CLASSROOM, TOOL

PITCHING FOR LIFE

Topic: Pitching workshop
Lecturer: Walid O. El Cheikh
Location: Jyväskylä & Lisbon,
21st Century Skill: Communication, collaboration, creativity, leadership

Description:
Walid is a pitching coach. He trained thousands of people. Topics: like presenting yourself/your ideas, networking, storytelling and public speaking are the core of his sessions. His audience are students, workers, startups, and leaders. His coaching style: learn by doing, build confidence, and exercises.
Walid gave the students and teachers various hands-on workshops to build their confidence and get more familiar with the topic pitching. He helped the teams to get focused and deepen theirs concepts.

Various workshops:
• Demoing - present your solution
• Present yourself as a Human/professional
• Detective Entrepreneur (teachers' mission)
• Mentoring Sessions

Put into practice:
The aim was to provide teachers and students with hands-on tools to help them with making a clear pitch for an assignment. Teachers can use the examples in the given workshops in their lessons. Students can use their experiences for future projects and for pitching for clients.

🏷 PITCHING, COACHING

5 Cultural visits

CIRCLE OF LIFE

Topic: Photography

Location: Belgium, Ghent, St. Pieter's Abbey

Description:

In this exhibition, Belgian photographer Lieve Blancquaert combined her projects *Birthday*, *Wedding Day* and *Last Day.* The result was a moving multimedia story with pictures and footage from the last ten years about mankind and its rituals. The audio guide took you on an unforgettable trip around the world through the observant eyes of an exceptional traveller.

🏷 MUSEUM, ART, PHOTOGRAPHY, CREATIVITY, INSPIRATION
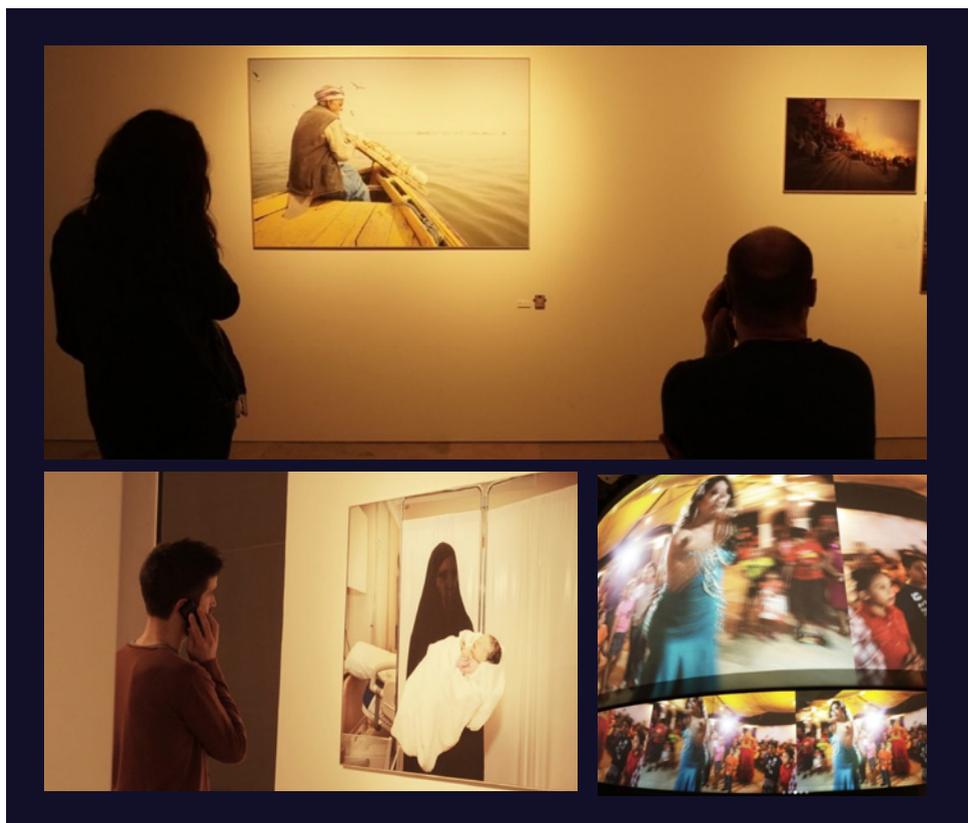
S.M.A.K.

