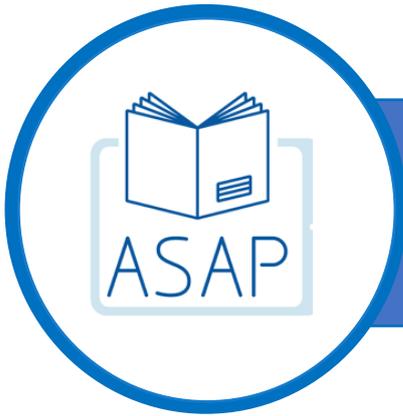




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# Anticipatory Skills for Adapting the Publishing Sector

## References

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## R3.3 ASAP TRAINING PROGRAMME, DESCRIPTION OF METHODOLOGY AND TOOLS

WP3 DESIGNING THE CURRICULA, CERTIFICATION AND ASSESSMENT





## Project information

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## Introduction

This document has been developed within the framework of the ASAP project. The project is addressed to contribute to analyze and accompany the impact of the digital revolution in the Publishing Industry. In this specific sector, the increasing use of alternative devices and the relevant development of independent distribution in web-based and social-based circles represent a significant need of innovation for the publishing sector. As a consequence of this migration to digital technologies, the whole publishing industry - mainly SMEs - is confronted by major challenges; in particular, the work-force involved in this sectors needs to know what is very important and urgent to do in order to keep the competitiveness and the effectiveness of the skills involved in the sector. In the Digital European Agenda the EU Commission affirms that “long-established traditional professional models are in need to be revised and re-considered; especially taking into account the different impact the social technologies are having in the different sectors of the publishing industries”.

The current “transmedia” publishing trends take adaptation a step beyond by extending the contents across a wide range of platforms, from books to e-books until video and social interactive media. This implies an extended consequence: the actual skills involved in the supply chain are interested by very relevant changes and the sector is in need to respond with a partnership between the different actors of the publishing sectors and training providers addressed to define a common strategy.

The purpose of ASAP project is to respond to these strong needs: a) identifying the current and future skill requirements in the participating countries (UK, Greece, Italy and Spain – but also in two other representative countries through the involvement of the European Federation of Publishers) and b) developing an innovative joint training program which will provide the profiles of the supply chain (Production – Design – Distribution and sales – Editorial – Marketing and publicity) with the mix of skills needed, defining the training contents in relation to the requirements of the EQF and ECVET and also applying quality control by establishing the quality principles of the EQAVET framework.



## 1. The ASAP Methodology and Learning Approach

### 1.1. Defining the ASAP Methodology

The **ASAP pedagogical approach** defines a learning system based on the experience of the sector, but also in a structured approach for integrating digital innovation in the definition and development of the learning outcomes that consist in giving to the workers involved in the sectors the opportunity to update their skills in order to better face the new labor market as modified by the digital (re)-evolution. The main principles standing for the methodology are:

- Supporting a step-by-step transformation;
- Promoting a participatory approach involving the stakeholders.

**Supporting a step-by-step transformation** consists in leading the learners through a *path of improvement* where at the beginning they would seek for a fulfillment of their specific needs and at the end they would be ready to face the labor market with new skills acquired and updated skills. The path of improvement would see the learner actively involved in the Training life, bringing its own experience into it and finding new ways of solving challenges with the support of the trainers and other learners. The ASAP consortium believes that workers of the publishing sector that wish to successfully transform themselves into digital skills experts must learn to leverage their existing brand and professional approach considering the new digital channels, and to reduce their traditionally heavy dependence on the traditional skills and competences.

The main steps where the path of improvement takes place are:

- **Experiential Training:** a new approach to training methods that are used to develop behavioral skills and physical abilities. Role playing, equipment simulations, games, on-the-job training (OJT), behavior modeling, case analysis and computer-based training are some of the experiential learning methods that can be used to deliver a training session.
- **Experiential Learning:** it involves a two-way interaction unlike the informational training methods which are more of one sided. Here the major focus is not just on the mere



transfer of facts and figures but on the development of skills in the participants, which may or may not be the case in informational training.

Through the use of the MOOC strategy (see below), ASAP promotes policies and procedures with the help of informational training methods. When it comes to develop sales skills in individuals, simulation games and role plays are used when there is two-way communication between the facilitator and the participants.

