

„digiskill-retail“

Development and use of flexible, digital tools in the classroom to increase digital competences and skills among trainees and employees in the retail sector

2022-1-DE02-KA220-VET-000089396

Documentation of results for work package 4 – learning scenarios

As part of the project, the consortium developed specialized learning scenarios for micro-learning units within Work Package 4, aimed at specifically addressing the skills gaps identified among trainers, lecturers, and vocational school teachers. These scenarios were carefully tailored to consider the conditions across vocational schools, training centers, and companies, as well as the diverse skill levels of the target audiences. By crafting custom-fit scenarios, the project enables the effective and sustainable integration of eLearning into daily training routines. The overarching goal is to optimize learning processes and provide targeted support for both trainees and skilled professionals, fostering their professional growth and development.

The developed learning scenarios can be reviewed in this project document and are available to all interested parties.

Partners:



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Learning scenario 1

Unit 1.2.2: Avoiding Clicking on Malicious Links and Handling Suspicious Attachments

1. Information about the educational institution	
Name and address:	BCS Koolitus
Creator's Name:	Kerli Saareleid

2. Information about the eLearning module	
Module:	Unit 1.2: Creating a Strong Password and Phishing Awareness for Retail Employees
Topic:	Cyber Security
Unit:	1.2.2: Avoiding Clicking on Malicious Links and Handling Suspicious Attachments
Titles of the operational action situations:	Facing Cyber security threats

3. Information about the learning scenario	
Title of the learning scenario:	Avoiding Clicking on Malicious Links and Handling Suspicious Attachments
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	This e-learning module is given to new employees as a part of the "new employee package" they have to go through to avoid being a victim of cyber security attacks.
Competency-oriented overall (learning) goal of the scenario:	Possible example sentence: Overall, completing the unit raises the competence of the participant regarding cyber security threats and how to manage their threats. This also raises critical thinking skills of the participant.
Didactic concept of the scenario:	<p>After a general introduction to the importance of cybersecurity in the workplace, the characteristics of malicious links and suspicious attachments are discussed in an overview, highlighting their common features and potential risks as independent learning. This is followed by an independent examination of real-life scenarios by the learners, who are tutored throughout the process.</p> <p>For the first time, participants will learn about identifying and avoiding phishing attempts with the help of interactive simulations. An exercise on evaluating the safety of email attachments is conducted together to reinforce learning. Concluding practical tasks simulate common cybersecurity threats employees might encounter, clarifying any open questions or problems.</p>
Assignment of content to existing curricula/training regulations, etc.:	No regulations set, but company can set that this is mandatory for every new employee.

4. General conditions	
Location:	Company
Qualification level:	New employee
Size, characteristics of the target group:	Any employee, individual learning
Necessary technology (hardware, internet access) Use of media	PC or another device (tablet, mobile), internet access
Media use (software, tools, videos, etc.)	Powerpoint

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	10 min
Timeframe of implementation (in days/weeks etc.):	10 min
Duration of preparation and follow-up (in full hours):	Uploading the unit among the other „new employee package“ materials
Checklist for preparation:	<ul style="list-style-type: none"> Materials have been uploaded

6. Required Expertise:
- Very basic computer skills - No specialist knowledge required

Learning scenario 2

Unit 1.3.1: Using Forms to gather customer feedback

1. Information about the educational institution	
Name and address:	<i>BCS Koolitus</i>
Creator's Name:	Kerli Saarelaid

2. Information about the eLearning module	
Module:	Module 1-Information and data literacy
Topic:	Using the Forms tool
Unit:	Microlearning unit 1.3.1: Using Forms to gather customer feedback
Titles of the operational action situations:	Gathering customer feedback

3. Information about the learning scenario	
Title of the learning scenario:	Gathering customer feedback using forms
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	The teaching material presented in the eLearning module on gathering customer feedback using forms is consolidated and applied in practice with the help of operational action scenario 1.3.1. In this scenario, learners independently design and distribute a feedback form, collect responses, and analyze the data. This practical exercise, guided by the eLearning module, allows learners to apply theoretical knowledge in a real-world context, ensuring comprehensive understanding and retention.
Competency-oriented overall (learning) goal of the scenario:	In addition to the specialist knowledge of gathering and analyzing customer feedback (competence model business analysis, technical and methodological skills), the present learning scenario focuses on the development of the sub-competence of data interpretation and decision-making. Additionally, it emphasizes results-oriented action, critical thinking, and media literacy.
Didactic concept of the scenario:	<p>After a general introduction to the importance and methods of gathering customer feedback, the various tools and techniques used in business environments are discussed, including their advantages and disadvantages. This is followed by the independent processing of the operational action scenario 1.3.1 by the learners. They are tutored throughout the process.</p> <p>Learners will learn about designing and distributing feedback forms with the help of interactive tutorials and examples. Collecting and analyzing feedback together ensures that what has been learned is effectively understood and applied. Concluding tasks simulate practical situations from everyday business operations, clarifying open questions or problems.</p>

	This individual learning scenario can be done using examples from real-life situations where feedback is needed, with the help of a company mentor who can assist in formulating questions and guiding the process.
Assignment of content to existing curricula/training regulations, etc.:	Not applicable. This should be learned most importantly by employees, who have to deal with customer feedback.

4. General conditions	
Location:	Company
Qualification level:	Any employee, who has to collect customer feedback or who has an interest in the topic
Size, characteristics of the target group:	This can be done with groups in various sizes
Necessary technology (hardware, internet access) Use of media	PC, internet access, microsoft account (access to Forms), speakers
Media use (software, tools, videos, etc.)	Task description (digital or on paper) with examples from real-life situations to base the form on

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	2 hours
Timeframe of implementation (in days/weeks etc.):	2 hours
Duration of preparation and follow-up (in full hours):	4 hours
Checklist for preparation:	<ul style="list-style-type: none"> • Can be done either at home or in the same room. In case of the same room, checking internet access of PCs • Microsoft accounts for accessing Forms • Internet access, speakers • Preparation (and if necessary, printing) the task descriptions

6. Required Expertise:
- Basic computer user skills required. Preferably minimal previous experience with Forms - No specialist knowledge required

Learning scenario 3

Unit 1.4.2: Eco-Friendly Symbols

1. Information about the educational institution	
Name and address:	<i>BCS Koolitus</i>
Creator's Name:	Kerli Saarelaid

2. Information about the eLearning module	
Module:	Module 1-Information and data literacy
Topic:	Eco-friendly symbols on labels
Unit:	Microlearning unit 1.4.2: Eco-Friendly Symbols
Titles of the operational action situations:	Recognizing the meaning of eco-friendly symbols on product labels

3. Information about the learning scenario	
Title of the learning scenario:	Recognizing the meaning of eco-friendly symbols on product labels
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	The teaching material presented in the eLearning module on recognizing the meaning of eco-friendly symbols on product labels is consolidated and applied in practice with the help of operational action scenario 1.4.2. In this scenario, learners independently analyze various product labels to identify and interpret eco-friendly symbols, guided by the eLearning module. This practical exercise allows learners to apply theoretical knowledge in real-world contexts, ensuring comprehensive understanding and retention.
Competency-oriented overall (learning) goal of the scenario:	In addition to the specialist knowledge of recognizing and interpreting eco-friendly symbols on product labels (competence model in environmental awareness, technical and methodological skills), the present learning scenario focuses on the development of the sub-competence of critical thinking and attention to detail. Additionally, it emphasizes results-oriented action, media literacy, and the ability help customers to make informed, sustainable purchasing decisions.
Didactic concept of the scenario:	<p>After a general introduction to the importance and impact of eco-friendly symbols on product labels, the various eco-friendly symbols used in the industry, as well as their meanings and implications, are discussed. This is followed by the independent processing of the operational action unit 1.4.2 by the learners.</p> <p>Participants will learn about identifying eco-friendly symbols and analyzing product labels to ensure that what has been learned is effectively understood and applied.</p> <p>There is a test where learners must recognize and correctly identify various eco-friendly labels. The company can also add their own specific labels to the test to ensure employees are</p>

	familiar with all relevant symbols used within the organization. This approach ensures that employees not only learn about general eco-friendly symbols but also those specific to their company, enhancing their practical application of the knowledge gained.
Assignment of content to existing curricula/training regulations, etc.:	Shop Assistant, EstQF Level 4