Topic: Contemporary art

Location: Belgium, Ghent, S.M.A.K. Ghent

Description

S.M.A.K. (Stedelijk Museum voor Actuele Kunst) is the municipal museum of contemporary art in Ghent. To refresh their mind and get some inspiration and creative stimulation, all teachers and students went on a visit to the permanent collection.

🏷 MUSEUM, ART, CREATIVITY, INSPIRATION

PARNASSUS

Topic: **Food, social work**
Location: **Belgium, Ghent, Parnassus Church**

Description:
A combination of a lunch and a cultural visit: Parnassus is a repurposed church that now serves as a community center. It also functions as a social work-ing place, employing people who have difficulties accessing the normal labour market. Their lunches are designed to be organic and offordable to lower income groups. With the teachers and students, we made a visit and had a lunch serving.

🏷 FOOD, SOCIAL WORK

CITY TOUR NEWCASTLE & BALTIC CENTRE CONTEMPORARY ART

Topic: **Newcastle Upon-Tyne Quayside**
Location: **UK, Newcastle, BALTIC Centre of Contemporary Art**

Description:
A walk from the college down to Newcastle's famous Quayside taking in some of the sites and sounds of this great city. The walk ended at the BALTIC Centre for Contemporary Art situated on the south bank of the River Tyne. The BALTIC consists of 2,600 square metres of art space, making it the UK's largest dedicated contemporary art institution. The building was oroginall the Baltic Flour Mill built around the turn of the 1900s.

🏷 ART, LANDMARKS, CULTURE

THE IMAGE OF HUMAN BEING

Topic: Visit to the exhibition "The image of human being".
Location: Spain, Madrid

Description:
A visit to one of the samples of contemporary architecture in Madrid and a guided tour through time and cultures, a journey that does not distinguish between eras or borders to show a universal theme: how the human being has represented and represents himself. A sample to enjoy and reflect on absolutely current issues in our days such as the ideal of beauty, divinity or power.

🏷 ART, ARCHITECTURE, COMMUNICATION

VERY F***ING REAL!

Topic: Augmented Reality Face-filters as Art
Location: Switzerland, St. Gallen,
   MoE Museum of Emptiness

Description
Guided tour of the exhibition by Franziska Erkison. As an accompanying programme to the Swiss Interactive Media Design Day, this exhibition shows how augmented reality technologies are currently finding their way into art and design. AR exemplifies how the virtual and physical worlds are constantly converging and merging, how we can no longer think of one sphere without the other. In the form of face filters on Instagram and other social media, AR technology has long since found its way onto private devices.

The exhibition "Very F***ing Real! Augmented Reality Face-Filters as Art" aims to show how artists are using this technology.