The ASAP methodology is a combination of both training methods. Some of the experiential training methods are discussed below:

1. **On the Job Training (OJT):** this training method is used to impart new skills to the employees when they are working in a certain position. Job rotation and apprenticeship training are some of the ways in which new skills can be transferred to the employees.
2. **Role Playing:** a role play is used essentially to change attitudes and help people see things from the other person's eyes. It may also be used to practice certain job, behavioral skills or for analyzing interpersonal problems. This type of training is more close to reality. The only drawback is that employees may show hesitation in role playing situations or may not even take it seriously.
3. **Case Study:** case study analysis is perhaps the most frequently used tool for developing interpersonal, decision making and analytical skills within the trainees. It is a very good and cheap tool for developing problem solving skills within the individuals. The basic drawback is the non-availability of updated case studies. Generally one or two cases are discussed every year and there is no subsequent updating.

THE ASAP approach will be mainly developed using a massive strategy addressed to:

1. *Considering as an added value the learners' own experience:* in this way **the learning starts as a reciprocal process** where all actors are involved. The trainer is also an active part of



this process, he is not standing above the group of learners, rather he is bringing its own experience as well and learning from the others;

2. *Focusing on the digital skills to be improved:* this phase brings the learners **to identify the challenge** that has to be overcome;
3. *Creating new ideas to improve and update skills:* this is a core phase where learners will be actively involved in using their capacity of **creating new ideas** and finding solutions to the challenges highlighted in the previous phase. Generating new ideas will be the key to find innovative solutions to improve and update the skills required.
4. *Transforming skills into competences:* this phase will lead participants to become aware of the learning process done and of its outcomes. In other terms, the learner has new knowledge and competences that will be spent to enter the labor market with a higher qualification;
5. *Facilitating the approach to the labor market:* introducing the certification of competences through the **recognition of the competences acquired** by the EQF (level 4) and ECVET.

Moreover, the training program will contribute to develop the main skills that, according to the Needs Assessment survey undertaken by the ASAP Consortium in UK, Greece, Italy, Spain and, Germany and France will support the adaptation of the workers to the digital (re)-evolution.



## **2. Approach Delineating the main features, similarities and differences of the contexts where the ASAP Training Program will take place as a MOOC strategy**

The diffusion of the MOOC has generated huge interest in the field of education from the outset, giving rise to a significant number of research studies. In this paper we will take a look at previous research into MOOCs and we believe the relevant research trends from the education perspective will focus on new developments in hybrid MOOCs, both in their technological and pedagogical aspects, and in placing students' learning and academic results at the forefront of research. The use of more sophisticated research designs is also recommended, paying greater attention to causal factors that promote student learning.

In general MOOCs offer learners collaborative spaces that allow them to interact and strengthen their work with the support of a wide range of tools, from traditional forums to the use of their own Web 2.0 social networks and Facebook groups.

The ASAP approach intends to be Hybrid, consisting in:

- cooperative, adaptive use of social networks that can usually generate some problems, a huge amount of data and information that cannot be studied in depth other than difficulty to respond to a massive number of learners. For this reason the ASAP consortium created a tool for enhancing the opportunity to stay in a learning community. This is the
- ASAP social network, entirely addressed to keep in touch the experts (instructors) and the learners.

The purpose of the ASAP project is to propose a technological framework where xMOOC and cMOOC learning strategies can be integrated. They have the capacity to adapt and manage the generated knowledge both in the formal and informal learning arena.



## 2.1 ASAP MOOCs

The **ASAP xMOOC** side has the following common design features:

- **specially designed platform software:** ASAP xMOOC uses specially designed platform software that allows the registration of very large numbers of participants, provides facilities for the storing and streaming on demand of digital materials, and automates assessment procedures and student performance tracking;
- **video lectures:** ASAP's xMOOC uses the standard lecture mode, but delivered online by participants downloading on demand recorded video lectures;
- **computer-marked assignments:** learners complete an online test and receive immediate computerized feedback. These tests are usually offered throughout the course
- **supporting materials:** sometimes copies of slides, supplementary audio files, URLs to other resources and online articles may be available for download by participants.
- **a shared comment/discussion space** where participants can post questions, ask for help, or comment on the content of the course.
- **discussion moderation:** offering moderation, so participants rely on other participants to respond to questions or comments. Some instructors 'samples' comments and questions, and posts comments in response to these. Some instructors use teaching assistants to comb for or identify common areas of concern shared by a number of participants, then the instructor or teaching assistants will respond;
- **badges or certificates:** according to the EQ-ECVET scheme;
- **learning analytics.**