4. General conditions	
Location:	Company
Qualification level:	New employees; Any employees, if new labels are developed
Size, characteristics of the target group:	Can be done individually or in a group
Necessary technology (hardware, internet access) Use of media	PC, internet access
Media use (software, tools, videos, etc.)	Presenting software, environment for conducting tests

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	1,5 hours
Timeframe of implementation (in days/weeks etc.):	1,5 hours
Duration of preparation and follow-up (in full hours):	4 hours
Checklist for preparation:	<p>Can be done either at home or in the same room. In case of the same room, checking internet access of PC-s</p> <ul style="list-style-type: none"> • Internet access • Preparing the tests, either in digital format or on paper

6. Required Expertise:
<ul style="list-style-type: none"> - Basic computer skills - General knowledge of product labelling - No specialist knowledge required

Learning scenario 4

Unit 1.4.1: Label Elements

1. Information about the educational institution	
Name and address:	<i>BCS Koolitus</i>
Creator's Name:	Kerli Saarelaid

2. Information about the eLearning module	
Module:	Module 1-Information and data literacy
Topic:	Product label elements
Unit:	1.4.1: Label Elements
Titles of the operational action situations:	Recognizing product label elements

3. Information about the learning scenario	
Title of the learning scenario:	Recognizing product label elements
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	The teaching material presented in the eLearning module on recognizing product label elements is consolidated and applied in practice with the help of operational action scenario 1.4.1. In this scenario, learners independently analyze various product labels to identify and interpret key label elements, guided by the eLearning module. This practical exercise allows learners to apply theoretical knowledge in real-world contexts, ensuring comprehensive understanding and retention.
Competency-oriented overall (learning) goal of the scenario:	In addition to the specialist knowledge of recognizing and interpreting product label elements (competence model in product knowledge, technical and methodological skills), the present learning scenario focuses on the development of the sub-competence of attention to detail and analytical skills. Additionally, it emphasizes results-oriented action, critical thinking, and the ability to apply learned concepts to real-world situations.
Didactic concept of the scenario:	Participants go over the basics of product labelling using the microlearning unit 1.4.1. Following, there is an exercise where learners must recognize and correctly identify various label elements. This microlearning unit serves as an introduction to the deeper topic of label elements in the VET school curriculum, providing a solid foundation for more advanced studies in this area. The learning scenario is designed to ensure comprehensive understanding and retention.
Assignment of content to existing curricula/training regulations, etc.:	Shop Assistant, EstQF Level 4

4. General conditions

Location:	VET School
Qualification level:	EstQF Level 4
Size, characteristics of the target group:	10-25, Shop assistants
Necessary technology (hardware, internet access) Use of media	PC workstation, internet access, prepared exercise description (digital or on paper)
Media use (software, tools, videos, etc.)	Presentation Software

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	1,5 hours
Timeframe of implementation (in days/weeks etc.):	1,5 hours
Duration of preparation and follow-up (in full hours):	4 hours
Checklist for preparation:	<ul style="list-style-type: none"> • Checking out the workstations for learners • Preparing the tests, either in digital format or on paper

6. Required Expertise:
- Basic computer skills required - No specialist knowledge required

Learning scenario 5

Unit 1.3.2: Analyzing customer feedback

1. Information about the educational institution	
Name and address:	BCS Koolitus
Creator's Name:	Kerli Saarelaid

2. Information about the eLearning module	
Module:	Module 1-Information and data literacy
Topic:	Analyzing feedback gathered from customers
Unit:	1.3.2: Analyzing customer feedback
Titles of the operational action situations:	Analyzing customer feedback

3. Information about the learning scenario	
Title of the learning scenario:	Analyzing feedback gathered from customers
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	The eLearning module on analyzing customer feedback using simple Excel graphs and calculations is embedded within the learning scenario 1.3.2. In this scenario, learners are tasked with inputting customer feedback data into Excel and utilizing basic graphing and calculation functions to interpret the data. Guided by the module's tutorials and exercises, learners apply these techniques to real-world feedback, ensuring they can effectively analyze and visualize customer responses.
Competency-oriented overall (learning) goal of the scenario:	In addition to the specialist knowledge of using Excel for graphing and calculations (competence model in data analysis, technical and methodological skills), the present learning scenario focuses on the development of the sub-competence of data interpretation and analytical thinking. Additionally, it emphasizes results-oriented action, attention to detail, and digital literacy
Didactic concept of the scenario:	<p>The module focuses on analyzing customer feedback and provides an overview of Excel's basic graphing and calculation functions. Learners then independently work on operational action scenario 1.3.2.</p> <p>Participants input data into Excel, create graphs, and perform calculations to interpret customer feedback. Practical tasks simulate real-world analysis scenarios, clarifying any questions.</p> <p>A final test or exercise can be done by the teacher to ensure learners can effectively use Excel for customer feedback analysis.</p> <p>Additionally, this unit can be combined with English classes, allowing learners to practice analytics and language skills simultaneously.</p>

Assignment of content to existing curricula/training regulations, etc.:	Not a mandatory component
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4. General conditions	
Location:	VET school
Qualification level:	EstQF 4
Size, characteristics of the target group:	10-25, Customer Service students
Necessary technology (hardware, internet access) Use of media	PC workstation, internet access, prepared exercise description (digital or on paper), speakers
Media use (software, tools, videos, etc.)	Video

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	3 hours
Timeframe of implementation (in days/weeks etc.):	3 hours
Duration of preparation and follow-up (in full hours):	6 hours
Checklist for preparation:	<ul style="list-style-type: none"> • Checking out the workstations, internet access, speakers for learners • Preparing the test/exercise, either in digital format or on paper

6. Required Expertise:
<ul style="list-style-type: none"> - Basic computer skills required - Very basic knowledge on Excel - No specialist knowledge required

Learning scenario 6

Unit 1.1.3: Fact-Checking

1. Information about the educational institution	
Name and address:	<i>BCS Koolitus</i>
Creator's Name:	Kerli Saarelaid

2. Information about the eLearning module	
Module:	Module 1-Information and data literacy
Topic:	Gaining knowledge on how to fact-check information on the internet and how to recognize false information
Unit:	1.1.3: Fact-Checking
Titles of the operational action situations:	Fact-checking information

3. Information about the learning scenario	
Title of the learning scenario:	Fact-checking information
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	The microlearning unit on fact-checking information on the internet and recognizing false information teaches learners how to evaluate the credibility of online sources and identify false information, applying the fact-checking techniques learned in the module to real-life examples.
Competency-oriented overall (learning) goal of the scenario:	In addition to the specialist knowledge of fact-checking and identifying false information on the internet (competence model in digital literacy and critical thinking skills), the present learning scenario focuses on the development of the sub-competence of analytical thinking. Additionally, it emphasizes results-oriented action, attention to detail, and the ability to navigate and critically assess online content. For VET students, who need to write papers and conduct research, this is a critical skill.
Didactic concept of the scenario:	<p>Following the completion of the microlearning unit, the students are tasked with evaluating a curated set of online articles, social media posts, and other digital content for credibility and accuracy. Throughout the scenario, learners receive mentorship and support to reinforce their skills.</p> <p>For the first time, participants will use digital tools and resources, such as fact-checking websites and browser extensions, to verify information. A collaborative exercise involves working in groups to cross-check information and compile a report on their findings. This exercise ensures that learners understand how to apply their skills in a real-world context.</p> <p>Concluding tasks simulate practical situations where learners must quickly identify false information in a professional or</p>