🏷 AUGMENTED REALITY, ART
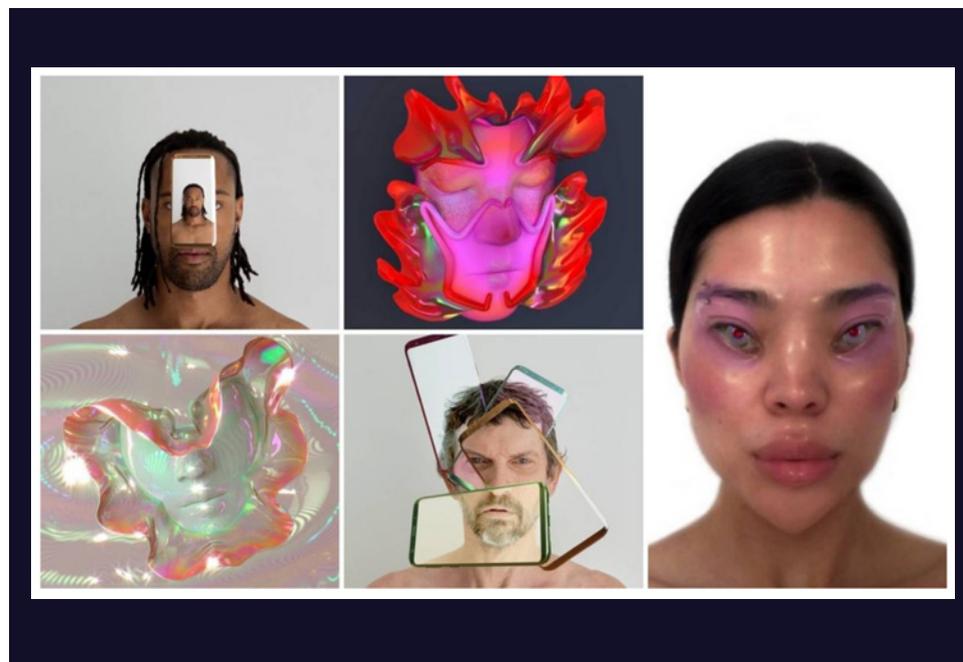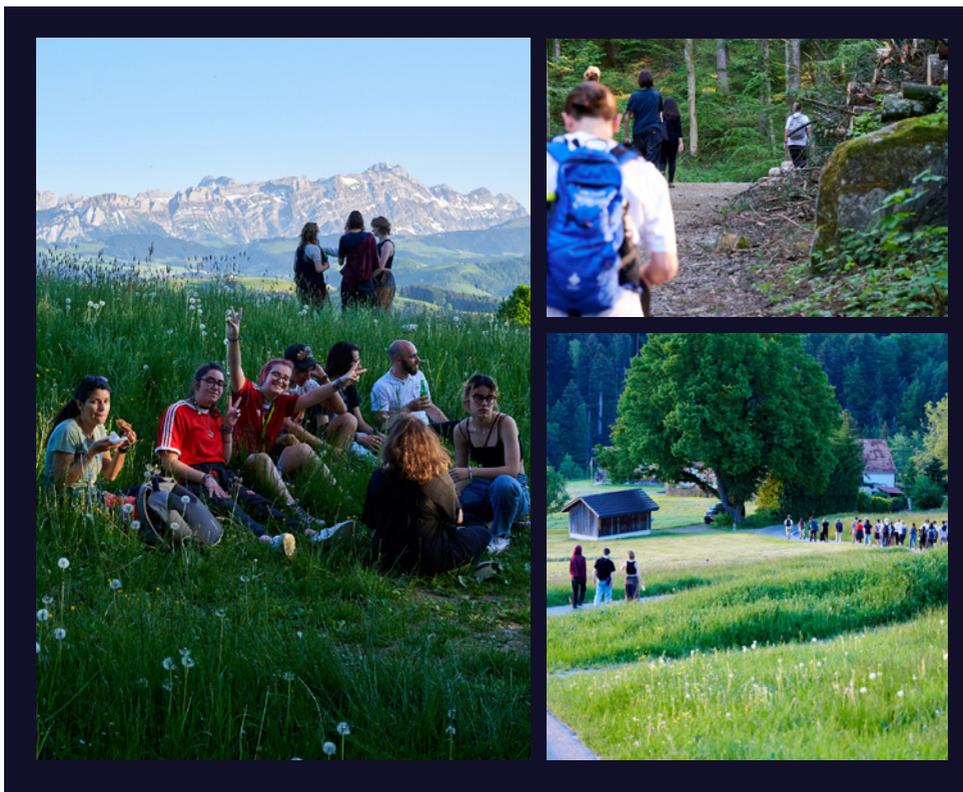
HIKE REGION OF APPENZELL

Topic: Hike to the region of Appenzell
Location: Switzerland, Teufen

Description
A visit to one of the samples of contemporary architecture in Madrid and a guided tour through time and cultures, a journey that does not distinguish between eras or borders to show a universal theme: how the human being has represented and represents himself. A sample to enjoy and reflect on absolutely current issues in our days such as the ideal of beauty, divinity or power.

🏷 HIKE, NATURE, CULTURE, ARCHITECTURE

GUIDED CITY TOUR ST. GALLEN

Topic: Guided city tour st. Gallen
Location: Switzerland, City of St. Gallen

Description
Guided tour in the city of st. Gallen. Landmarks: Abbey Cathedral of St Gall / Abbey Library of St Gall / Old Town / historic overview of St. Gallen

🏷 TOUR, CITY, CULTURE

'THE MAN WITHOUT A PAST'

Topic: Movie: 'The man without a Past'

