



INSPIRING REVOLUTIONARY EDUCATIONAL CREDENTIALS

Module 11





1506
UNIVERSITÀ
DEGLI STUDI
DI URBINO
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ABOUT THE PROJECT

OBEC (2020-1-SE01-KA204-077803) is a KA2 Strategic Partnership co-funded by the Erasmus+ of the European Union. Led by Swideas in Sweden, the project gathers partners in Croatia (Regional Development Agency of Sisak-Moslavina County - SIMORA), Italy (LAI-MOMO Società Cooperativa Sociale & Università degli studi di Urbino Carlo Bo), Belgium (EURADA - Association Européenne Des Agences Développement).

OBEC is an innovative project that aims to explore the potentials of Blockchain technology to promote competency development and recognition of skills and qualifications by creating an innovative system to issue and validate learning credentials on a trial basis. Through this effort, the project's goal is to encourage the professional and academic integration of migrants, exchange students, and individuals with informal and non-formal learning backgrounds.

By contributing to the educational and economic integration of these targeted groups, OBEC envisions to benefit individuals with migrant background, students, teachers, education institutions, and employers. Focusing on the key issue of lack of uniformity and transparency in systems of validation of credentials, it is expected that this effort will result in positive effects in the working context, promoting employability, empowerment, and accessibility to the labour market.



Synopsis Module 11

Indications for teaching the module.

Slide 1: Title.

Slide 2: Introduction to OBEC.

Slide 3: Contents of part 1 of the module.

Slide 4-7: Introducing the various ways in which a text can be read.

Slide 8: Exercise to fix concepts of slides 4-7.

Slide 9-15: Introducing the various typologies of texts.

Slide 16-19: Exercises to fix concepts of slides 9-15.

Slide 20-22: Explanation on how to perform basic textual analysis.

Slide 23-27: Exercises to fix the concepts of slides 20-22.

Slide 28-56: Brief explanation on the deep analysis of a text. Based on the contents of module 2 presented by UNIURB. Exercises are also included throughout.

*All this part should take around 9/10 hours of lectures,
based on the speed of the students in solving the exercises.*

Slide 57: Introduction to the second half of the first part of the module (communicating information).

Slide 58: Explanation of the characteristics to look for in the audience to which the proponent of the information is talking to.

Slide 59: Explanation of the characteristics of message which is transmitted to the audience.

Slide 60: Explanation of the characteristics of the way a message should be transmitted to the audience.

Slide 61: Preparing the live debate between the students. The exercise should be prepared both in class and autonomously by the students. The whole activity should take approximately 7/8 hours between preparation and actual performance of the debate.

*All this part should take around 9/10 hours of lectures,
based on the time it takes to properly organize the debate.*

This concludes the first part of the module.

Slide 62: Introducing the theory of fallacies.

Slide 63-70: Explanation of why fallacies might be extremely useful in interpreting arguments presented through various media.

Ideally, this should cover 2 hours of the module.

Slide 71-76: The problems related to the applicability of the theory of fallacies are introduced and discussed.

Slide 77-83: Various examples of fallacies (both formal and informal ones) are presented and discussed with the students. The lecture should have complete freedom to adapt the choice of the fallacies to analyse to his/her expertise.

Ideally, this part should cover 10 hours of the module and should have a focus on examples.

Students are heavily invited to find themselves examples to present to the class.

Slide 84-87: The advantages of employing critical debating are discussed and analysed. Students are invited to criticize such position (CRICAL DEBATING AT ITS BEST!). A second round of debate is organized to check whether the second part of the module helped them to better understand critical debating without getting stuck too much in formalities.

Ideally, this part should conclude the second part of the module and should cover 6 hours (included the debate between students).