	<p>academic setting, addressing any open questions or challenges they might encounter.</p> <p>An innovative element of this module is the incorporation of a peer-review system, where learners assess each other's fact-checking reports, fostering a deeper understanding through collaboration and feedback.</p>
Assignment of content to existing curricula/training regulations, etc.:	Not a mandatory component

4. General conditions	
Location:	VET School
Qualification level:	Applicable for any retail qualification
Size, characteristics of the target group:	10-30 participants (for the group work, groups of 2 or more) Applicable for students of any retail qualification, best on 1-year students.
Necessary technology (hardware, internet access) Use of media	PC workstation, internet access, prepared task description (digital or on paper)
Media use (software, tools, videos, etc.)	Presentation software

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	3 hours
Timeframe of implementation (in days/weeks etc.):	3 hours
Duration of preparation and follow-up (in full hours):	6 hours
Checklist for preparation:	<ul style="list-style-type: none"> ▪ Checking out the workstations, internet access ▪ Preparing the task description, either in digital format or on paper

6. Required Expertise:
<ul style="list-style-type: none"> - Basic computer and browsing skills - No specialist knowledge required

Learning scenario 7

Unit 2.2.3: Successful communication with customers

1. Company details	
Name	Food market
Creator Name:	Katarzyna Brunsch - zbb and Trainer from the Food market

2. Information on the integrated eLearning module or its sub-elements	
Module:	Communication - Communication skills and willingness to communicate
Topic:	2.2 Service and communication
Unit:	Unit 2.2.3: Successful communication with customers
Titles of the operational action situations:	Conducting sales talks correctly

3. Information on the learning scenario	
Title of the learning scenario:	Conducting sales talks in a customer-oriented manner
Brief description of how the eLearning module or its sub-elements are embedded in the scenario:	The learning material taught is consolidated and applied in practice with the help of action situation 2.2.3: Successful communication with customers.
Competence-oriented overall (learning) objective of the scenario:	<p>In the present learning scenario, the focus is on the development of the competence of the ability to engage in dialogue, customer orientation and the ability to advise in order to be able to advise customers in line with their needs.</p> <ul style="list-style-type: none"> • Trainees should learn to address customers in a friendly and self-confident manner. • They should be able to ask open questions and grasp the needs of customers. • Trainees should learn to forward inquiries to the responsible specialists if they do not have the necessary information themselves. • First steps in self-reflection: Trainees should reflect on their interactions with customers in order to improve their conversational skills.
Didactic concept of the scenario:	<p>The actual customer consultation usually takes place from the ninth month of training, as the trainees can actively apply what they have learned at school and in the company until then.</p> <p>A first step for trainees is to learn how to approach customers, greet them and ask if help is needed. A complete consultation is not yet necessary at this time. Instead, they should know who the right contact persons in the company are for specific questions, as they do not have detailed expertise at the beginning. It is important that they forward customer inquiries to the responsible colleagues and know the internal network in the company.</p>

	<p>Trainees must also learn to address customers in a friendly way, to put aside their shyness and to speak clearly. It is important to ask open-ended questions that allow the customer to provide detailed answers, rather than closed yes or no questions.</p> <p>An important learning step for trainees is to walk along with a specialist in order to learn how to deal with customers by listening and observing. In this way, they acquire knowledge and gradually develop their own skills in customer contact.</p> <p>Trainees should get an overview of the products and their placement in the market, as they are often asked about the location. This knowledge facilitates later consultations. Before independent customer meetings, they should observe colleagues and reflect on themselves to assess whether they have asked questions correctly and what they can improve.</p> <p>Learning situation: The trainees are in their second month of training in a grocery store. Their main task is to address customers in the store, answer simple questions and direct the customer to the right specialist if necessary.</p> <p>Possible learning scenario: The trainee approaches the customer, greets him in a friendly manner and asks: "Good afternoon! Can I help you?" The customer answers: "Yes, I'm looking for fresh fruit for a fruit salad. What can you recommend to me?" The trainee has already heard of different types of fruit, but has not yet had detailed knowledge of their properties or combinations. Before he forwards the customer, he asks openly: "Which types of fruit do you particularly like?" The customer answers: "I like apples, grapes and kiwi." After the trainee has better grasped the customer's preferences, he accompanies him to the responsible colleague to ensure that the customer receives the best recommendations for his fruit salad. He passes on the collected information about the customer's wishes. He then stops during the conversation and listens attentively to how the colleague advises the customer.</p> <p>Reflection: After the interview, the trainee reflects on his approach. He wonders:</p> <ul style="list-style-type: none"> • Did I address the customer in a friendly and confident manner? • Did I ask open-ended questions to better understand the customer's needs? • Could I perhaps have had more knowledge about coffee machines myself to help the customer faster? • How did my colleague conduct the consultation, and what can I learn from his behavior? <p>Task: Afterwards, the trainees are asked to work on MLE 2.2.3: Successful communication with customers individually. Then they are supposed to carry out the worked on scenarios in role plays. In doing so, they observe each other and give feedback on their customer approach, the questions asked and the forwarding to colleagues. They discuss how they can improve next time and work out together which open questions they could ask the next time they contact customers in order to better understand their needs.</p>
Content assignment to existing	<p>1st year of training, months 1-8: In the first year of training, trainees are introduced to counselling sessions differently depending on the department.</p>

<p>curricula/training regulations, etc.:</p>	<ul style="list-style-type: none"> • Departments with high customer interaction: <ul style="list-style-type: none"> ○ At the service counter (meat, fish, bakery), the trainees start to conduct active consultations at an early stage. In these areas, comprehensive knowledge of goods and customer contact are required, as customers often have individual wishes and questions. • Departments with less customer interaction: <ul style="list-style-type: none"> ○ In the dairy department, trainees have fewer opportunities for consultations, as customers usually need less specific information. • Personal development: <ul style="list-style-type: none"> ○ The personal development of the trainee plays a decisive role in the introduction to counselling sessions. Trainees who are more shy and feel insecure are usually introduced to counselling situations more slowly. In contrast, self-confident trainees with a confident appearance are more likely to be integrated into customer service and can take on responsibility more quickly.
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4. Framework conditions	
Learning location:	Supermarket / Business
Qualification level:	Apprenticeship as a retail clerk, salesperson - 1st year of training
Size, special features of the target group:	The design of the learning unit is based on the number of trainees in the company. If there are several trainees, it is advisable to carry out the learning scenario for practical customer service (MLE) as group work. Each trainee should first develop the MLE independently in order to gain personal insights. This is followed by a joint evaluation in which the results are discussed in the group. This exchange promotes an understanding of the basics of customer advice and enables the discussion of different perspectives. In addition, it is important that trainees discuss the basics of customer service with their colleagues in order to deepen their knowledge.
Necessary technology (hardware, Internet access) Media use	Tablet, Internet access
Use of media (software, tools, videos, etc.):	<p>Conversation with colleagues:</p> <ul style="list-style-type: none"> • Creation of a solid foundation for customer advice. • Use of visualization aids: <ul style="list-style-type: none"> ○ Whiteboard or flipchart: <ul style="list-style-type: none"> ▪ Collect important points for customer advice. ▪ Present information clearly. ○ Large desk calendar: <ul style="list-style-type: none"> ▪ Record central topics. <p>Welcome folder for new trainees:</p> <ul style="list-style-type: none"> • Contains helpful hints and information. • Makes it easier to get started in the department. • Serves as a valuable resource for quick onboarding.