Location: Finland, Jyväskylä

Description:
Movie 'The man without a Past' by Aki Kaurismaäki. The second part of Aki Kaurismäki's "Finland" trilogy, the film follows a man who arrives in Helsinki and gets beaten up so severely he develops amnesia. Unable to remember his name or anything from his past life, he cannot get a job or an apartment, so he starts living on the outskirts of the city and slowly starts putting his life back on track.
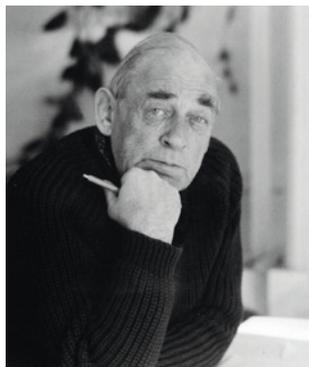
🏷 CULTURE, MOVIE

GUIDED TOUR ALVAR AALTO

Topic: Alvar Aalto tour

Location: Finland, Jyväskylä

Description:
Guided tour through the Jyväskylä University campus, designed by architect Alvar Aalto.

🏷 TOUR, ARCHITECTURE

CITY OF LIGHT EVENT

Topic: City of Light event

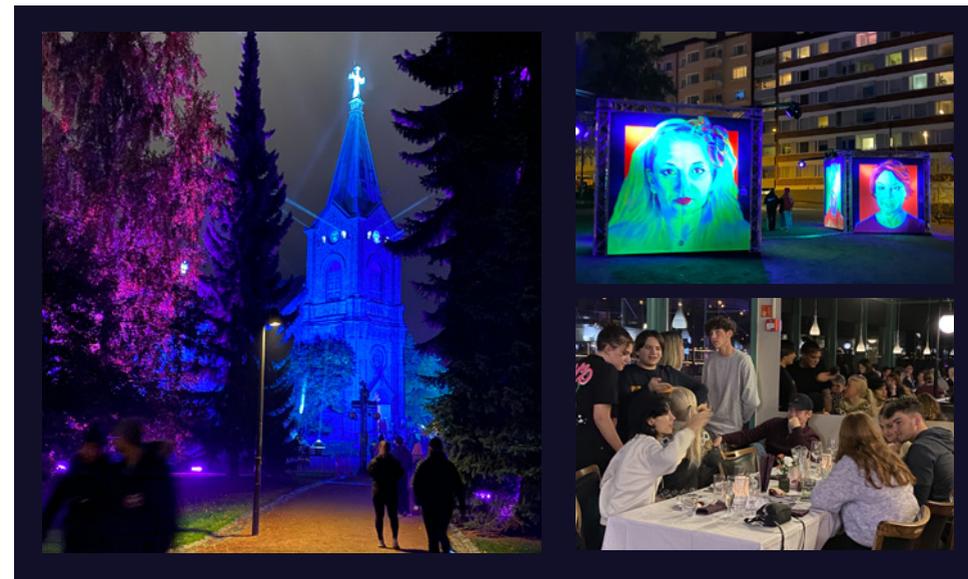**Location:**   Finland, Jyväskylä

Description:
Jyväskylä is a forerunner in city lighting in Finland and abroad. In addition to energy efficiency and safety, Jyväskylä invests in aesthetics in city lighting, making the city even more enjoyable for its residents and further improving their quality of life. This long-term and effective work as s forerunner in city lighting has also been noticed around the world, as Jyväskylä has been awarded in the international city.people.light award annual competition.

In the darkening autumn evenings, the City of Light Event introduces not only the permanent lighting sites and installations in the city but also the more and more glorious works of light art built for the event. During this Event, which has over 100 000 visitors yearly, there will also be organised a wide range of side events and a seminar, which is aimed at the professionals within lighting.

This event was combined with a social dinner at Alba hotel.

🏷 TOUR, CULTURE, ART

VISIT JUURIKKASAARI ISLAND

Topic: **Visit to Juurikkasaari island**

Location: **Finland, Juurikkasaari**

Description:

Visit to Juurikkasaari island for a lovely view of Finland's nature. Visit to Juurikkasaari island for a lovely view of Finland's nature. Juurikkasaari island is an island near by Jyväskylä. At the island we a social dinner together, followed by a voluntary visit to the sauna and swim in the lake.