The **ASAP cMOOC** places heavy emphasis on networking and in particular on strong content contributions from the participants themselves, outlining the following key design principles:

- **autonomy** of the learner: in terms of learners choosing what content or skills they wish to learn, learning is personal and thus there is no formal curriculum;
- **diversity:** in terms of the tools used, the range of participants, their knowledge levels and varied content;



- **interactivity:** in terms of co-operative learning, communication between participants, resulting in emergent knowledge;
- **open-ness:** in terms of access, content, activities and assessment;
- **participant-driven content:** in practice through the cMOOC the training providers, and the organizations that represent the beneficiaries ( Publishers Associations) will invite potential participants who have expertise or are known already to have a well-articulated approach to a topic to make contributions around which participants can discuss and debate.

## 2.2 Structure of the ASAP MOOC

The ASAP MOOC will be organized in **5 Areas** that correspond to the Professional Profiles studied during the mapping phase:

- *Editorial*
- *Specialist in Sales and Marketing*
- *Specialist in Design*
- *Specialist in Publicity*
- *Specialist Production*

For each profile the learner will be guided to a correspondent list of **Learning Units** (e.g. SPECIALIST IN MARKETING AND SALES):

- UNIT 1 – Marketing
- UNIT 2 – Sales
- UNIT 3 – Social Media
- UNIT 4 – Digital Sales
- UNIT 5 – Transversal Unit

Each unit contains **3 or more Modules** that correspond to the related **Learning Outcomes (LO)** (e.g. UNIT 1 of Specialist in Marketing which includes 3 LO):