5. Organizational information

Total amount of time of the learning scenario (in full hours):	2 - 3 teaching units (depending on the prior knowledge of the target group)
Timeframe of implementation (in days/weeks etc.):	
Amount of time for preparation and follow-up (in full hours):	In the first year of training, trainees are introduced to counselling sessions differently depending on the department. In-depth customer discussions can only be held when the trainees have acquired a solid foundation of commodity knowledge. This knowledge is crucial in order to respond confidently and competently to customer questions and to conduct effective consultations, see point "Content assignment".
Checklist for preparation:	<p>Time management: Determine when the learning should take place (date and time).</p> <p>Learning environment: Create a reasonable learning atmosphere (e.g. quiet room, pleasant lighting).</p> <p>Technical preparation: Test tablets/internet connection.</p> <p>Teamwork: Involve training officers or colleague in the evaluation; if necessary, work out together what may be missing; Offer additions and solutions.</p>

6. Required expertise:

In order to be able to conduct short customer meetings, trainees must be taught the following prior knowledge:

- Rough orientation in the market
- Basic knowledge: how do I address the customer, how do I approach him
- Teaching the basics of commodity knowledge

7. Learning outcomes

- Apprentices get to know and name the sales phases in a consultation.
- Learners can implement the sales phases in the sales pitch.
- Apprentices can implement normal advice, make supplementary and additional sales or offer alternative goods.

8. Didactic concept and course of the learning scenario:

Introduction to the learning scenario: 10 minutes

- Presentation of the goals and the process.

Individual development of the MLE: 30 minutes

- Trainees work independently at MLE to advise customers.
- Time for research and personal reflection.

Group evaluation: 30 minutes

- Presentation of the individual results in the group.
- Discussion about different approaches and perspectives.

Practical exercises and role plays: 30 minutes

- Simulation of counselling sessions.
- Feedback rounds to improve conversation techniques.

Summary and reflection: 30 minutes

- Repetition of the most important learning content.
- Capture insights and suggestions for improvement.

Total time: 2 hours

First, the trainees develop the MLE independently, followed by a joint evaluation. Afterwards, the missing points are worked out together. All terms (sales phases) and the most important key points that the trainees have identified are collected in order to create an actual situation. They then work out together what the ideal result or answer should look like. The solutions and results are then compared.

It makes sense for the trainer to check the knowledge imparted in the MLE together with the trainees and to work out additions in the group in order to convey the essential points.

Learning scenario 8

Unit 2.3: Use of e-mail in e-commerce business processes

1. Company details	
Name and address:	Vocational School of Business and Commerce
Creator Name:	Katarzyna Brunsch – zbb and vocational school teacher

2. Information on the integrated eLearning module or its sub-elements	
Module:	2.3 Use of e-mail in e-commerce business processes
Topic:	E-Mail-Marketing
Unit:	Unit 2.3.1: Automated Birthday Greetings Unit 2.3.2: Welcome emails Unit 2.3.3: Automated Order Confirmations Unit 2.3.4: Sending newsletters
Titles of the operational action situations:	

3. Information on the learning scenario	
Title of the learning scenario:	Use of e-mail in the business processes of e-commerce
Brief description of how the eLearning module or its sub-elements are embedded in the scenario:	The learning material in module 2.3., task 2.3.1 – 2.3.4 imparts knowledge on the meaning, creation and design of automated birthday greetings and order confirmations, welcome emails and newsletters using two examples: the Sinus-Milieus social model and operational marketing controlling.
Competence-oriented overall (learning) objective of the scenario:	<ul style="list-style-type: none"> • Understand the importance of automated birthday greetings and order confirmations, welcome emails and newsletters and be able to name their advantages from the customer's and company's point of view. • Gain knowledge of relevant legal regulations, such as the General Data Protection Regulation (GDPR), opt-in/opt-out mechanisms, and how to deal with unsubscribes and complaints. • Gain basic knowledge of email design, effective subject line, call-to-actions (CTAs), and content design. • Acquire skills to create and design automated birthday greetings and order confirmations, welcome emails and newsletters.
Didactic concept of the scenario:	<p>In the run-up to the learning unit, a short preparation of the topic from LF5/1.</p> <p>Using the example of a smaller model company, the importance of e-mail marketing is highlighted. The target group selection is more likely to be located in the high-priced segment, with the aim of strengthening personal customer relationships. The target group segmentation is based on the social model of the Sinus-Milieu. Afterwards, the importance of strengthening personal customer relationships by means of e-mails is worked out using the example of the established milieu. Tasks 2.3.1-2.3.4 apply here.</p>

	<p>The topic can also be easily linked to the key figures from operational marketing controlling. Here you can measure how strongly customers react to a marketing measure. In the first step, the trainees are asked to formulate an e-mail that does not address a specific target group. The evaluation of the key figures initially provides a low result in the buy/contact rate. Afterwards, the problem is discussed in the class plenary and it is recorded where the problem lies and why it cannot work "keyword" the target group has not been determined. In the second step, you look at how the email can be written better. For this purpose, task 2.3.4 is used, in which the e-mail is structured on the basis of the AIDA formula and the students write it again. The marketing measure is again measured according to the above-mentioned key figures and this time a positive result is expected, as the students have developed the e-mail according to the AIDA concept.</p>
Content assignment to existing curricula/training regulations, etc.:	3rd year of training - subject German (general education) and/or learning field 12 "E-Commerce" Types of e-commerce for sales business, strategies in e-commerce, online marketing controlling

4. Framework conditions	
Learning location:	Vocational school
Qualification level:	Retail clerk, sales assistant (IHK)
Size, special features of the target group:	15 - 25 participants (SuS)
Necessary technology (hardware, Internet access) Media use:	PC or tablet, Internet access
Use of media (software, tools, videos, etc.):	Whiteboard or flipchart, sheets to collect and visualize essential points

5. Organizational information	
Total amount of time of the learning scenario (in full hours):	2 x 2 lessons
Timeframe of implementation (in days/weeks etc.):	n/a
Amount of time for preparation and follow-up (in full hours):	n/a

Checklist for preparation:	<p>Creating a reasonable learning atmosphere</p> <p>Prepare a PC room, test every workstation (Internet Explorer as the default browser, install/update the latest Adobe Flash Player, Internet connection,</p>
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6. Required expertise:
n/a

7. Learning outcomes
<ul style="list-style-type: none"> • Learners can identify differences between automated birthday greetings and order confirmations, welcome emails and newsletters, as well as explain the importance of email marketing from a company's perspective. • Learners can name the benefits from the customer's and company's point of view and gain knowledge of relevant legal regulations, from the email marketing campaigns mentioned above. • Learners learn how to write personalized and targeted email content that follows email design best practices.