🏷 NATURE, ISLAND

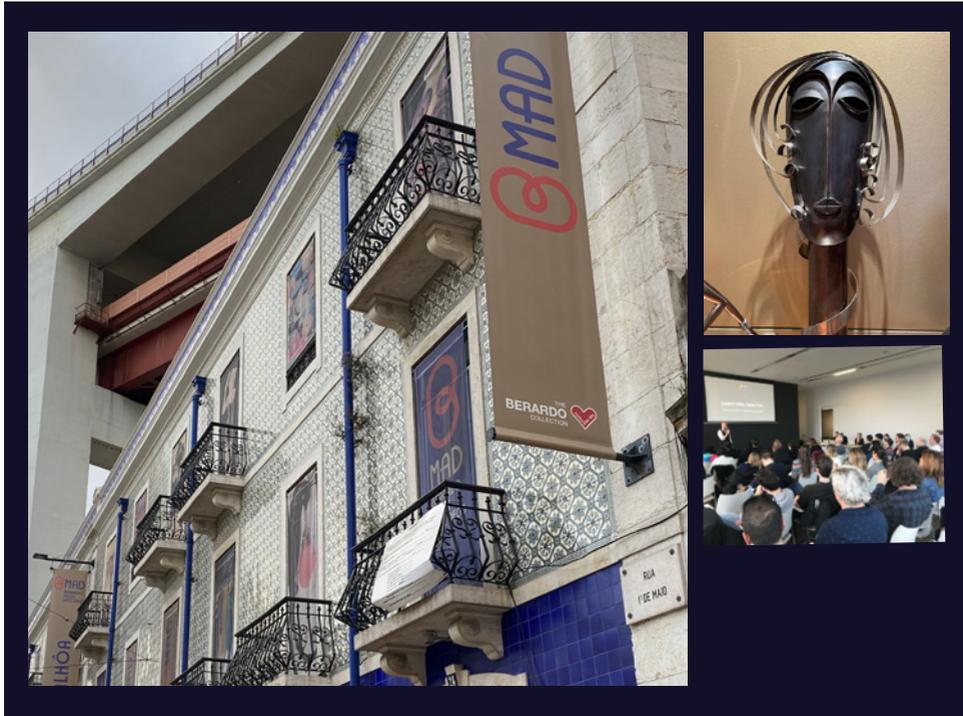# VISIT ST. GEORGE'S CASTLE

Topic: **Visit to St. George's Castle**

Location: **Portugal, Lisbon**

Description:

Visit to the Saint George's Castle. This catle can be seen from almost anywhere in the city. Its oldest parts date from the 6th century, when it was fortified by the Romans, Visigoths, and eventually the Moors.

🏷 CULTURE, CASTLE

VISIT B-MAD, BERARDO MUSEUM ART DECO

Topic: **B-Mad, berardo museum art deco**
Location: **Portugal, Lisbon**

Description:
This museum building was built in time when Art Deco was very popular and has still a lot of original objects from this period like wooden floor and nicely decorated furniture pieces of art. More objects came later to make this building into a wonderful museum. Art Deco is a form of art that was reproducible. For the participating teachers, it was there very interesting because what they teach at their schools is also about creative products which are reproducible.

🏷 MUSEUM, CULTURE, ART DECO

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practial

SETTING UP A INTERNATIOAL PROJECT

With more or less the same partners, CS-21 was the 3rd project for which the GLR has taken the initiative. The fact that an important part of the partners also participated in this project has two main reasons:

- Media and Design, and the related courses, are an important part of the courses or the only course for all partners. This is what the partners united.
- The partners know each other well and, thanks to the different projects, often have a personal bond.

Because of this connection, it was also possible to set up a project during the Covid pandemic to share experience about online education in creative subjects. (www.doce-project.eu).

One of the conditions for setting up international projects in a sustainable way, is to secure the goals of a new project within the own organization. In addition, mutual trust of the partners is essential.

Perhaps the most important condition for the success of international cooperation is shared ownership and shared responsibility. The partners in these projects, have never set up a project without working out the project plan in advance, with means unsubsidized.

The participation of the students is also important in this CS-21 project and also in some other projects. The students are used by the teachers, to test chosen methods. The students are also demanding. As a result, the teachers and coordinators has no change to lay back and to look with pleasure to the results.

ORGANIZATION

The six project weeks were organized mostly by the local host. Organizing such a week is task that is not to be underestimated.