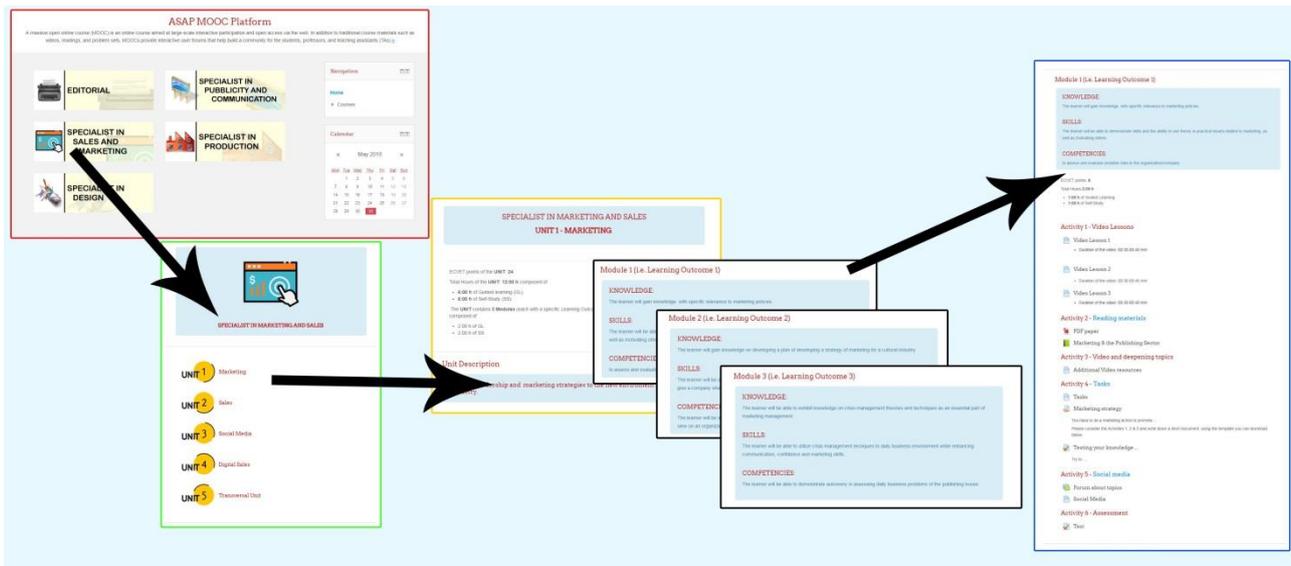


- **MODULE 1** (i.e. Learning Outcome 1)
  - **Knowledge:** the learner will gain knowledge with specific relevance to marketing policies;
  - **Skills:** the learner will be able to demonstrate skills and the ability to use theory in practical issues related to marketing, as well as motivating others;
  - **Competencies:** to assess and evaluate possible risks in the organization/company.
- **MODULE 2** (i.e. Learning Outcome 2)
  - **Knowledge:** the learner will gain knowledge on developing a plan of developing a strategy of marketing for a cultural industry;
  - **Skills:** the learner will be able to utilize motivation, negotiation, coaching and organization skills to define the core idea that give a company shape and direction;
  - **Competencies:** the learner will be able to visualize and independently assess the vision of the organization/company, having a critical view on an organization/company's “big picture” and long term goals.
- **MODULE 3** (i.e. Learning Outcome 3)
  - **Knowledge:** the learner will be able to exhibit knowledge on crisis management theories and techniques as an essential part of marketing management;
  - **Skills:** the learner will be able to utilize crisis management techniques to daily business environment while enhancing communication, confidence and marketing skills;
  - **Competencies:** the learner will be able to demonstrate autonomy in assessing daily business problems of the publishing house.

Every Module integrates **6 Categories of Learning Actions:**

1. **Video Lessons;**
2. **Reading Materials;**
3. **Additional Video Resource;**
4. **Tasks;**

5. **Social Media;**
6. **Assignment.**



## 2.3 Pedagogical aspects

The main obstacle that ASAP is ready to challenge is Motivation, already been identified as a variable that contributes to increasing learners’ participation and success. The ASAP partners are aware that richer methodological designs will be needed, which will enable more attention to be paid to the causal factors that promote learners’ interest. In order to be efficient in a MOOC, the pedagogy of ASAP MOOC includes teaching and learning experience comprised of watching video lecture recordings, reading course materials, completing assignments, taking quizzes and a final test. Multiple video sections make up each course unit. Each video is 15-25 minutes or less, giving the learners the chance to learn piece by piece and re-watch short lesson portions.

ASAP pedagogy involves, other than video lectures, mastery learning and peer assessment. ASAP MOOC provides its partners with a flipped classroom opportunity whereby the lecture, course reading, and to some extent assessment and peer-to-peer interaction for work-based experiences can be potentially used for differently articulated learning programs



The ASAP MOOC is also focused on the constructivist method of teaching and learning. Their pedagogy is based on an assumption that when there are tens of thousands of learners social learning isn't feasible. Where possible, considering the number of users in different languages, a specific-built social space will assure the interaction between the learners and the instructors.

### 2.4 Strategic aspects

The strategic aspects are related to the sustainability of the ASAP MOOC and involve the partners' institutions interested in the MOOC future development as a contribution to meet the demands of informal education. The ASAP MOOC intends to be as open as possible using open enrollments, open contribution from the non-academic world, in particular from the stakeholders and from any other potentially interested contributor. For what is specifically related to the pedagogical aspects, the contribution of the learners will be welcomed. That means that the learners will be able to send video-contributions, filtered by the scientific committee. The MOOC platform favors:

- The use of tried and proven modern online learning tools, going beyond the traditional classroom-based didactic learning pedagogies which are ill-suited to online learning;
- The use of peer-to-peer pedagogies over self-study. Trying to improve the learning goals putting into practice all the ways to go beyond the limits of an e-learning strategy, that is represented by the self and individual approach;
- The use of social learning including blogs, chat, discussion forums, wikis, and group assignments;
- Asking an active participation.

### 2.5 Work-based approach

As outlined in the previous sections, mainly the ASAP strategy is based on a e-learning massive approach; however, it intends also to favor the direct connection of the contents with the application in the work places. For this reasons the strategy of the assessment will be directly



addressed to solve practical case studies and the learners will be asked and encouraged to present their personal case studies. It is obvious that, if the number of the users foreseen for the delivery phase (1000) is taken into account, a personal and massive evaluation of the cases won't be possible. But the instructors will focus their attention in two steps:

- Analysis of the list of cases created by the learners and definition of those that are most interesting, innovative or common
- definition of a “reality-based” case that covers the main point of the questions aroused.

To test the hypothesis that case studies produced specifically for this project and for the MOOC by the instructors will be effective at promoting learning practical impact the perceptions of the learners will be compared for each of the case studies.