8. Didactic concept and course of the learning scenario:
<p>Implementation of the learning unit: Repetition of the required specialist knowledge, group work with different starting situations, industries and target groups in order to achieve different results in the error analysis. Afterwards, the results will be presented using the "Gallery Walk" method. The classroom becomes a gallery. The results of the work of the individual working groups are clearly visible in the room.</p>

Learning scenario 9

Unit 2.3: Use of e-mail in e-commerce business processes

1. Company details	
Name and address:	Bildungszentrum Handel und Dienstleistungen
Creator Name:	Katarzyna Brunsch – zbb and Teacher

2. Information on the integrated eLearning module or its sub-elements	
Module:	2.3 Use of e-mail in e-commerce business processes
Topic:	E-Mail-Marketing
Unit:	Unit 2.3.1: Automated Birthday Greetings Unit 2.3.2: Welcome emails Unit 2.3.3: Automated Order Confirmations Unit 2.3.4: Sending newsletters
Titles of the operational action situations:	Exemplary buying processes with different customer contacts

3. Information on the learning scenario	
Title of the learning scenario:	Use of e-mail in the business processes of e-commerce
Brief description of how the eLearning module or its sub-elements are embedded in the scenario:	The learning material taught in the module is consolidated and applied in practice with the help of the action situations in task 2.3.1 – 2.3.4. The thematic focus is on the creation and design of automated birthday greetings and order confirmations, welcome emails and newsletters.
Competence-oriented overall (learning) objective of the scenario:	<ul style="list-style-type: none"> • Understand the importance of automated birthday greetings and order confirmations, welcome emails and newsletters and be able to name their advantages from the customer's and company's point of view. • Gain knowledge of relevant legal regulations, such as the General Data Protection Regulation (GDPR), opt-in/opt-out mechanisms, and how to deal with unsubscribes and complaints. • Gain basic knowledge of email design, effective subject line, call-to-actions (CTAs), and content design. • Acquire skills to create and design automated birthday greetings and order confirmations, welcome emails and newsletters.
Didactic concept of the scenario:	<p>At the beginning of the learning unit, there is a brief presentation of how rapidly the entire digitization process has developed in the retail structures. As a rule, this is followed by a joint exchange and reflection of the pupils (SuS) in plenary, who share their practical experience in class and, in the best case, confirm the thesis. During the discussion, the context of the use of e-mail in the business processes of e-commerce and the practical implementation in the retail company will be integrated for the first time. Here, the students do not yet have to be able to name any remuneration.</p> <p>This is followed by a theoretical discussion of the relationships between competitive strategy/competitive situation and business model. The previous</p>

	<p>knowledge is necessary to convey the learning material to become a business administrator and also serves as a link to move on to the core topic of "Establishing possible customer contacts using different channels".</p> <p>Working title: "Initiating an Exemplary Purchase Process with Different Customer Contacts"</p> <ul style="list-style-type: none"> • Presentation of the various communication channels (it is also possible to include the learning unit 2.1.2: Customer communication in the multi-channel environment) • Concentration on the use/use of e-mails in the advertising sector with various key topics, such as lead time customer negotiations, customer advice and payment modalities possible. If necessary, differentiate according to customer types • Focusing on the newsletter and its use with advantages and disadvantages from the company's/customer's point of view • Practical presentation of how to use the newsletter, such as introducing the customer to different stages of the purchase process (ordering process, shipping, news of the different payment methods, such as Klarna, PayPal, Apple Pay, etc.). <p>Criteria for continuing the theme in relation to the target group:</p> <ul style="list-style-type: none"> • Differentiation of the functions of the newsletter between business and private customers • Differentiation of the orientation between stationary business / online shop and regional, national or border business.
<p>Content assignment to existing curricula/training regulations, etc.:</p>	<p>Further training as a commercial specialist</p> <p>Retail marketing: Further development of sales concepts taking e-commerce into account.</p> <p>Classification of the topic in the subject Retail Marketing: E-Mail Newsletter and its Use in Chapter 9 of 10.</p>

4. Framework conditions	
Learning location:	Educational institutions
Qualification level:	Commercial Specialist (IHK)
Size, special features of the target group:	10 - 12 participants (SuS) The prospective retail specialists often bring previous knowledge of e-mail marketing from the companies.
Necessary technology (hardware, Internet access) Media use:	PC or tablet, Internet access
Use of media (software, tools, videos, etc.):	Whiteboard or flipchart to collect and visualize essential points.

5. Organizational information	
Total amount of time of the learning scenario (in full hours):	2 teaching units (depending on the previous knowledge of the target group) 1 teaching unit as exam preparation
Timeframe of implementation (in days/weeks etc.):	n/a
Amount of time for preparation and follow-up (in full hours):	n/a
Checklist for preparation:	<ul style="list-style-type: none"> ▪ Determine whether MLE will be taught in blended learning or face-to-face (both possible) ▪ Creating a reasonable learning atmosphere ▪ Prepare a PC room, test every workstation (Internet Explorer as the default browser, install/update the latest Adobe Flash Player, Internet connection).

6. Required expertise:
Expertise in the field of e-mail marketing is a prerequisite for the target group of prospective business administrators.

7. Learning outcomes
<ul style="list-style-type: none"> • Learners can identify differences between automated birthday greetings and order confirmations, welcome emails, and newsletters, and explain the importance of email marketing from a business perspective. • Learners can name the benefits from the customer's and company's point of view and gain knowledge about relevant legal regulations, the email marketing campaigns mentioned above. • Learners learn how to write personalized and targeted email content that follows email design best practices.

8. Didactic concept and course of the learning scenario:
<p>Safeguarding the existing knowledge is queried/repeated in SuS on the basis of this learning scenario:</p> <ul style="list-style-type: none"> - Enquiry as to whether newsletters are used and used in the retail company - Compilation of various examples from companies - Which priorities are set in the newsletter in the companies.

- Introduction to the topic as an oral presentation (teacher) and exchange of experiences (group) (max. 15 minutes)
- Solving the tasks – individual work (max. 15 minutes)
- Working with the results as a discussion in the class plenary (individual evaluation/short presentation 10 minutes per participant)
- Repetition of the topic for exam preparation, because the e-mail newsletter as a marketing tool is relevant to the exam.

Learning scenario 10

Unit 2.1: Marketing tools in retail

1. Information about the educational institution	
Name and address:	VET School
Creator's Name:	Milena Koleva (CSKC) and VET Teacher

2. Information about the eLearning module	
Module:	3rd year of training
Topic:	Marketing
Unit:	Marketing campaigns and tools
Titles of the operational action situations:	Marketing campaign
Location in the virtual shopping center	Specialists

3. Information about the learning scenario	
Title of the learning scenario:	Marketing tools
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	Possible example sentence: The teaching material related to marketing tools in retail is transferred to the sessions related to marketing campaigns in retail industry.
Competency-oriented overall (learning) goal of the scenario:	Possible example sentence: Introducing the concepts about marketing campaign: goals and tools. In addition to the specialist knowledge from the marketing/social media area, the current scenario builds knowledge and skills for tailor-made messages and the right channels of social media. In the present learning scenario, the focus is on the development of the sub-competence of the ability to work in a team. In addition, it is also about results-oriented action and media literacy.
Didactic concept of the scenario:	Possible example sentence: After a general introduction to the development and function of marketing campaigns, overall tools like: Advertising: Various channels such as TV, online, and social media; Visual Merchandising: Store layout and product displays; Branding: Creating a strong brand identity. The learning scenario is completed over four teaching hours of 40 minutes, 160 minutes in total. Focus is on social media: Instagram and Facebook – make introduction to the business point of view rather than the well known by them user profiles. Talk about target groups and needs, behaviour of customers and preferences for social media.
Assignment of content to existing curricula/training regulations, etc.:	1st year of training: Learning field Marketing classes – one class per week, Topic: Digital marketing campaigns and tools

4. General conditions	
Location:	School
Qualification level:	Upper secondary level of studies
Size, characteristics of the target group:	22 participants, Entrepreneurship profile of studies
Necessary technology (hardware, internet access) Use of media	PC workstation 2 participants each with internet access and printer, smart phones Projector/smart board, whiteboard, Camera, headset
Media use (software, tools, videos, etc.)	Mobile apps – Instagram and Facebook installations, profiles of use, YouTube Worksheets with situation tasks and overviews

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	2 Lessons
Timeframe of implementation (in days/weeks etc.):	2 Lessons
Duration of preparation and follow-up (in full hours):	1 Day
Checklist for preparation:	<ul style="list-style-type: none"> • Revisions - Sheet for hints, suggestions, problems • PC – Prepare the room, test every workstation • Software installed: Google Chrome, Google Play to download Instagram/Facebook, install/update current apps, internet connection, headset/audio output test) • Make printouts of the solution of the tasks

6. Required Expertise:
- Basic knowledge of the marketing tools in retail area required - No specialist knowledge required

7. Key learning outcomes:
1. The trainees know the difference between advertising media and advertising materials and can assign them correctly. 2. The trainees can select suitable advertising materials and advertising media for advertising campaigns.