One complication in the project set-up is that there are essentially three different target groups: students, teachers (coaches) and coordinators. Partly they follow the same program, but partly they have separate activities and meetings. Organizing essentially three project weeks in one is a challenge, e.g., by finding locations that have rooms of all the different needed sizes.

Planning a project with 6 meetings with 8 partners and with each partner 6 to 10

participants, both teachers and students, is one of the main challenges. Everything and everyone must be available at the same moments. If the agreements were flexible, the partners would not be able to book hotels and travel and the host would not be able to make arrangements with keynote speakers, facilities and rooms in their own organization, restaurants, excursions, etc.

The agreements must also be laid down for each meeting. Deadlines for when participantlist are submitted and when the final programs are sent, are necessary.

WEEK TEMPLATE

While each host organized their own week, there was an implicit template that was carried on throughout the weeks.

The Monday usually started with an introduction activity. Especially in the first weeks of a cycle, it's important there is some facilitation for the teams to get to know each other.

The Mondays and Tuesday usually consisted of both working time as well as lectures and workshops. Typically, the Tuesday evening would have a social dinner in the evening for all participants. On Wednesdays there was usually a cultural activity for a part of the day. Thursdays were generally reserved as 'working days' as the deadline for the week's assignment is either on Thursday evening or Friday morning. Typically, the Thursday evenings some 'buffet style' food was offered on the working locations, so that teams were flexible to work and also get some food at the same time. On Fridays, the teams presented their work.

One important design consideration is the interchange between the students and the teachers (coaches). The programs are carefully designed to have the coaches with their teams at crucial moments, but to also regularly pull them away from their teams (e.g., to do a workshop just for them) to allow the students to work independently as a group without the monitoring or guidance of the coaches.

GLIDE APP

The application of the glide app can be seen as an application of innovation. A glide app is actually a website that has all the features of a normal app on the mobile phone. In the CS-21 application, the glide apps commanded the program, locations, squad allocation, all assignments, and more. The Glide app can be easily adapted for each participant group so that the information is always up to date.

To communicate the program and practical details of the project week, Glide Apps were created. Glide is a tool to create a mobile website using a set of customizable templates. When the project started, it used a Google Sheet as the data storage of the information in the mobile website. (These days, more options have been added, like Airtable.)
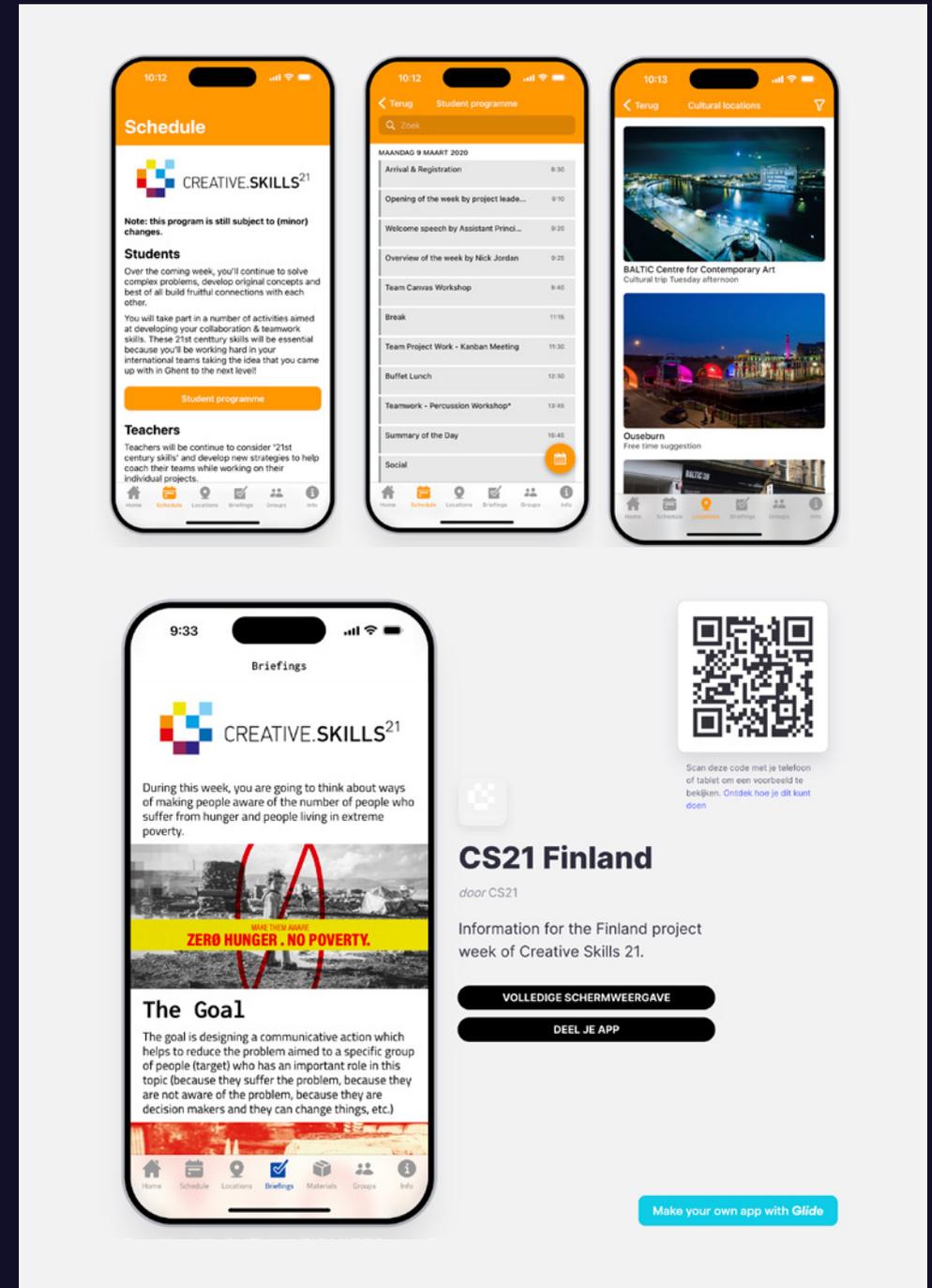
The advantage of using a digital program compared to a paper booklet, apart from being more modern, is that changes and corrections in the program could be adapted in real-time. It also allowed for integrations, e.g., with Google Maps to find specific locations.

All project weeks used the same template for the program, but they became slightly more advanced during the project. E.g., in the final weeks, also the hotel locations of the different delegations were added in the map.

One advantage of the digital app was that it was very easy to create three similar but different programs (students, teachers, coordinators) based on the same week program in a Google Sheet, using filters for each of the target groups.

LINKS

- https://www.dandad.org/en/d-ad-new-blood-awards/
- https://www.un.org/sustainabledevelopment/climate-change/
- https://www.pitchingforlife.com/
- https://designthinking.ideo.com
- https://www.designabetterbusiness.tools/tools/value-proposition-canvas
- https://www.designkit.org/
- https://www.glideapps.com/
- http://theteamcanvas.com

7 evaluation

EVALUATION

Two types of evaluations were used in the project:
1. A desk research and survey was performed in the first year of the project to assess which 21st century skills were most important for the creative industries. This resulted in a report (Intellectual Output 1).
2. Secondly, evaluation was pivotal in assessing the quality of the project weeks and iteratively improving them.

EVALUATION OF SKILL IMPORTANCE

The project implemented a research activity to create an overview of the relative importance of the different 21st century skills for the creative industries. This allowed the project to select one or more strategic points of emphasis for the 21st century skills to be selected for the project weeks.

A survey was to companies from the networks of the seven partner schools. Mostly these are employers of alumni of the project partners. The survey aimed to determine which of the 21st century skills are most important for creative industry professionals, and to assess in which skills the schools' graduates performed well and where there were still considered to be gaps.

The resulting research report "Intellectual Output 1: 21st century skills for the creative industries" is published on the project's website.
The report starts with an elaboration of the methodology used, followed by general results, and results per role and per country respectively.

The study has been carried out by Artevelde University of Applied Sciences and GBS St. Gallen, with the other project partners helping with translations and sending out and collecting the surveys in their own regions.

Finally, it's important to mention that the fieldwork for this study has been carried out just before the covid-19 pandemic. The attitudes of the sector towards the importance of certain skills might have shifted due to the experiences with working in the pandemic.