3. The trainees know, name and differentiate between the various sales channels and communication channels in a multi-channel environment

8. Didactic concept and course of the learning scenario:

In bullet points, describe when the MLE is used in the classroom/company:

- Introduction to the topic
- Case study preparation – one paragraph as a particular task
- Team work
- Video
- Face-to-face teaching
- Self-study
- Group work
- Project

Learning scenario 11

Unit 2.2: Service and Communication

1. Information about the educational institution	
Name and address:	CSKC
Creator's Name:	Milena Koleva (CSKC) and VET Teacher

2. Information about the eLearning module	
Module:	3rd year of training
Topic:	Communication and negotiations
Unit:	Communication
Titles of the operational action situations:	Customer service in retail stores
Location in the virtual shopping center	Specialists

3. Information about the learning scenario	
Title of the learning scenario:	Communication for customer service in retail
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	Possible example sentence: The teaching material related to communication teaches students how to use the proper language, sales phases and service of a high quality. It enhances the overall communication skills and the right "tone" and content of conversations.
Competency-oriented overall (learning) goal of the scenario:	Possible example sentence: Introducing the concept about high quality customer service of the successful retail chains, sale interactions with customers, approaches to greet, consult, convince customers to buy, follow-up and goodbye. In addition, the concept of Empathy is revealed and discussed as part of the emotional intelligence. Customer's point of view is introduced as well.
Didactic concept of the scenario:	Possible example sentence: There is a breaking the ice activity of showing two types of conversations/interactions of sales people and customers: one bad and one good example. Then there is an article about the use of proper language and attitude to the customers and strategies for consulting their decision to buy articles/goods.
Assignment of content to existing curricula/training regulations, etc.:	3rd year of training: Learning field Communication and marketing classes – one class per week, 4 classes – 160 minutes, 2 sessions for positive and 2 – for a negative scenario of conversation/case for solution between sales person and a customer. Topic: Communication

4. General conditions	
Location:	School
Qualification level:	Upper secondary level of studies

Size, characteristics of the target group:	22 participants, Entrepreneurship profile of studies
Necessary technology (hardware, internet access) Use of media	PC workstation 2 participants each with paper and pen for notes and scenario for conversation prepared in advance Projector/smart board, whiteboard, Camera/smartphone
Media use (software, tools, videos, etc.)	Written scenario for conversation and situation – one negative and one positive for practicing Worksheets with situation tasks and overviews

5. Organizational Notes

Total time frame of the learning scenario (in full hours):	2 Lessons
Timeframe of implementation (in days/weeks etc.):	2 Lessons
Duration of preparation and follow-up (in full hours):	1 Days
Checklist for preparation:	<ul style="list-style-type: none"> • Revisions - Sheet for hints, suggestions, problems • PC – Prepare the room, test every workstation • Make printouts of the solution of the tasks

6. Required Expertise:

- Basic knowledge of the marketing tools in retail area required
- No specialist knowledge required

7. Key learning outcomes:

1. Trainees can emphasise the advantages of services from the customer's point of view and highlight the categories of services.
2. Trainees can use services as a sales argument.
3. Trainees know and name the sales phases in a counselling interview.
4. Trainees can implement the sales phases in the sales talk.

8. Didactic concept and course of the learning scenario:

In bullet points, describe when the MLE is used in the classroom/company:

Examples:

- Introduction to the topic
- Case study preparation – one paragraph as a particular task
- Team work
- Video of the cases: roleplay by students

- Face-to-face teaching
- Self-study
- Group work
- Project-based learning scenario

Learning scenario 12

UNIT 2.3: Use of e-mail in e-commerce business processes

1. Information about the educational institution	
Name and address:	CSKC
Creator's Name:	Milena Koleva (CSKC) and VET Teacher

2. Information about the eLearning module	
Module:	3rd year of training
Topic:	Communication and negotiations
Unit:	Communication
Titles of the operational action situations:	E-mailing in retail
Location in the virtual shopping center	Specialists

3. Information about the learning scenario	
Title of the learning scenario:	Emailing in e-commerce business
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	Possible example sentence: The teaching material related to email covers the topic of how to write an email which is studied in the regular English language classes. The scenario here puts the students in a situation to greet their customers for their birthdays. It teaches communication and proper language skills as well as empathy and attitude to the customers.
Competency-oriented overall (learning) goal of the scenario:	Possible example sentence: Automated birthday emails offer the retailer a good opportunity to communicate with customers. Birthday wishes are sent on the day the customer's birthday. As a result, customer loyalty can be established, maintained and strengthened. Birthday emails fall under email marketing and are part of direct marketing. The direct mailings are an addressed advertising item and are automatically sent to selected customers on special occasions. They can be composed of various components such as cover letters, brochures, catalogues or even personal birthday wishes. Email marketing has firmly established itself as a standard tool in the marketing concept of many retail companies and is used as the most common marketing tool. Ask students to show similar examples from their own experience and follow the example. Also, ask about processing of personal data and how retailers collect data (GDPR) and when the birthday date is.
Didactic concept of the scenario:	Possible example sentence: Write an email from the position of a e-commerce customer service and greet your customer for their birthday, think about the words, messages and the potential reward/gift. What would be the strategy and how it fits into the overall marketing strategy of the business?

Assignment of content to existing curricula/training regulations, etc.:	3rd year of training: Learning field Communication and marketing classes, English classes – three classes per week, one week for work – 120 minutes, Topic: Written Communication, emails.
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4. General conditions	
Location:	School
Qualification level:	Upper secondary level of studies
Size, characteristics of the target group:	22 participants, Entrepreneurship profile of studies
Necessary technology (hardware, internet access) Use of media	PC workstation 2 participants each with paper and pen for notes and scenario for email writing, greetings, prepared in advance Projector/smart board, whiteboard, Smartphone Email software: Gmail and/or Outlook/mass emailing platform
Media use (software, tools, videos, etc.)	Written scenario for greeting customers Worksheets with situation tasks and overviews

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	3 Lessons
Timeframe of implementation (in days/weeks etc.):	1 Lesson
Duration of preparation and follow-up (in full hours):	1/2 Day
Checklist for preparation:	<ul style="list-style-type: none"> • Revisions - Sheet for hints, suggestions, problems • PC – Prepare the room, test every workstation • Make printouts of the solution of the tasks

6. Required Expertise:
- Basic knowledge of communication and email writing - No specialist knowledge required

7. Key learning outcomes:
5. The trainees know the difference between automated birthday greetings, welcome emails and order confirmations and can assign them correctly. 6. The trainees can name the advantages of the email marketing campaigns mentioned above. 7. The trainees know the benefits of the above-mentioned e-mail campaigns in retail, they know what they are about, why they are important and what needs to be considered.