"IN MY OPINION, IT IS VERY RARE TO HAVE GROUP WHERE ALL THE DIFFERENT PERSONALITIES FIT WITH EACHOTHER SO WELL. ESPECIALLY IF THERE IS LIKE 50 PEROPLE FROM 7 DIFFERENT COUNTRIES!"
quote student

"I LAUGHED, I CRIED, I DANCED, AND, MOST IMPORTANTLY, I MET SO MANY NEW AMAZING PEOPLE. THANKS TO 'CREATIVE SKILLS 21' FOR GIVING ME THIS ONCE IN A LIFETIME CHANCHE."
quote student

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PROJECT WEEK EVALUATION

Since the first project week, evaluation has been an important element to assess the quality of the activities and to improve the programmes.
In all project weeks, evaluation consisted of a short online survey, in slightly different versions for students and teachers.

Student surveys
Particularly, the student survey was designed to be very simple.

Initially, the plan was to work with pre- and post-surveys, but there were not enough useful questions for a pre-survey, apart from a self-assessment on the specific 21st century skills of that project week. Since students typically attended two project weeks, we could use the post surveys of both weeks to assess the learning progress, and did not need pre surveys.

So, in each survey, students were asked to self-assess their competences. In addition, there were asked to rate the different activities (from speakers to social events) on a five-star scale. This gave is valuable feedback on the program. The students also received some questions on the role of their coaches (e.g., 'I liked my coaches', or 'Our coaches helped us to arrive at a better result') they could agree or disagree with. Finally, they were asked to rate the week as a whole and indicate whether the project week(s) opened them up to new ways of thinking.

The student surveys were kept anonymous. Participants were only asked which national delegation they belonged to, which helped the coordinators to assess which delegations to send targetted reminders to.

Teachers
The teachers were also asked about the 21st century skills that were the topic of the specific project week, but where the students were asked to self-assess their own competences, the teachers were asked to self-assess their competences in teaching and transferring the specific skills to students.

In addition, they received questions about their role and learnings during the project week, e.g. how confident they felt, and whether the goals of the week were clear to them.

Like the students, they also could rate individual parts of the programme on a five-star scale. And the survey closed with the question of rating the project week as a whole and to indicate whether the project week(s) opened them up to new ways of thinking.

Unlike the students, the teachers were not asked which national delegation they were part of. Since there were only two teachers per delegation, this would hamper the anonymity, which the coordinators felt was crucial in getting honest responses.

Filling in
During the project, the coordinators attempted to find the best moment to distribute the post surveys. In the first weeks, the project coordinator would e-mail all participants a week after the project week, but this resulted in a low response and subsequent pushing efforts to increase the responses.

A second iteration asked participants to fill in the post surveys during the closing ceremony. However, this was also not ideal, since some delegations had to leave quickly and many participants were still too busy with goodbyes to do this properly.

The third iteration was to provide the coordinators of each national delegations with the links, and ask them to distribute this to the teachers and students of their delegations at some point during the travel home, e.g., while waiting at the airport. Making the coordinators responsible for their own delegation seemed to be the best solution. Since the respondents were asked for their nationality, the project leader could ask specific coordinators to make an additional effort in case only few responses from their delegation were recorded.

Meetings
One of the most important pieces of feedback during the first two meetings was that the teachers wanted more information about the goals of the project (week) and more guidance on their roles and the expectations the project had of them. Apart from making this more clear in the briefing, the coordinators also experimented with specific 'teacher-coordinator meetings' in the last four project weeks. Two to three of these meetings per project week were scheduled in the program for teachers and coordinators, and filled in depending on the needs. Sometimes it was an open group discussion, but other times it was in the form of smaller break-out groups with specific questions. These teacher-coordinator meetings proved to be very fruitful, and became a crucial tool for the coaches to feel confident and supported and for the coordinators to keep in touch with the progress and issues of the project week.

Conclusion
Since the project coordinators were not always present 'on the floor' where the learning and coaching happened, they needed to find a way to monitor the progress of the project and detect issues. Of course, the coordinators conferred regularly with their own national delegations, but something more structural was needed.

To monitor the progress of the participants and the evaluation of the programmes, post-surveys were used. However, since results only came in only after each project week, something was needed to monitor and adjust during the weeks themselves as well. For this, teacher-coordinator meetings were introduced in the programme starting with the third project week. These meetings turned out to be a vital element for the teachers to reflect and adjust, and for the coordinators to monitor and steer.

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TAGS