8. Didactic concept and course of the learning scenario:

- Introduction to the topic
- Case study preparation – one paragraph as a particular task
- Team work
- Emails written by students: roleplay by students
- Face-to-face teaching
- Self-study
- Group work
- Project-based learning scenario

Learning scenario 13

Unit 4.1: The importance of Digital Content Creation

1. Information about the educational institution	
Name and address:	IDEC SA
Creator's Name:	Stefania Skandalou

2. Information about the eLearning module	
Module:	1st year of training
Topic:	Digital Content creation
Unit:	Aspects of Digital Content creation
Titles of the operational action situations:	Digital Content creation
Location in the virtual shopping center	Specialists

3. Information about the learning scenario	
Title of the learning scenario:	Aspects of Digital Content Creation
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	Possible example sentence: The teaching material focuses on digital content creation tools and how they can be used by retail trade workers.
Competency-oriented overall (learning) goal of the scenario:	Possible example sentence: Digital Content Creation" competence for retail professionals entails gaining the necessary skills and knowledge to proficiently create, manage, and enhance digital content for online platforms. This involves grasping the fundamentals of content creation, becoming adept with various digital tools, and keeping pace with the latest trends in content marketing. Retail professionals must learn to engage customers, communicate brand messages, and boost sales through compelling and pertinent digital content.
Didactic concept of the scenario:	Possible example sentence: After a general introduction to what is "Digital Content Creation" the participants will get familiar with the main aspects of Digital Content Creation. These Aspects can be derived into four key elements that constitute effective content in the digital realm, ensuring retail professional are well-equipped to succeed in the ever-evolving landscape. "Social Media and Digital Content Creation." "Copyright and Licenses in Content Creation" "Creating a Visual Brand" "Video Design and YouTube" The learning scenario is completed over five teaching hours.
Assignment of content to existing curricula/training regulations, etc.:	

4. General conditions	
Location:	School / Company
Qualification level:	Further training to become a certified Commercial specialist (including training as a retail worker), 1st year of training
Size, characteristics of the target group:	10 participants E-commerce Managers
Necessary technology (hardware, internet access) Use of media	PC workstation 2 participants each with internet access and printer, Projector, projection screen, whiteboard, Calculator, camera, headset
Media use (software, tools, videos, etc.)	CD-ROM payment methods, panel paintings, Worksheets with situation tasks and overviews

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	2 Lessons
Timeframe of implementation (in days/weeks etc.):	2 Lessons
Duration of preparation and follow-up (in full hours):	1 Days
Checklist for preparation:	<ul style="list-style-type: none"> ▪ Revisions - Sheet for hints, suggestions, problems ▪ PC – Prepare the room, test every workstation (Internet Explorer or Google Chrome as standard browser, install/update current Adobe Flash player, print function, internet connection, headset/audio output test) ▪ Make printouts of the solution of the tasks

6. Required Expertise:
- Basic knowledge of the digital content creation area required - No specialist knowledge required

7. Key learning outcomes:
Develop a deep knowledge of the core aspects of digital content creation, enabling you to create content that resonates with your target audience and aligns with your brand's goals.
Acquire the skills and expertise to effectively utilize digital content creation tools, such as social media management, design software, and video editing, to enhance brand visibility and customer

engagement.

Identify and navigate the unique challenges that retail professionals encounter in digital content creation, ensuring you can adapt and innovate to overcome industry-specific obstacles effectively.

	8. Didactic concept and course of the learning scenario:
Theory	<ol style="list-style-type: none"> 1. Unit 1.1 <ol style="list-style-type: none"> a. Emphasise the importance of information and data literacy, efficient searching and verification of resources when looking up information to include in content. (Microlearning Units 1.1.1,1.1.2,1.1.3) 2. Unit 3.2 <ol style="list-style-type: none"> a. Teach about different social media platforms and how to pick a channel for different content (Microlearning Unit 3.2.1) b. Introduce different tools that can be used for internal collaboration and communication during content creation (Microlearning Units 3.2.2, 3.2.3) 3. Unit 3.3 <ol style="list-style-type: none"> a. Navigate through the process of external collaboration, learn the practices to use during content creation. (Microlearning Unit 3.3.1) 4. Unit 3.4 <ol style="list-style-type: none"> a. Teach how students can use MS Office programmes to enhance communication and productivity during content creation. (Microlearning Unit 3.4.1) b. Demonstrate how advanced features of the same tools can be used for data analysis relevant to content creation and content success. (Microlearning Unit 3.4.2) 5. Unit 4.1 <ol style="list-style-type: none"> a. Introduce the different aspects of digital content creation (Microlearning Unit 4.1.1) b. Analyse the benefits of using digital content creation tools (Microlearning Unit 4.1.2) c. Discuss some challenges that can be faced by content creators (Microlearning Unit 4.1.3) 6. Unit 4.2 <ol style="list-style-type: none"> a. Introduce the major Social Media Networks that a lot of content is posted on. Discuss how to engage the community through content, ads, and many social media features.(Microlearning Units 4.2.1,4.2.2, 4.2.3) 7. Unit 4.5

	<ul style="list-style-type: none"> a. Teach about video content design principles and go over the process of creating video content. (Microlearning Units 4.5.1,4.5.2) b. Explore Youtube for disseminating video content and using analytics to measure video content success. (Microlearning Units 4.5.3, 4.5.4)
Extra	<ul style="list-style-type: none"> 1. Units 1.1,3.2,3.3,3.4,4.2 all include slides or video presentations for teaching the relevant material. 2. Unit 4.1 <ul style="list-style-type: none"> a. Extra reading about the digital content creation market. 3. Unit 4.2 <ul style="list-style-type: none"> a. More information on major social media networks and their features. 4. Unit 4.5 <ul style="list-style-type: none"> a. Watch a video of the process of creating a Youtube channel.
Group Activity	<ul style="list-style-type: none"> 1. Divide the classroom into groups. Each group must choose a product and do research with the purpose of creating content. All information and sources will be recorded in a collaborative Microsoft Word document. The group must decide through which channels they will disseminate their content and why. Finally, groups present their work in a Power Point Presentation. Through this activity, students practice the following topics: <ul style="list-style-type: none"> a. Collaboration b. Research skills and data literacy c. Use of Microsoft Office Tools d. Choosing the best fitting dissemination channel
Assessment	<ul style="list-style-type: none"> 1. Unit 1.1, Microlearning Unit 1.1.3. <ul style="list-style-type: none"> a. Assess students on the topic of fact checking. 2. Unit 3.3, Microlearning Unit 3.3.2 <ul style="list-style-type: none"> a. Assess students on the topic of external collaboration. 3. Unit 3.4, Microlearning Unit 3.3.3 <ul style="list-style-type: none"> a. Assess students on their knowledge about the Microsoft Office Suite

Learning scenario 14

Unit 4.3: Copyright and Licences in Content Creation

1. Information about the educational institution	
Name and address:	<i>IDEC SA</i>
Creator's Name:	Stefania Skandalou

2. Information about the eLearning module	
Module:	1st year of training
Topic:	Digital Content Creation
Unit:	Copyright and Licences in Content Creation
Titles of the operational action situations:	Copyright and Licences
Location in the virtual shopping center	Specialists

3. Information about the learning scenario	
Title of the learning scenario:	Copyright and Licences in Content Creation
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	Possible example sentence: The teaching material focuses on the critical aspects of copyright and licenses in content creation, aiming to equip retail professionals with a comprehensive understanding of legal frameworks and best practices.
Competency-oriented overall (learning) goal of the scenario:	Possible example sentence: Articulate the basic principles of copyright, including the rights and protections granted to content creators. Apply copyright duration principles to various content types and understand the posthumous term implications. Adopt best practices in content creation, such as proper source citation, responsible use of licensed content, and compliance with copyright laws. Negotiate and establish clear copyright agreements, ensuring transparency and fairness among collaborators. Identify and prevent potential copyright infringement issues within retail operations, promoting legal and ethical content practices.
Didactic concept of the scenario:	Possible example sentence: After a general introduction to the main idea of what is "Copyright and Licences in Content Creation" Participants will explore the intricacies of copyright, ownership, duration, and various licensing models like Creative Commons, royalty-free, and public domain. The main goals are to equip retail professionals with the knowledge and tools to protect their creative works, navigate ownership complexities, and ethically use and share content within legal boundaries. The learning scenario is completed over four teaching hours.

Assignment of content to existing curricula/training regulations, etc.:	
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4. General conditions	
Location:	School / Company
Qualification level:	Further training to become a certified Commercial specialist (including training as a retail clerk), 1st year of training
Size, characteristics of the target group:	10 participants E-commerce Managers/ Social Media Managers/ Visual Merchandisers/ VET teachers/ VET trainers/ Retailers/ Content Writers and Bloggers
Necessary technology (hardware, internet access) Use of media	PC workstation 2 participants each with internet access and printer, Projector, projection screen, whiteboard, Calculator, camera, headset
Media use (software, tools, videos, etc.)	Worksheets with situation tasks and overviews

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	2 Lessons
Timeframe of implementation (in days/weeks etc.):	2 Lessons
Duration of preparation and follow-up (in full hours):	1 Days
Checklist for preparation:	<ul style="list-style-type: none"> ▪ Revisions - Sheet for hints, suggestions, problems ▪ PC – Prepare the room, test every workstation (Internet Explorer or Google Chrome as standard browser, install/update current Adobe Flash player, print function, internet connection, headset/audio output test) ▪ Make printouts of the solution of the tasks

6. Required Expertise:
- Basic knowledge of the digital content creation area required - No specialist knowledge required

7. Key learning outcomes:

Knowledge of Copyright Principles: Understand the fundamental principles of copyright, including the rights it grants and its role in protecting creative works.

Responsible Use of Royalty-free Content: Demonstrate the ability to identify, evaluate, and responsibly use royalty-free content, taking into account any specified restrictions.

Enhanced Legal Literacy in Content Creation: Gain an increased level of legal literacy in the field of content creation, enabling informed decision-making and protection of creative endeavors.

	8. Didactic concept and course of the learning scenario:
Theory	<ol style="list-style-type: none"> 1. Unit 1.1 <ol style="list-style-type: none"> a. Emphasise the importance of information and data literacy, efficient searching and verification of resources when looking up information regarding licenses and copyright. (Microlearning Units 1.1.1,1.1.2,1.1.3) 2. Unit 1.4 <ol style="list-style-type: none"> a. Learn about the types of eco-friendly symbols in relation to products during content creation. (Microlearning Unit 1.4.2) 3. Unit 4.3 <ol style="list-style-type: none"> a. Delve into the concept of copyright and how it relates to content creation. Analyse ownership, duration and best practices. (Microlearning Unit 4.3.1) b. Explore different types of licenses needed during content creation. (Microlearning Unit 4.3.2)
Extra	<ol style="list-style-type: none"> 1. Units 1.1 and 1.4 include slides for teaching the relevant material. 2. Unit 1.4 <ol style="list-style-type: none"> a. Read more about the meaning and requirements of different eco-friendly labels and symbols. (Microlearning Unit 1.4.2) 3. Unit 4.3 <ol style="list-style-type: none"> a. Additional material about copyright and ownership (Microlearning Unit 4.3.1) b. Additional material and official sources about different types of licenses. (Microlearning Unit 4.3.2)
Group Activities	<ol style="list-style-type: none"> 1. Divide the students into groups. Create a slideshow with products and content showcasing different copyright and environmental labels. In turns, representatives from each group face off, with the first to correctly identify the label and its meaning earning a point for their group. Through this activity, students practice the following topics: <ol style="list-style-type: none"> a. Knowledge about environmental labels b. Knowledge about copyright in content creation
Assessment	<ol style="list-style-type: none"> 1. Unit 1.1, Microlearning Unit 1.1.3.

	<ul style="list-style-type: none">a. Assess students on the topic of fact checking. <p>2. Unit 1.4, Microlearning Unit 1.4.2</p> <ul style="list-style-type: none">a. Assess students on their knowledge regarding eco-friendly symbols and labels.
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Learning scenario 15

Unit 4.4: Create a visual brand

1. Information about the educational institution	
Name and address:	IDEC SA
Creator's Name:	Stefania Skandalou

2. Information about the eLearning module	
Module:	1st year of training
Topic:	Digital Content creation
Unit:	Create a visual brand
Titles of the operational action situations:	Digital Content creation
Location in the virtual shopping center	Specialists

3. Information about the learning scenario	
Title of the learning scenario:	Create a visual brand
Brief description of how to embed the eLearning module or its sub-elements in the scenario:	Possible example sentence: The teaching material focuses on digital content creation and specifically on the essential elements of creating a visual brand , providing retail professionals with the skills and knowledge needed to craft compelling and effective visuals for digital media, posters, and brochures.
Competency-oriented overall (learning) goal of the scenario:	Possible example sentence: Develop the capability to produce visuals that are tailored to the preferences and demographics of the target audience, ensuring they are relevant and resonate effectively. Design visuals with a comprehensive understanding of their specific purpose, objectives, and the emotions intended to be evoked, ensuring effective communication. Utilize colour theory principles to amplify the psychological impact of visuals, strategically using colours to provoke desired emotions in the audience. Create visuals that convey clear and straightforward messages , emphasizing key information through descriptive elements such as graphics and shapes. Assess the effectiveness of visuals, ensuring they align with the brand's overall image and successfully convey the intended message.
Didactic concept of the scenario:	Possible example sentence: After a general introduction concerning what it is and the need of knowing how to create a visual brand, the participants will get familiar with the essential elements of creating a visual brand. They will be provided with the skills and knowledge needed to craft compelling and effective visuals for digital media, posters, and brochures. Participants will explore the importance of font,

	<p>colour theory, emotional impact, and overall design structure in conveying a brand's message. The unit aims to equip retail professionals with the ability to strategically design visuals that resonate with their target audience, effectively communicate brand messages, and enhance overall brand identity.</p> <p>The learning scenario is completed over six teaching hours.</p>
Assignment of content to existing curricula/training regulations, etc.:	

4. General conditions	
Location:	School / Company
Qualification level:	Further training to become a certified Commercial specialist (including training as a retail worker), 1st year of training
Size, characteristics of the target group:	10 participants E-commerce Managers/ Social Media Managers/ Visual Merchandisers/ VET teachers/ VET trainers/ Retailers/ Content Writers and Bloggers/ VET Students
Necessary technology (hardware, internet access) Use of media	PC workstation 2 participants each with internet access and printer, Projector, projection screen, whiteboard, Calculator, camera, headset
Media use (software, tools, videos, etc.)	CD-ROM payment methods, panel paintings, Worksheets with situation tasks and overviews

5. Organizational Notes	
Total time frame of the learning scenario (in full hours):	3 Lessons
Timeframe of implementation (in days/weeks etc.):	3 Lessons
Duration of preparation and follow-up (in full hours):	1 Days
Checklist for preparation:	<ul style="list-style-type: none"> ▪ Revisions - Sheet for hints, suggestions, problems ▪ PC – Prepare the room, test every workstation (Internet Explorer or Google Chrome as standard browser, install/update current Adobe Flash player, print function, internet connection, headset/audio output test) ▪ Make printouts of the solution of the tasks

6. Required Expertise:
- Basic knowledge of the digital content creation area required - No specialist knowledge required

7. Key learning outcomes:
Tailored Visual Creation: Develop the ability to create visuals that resonate with the preferences and demographics of the target audience, ensuring relevance and engagement.
Clear Messaging in Visuals: Create visuals with clear and straightforward messages, emphasizing key information through descriptive elements such as graphics and shapes.
Application of Do's & Don'ts: Apply best practices, starting with important information, specifying benefits, paying attention to font usage, and avoiding common pitfalls in visual design.

	8. Didactic concept and course of the learning scenario:
Theory	<ol style="list-style-type: none"> 1. Unit 3.2 <ol style="list-style-type: none"> a. Teach about different social media platforms and how to pick a channel for disseminating your brand (Microlearning Unit 3.2.1) b. Introduce different tools that can be used for internal collaboration and communication during visual brand creation (Microlearning Units 3.2.2, 3.2.3) 2. Unit 3.3 <ol style="list-style-type: none"> a. Navigate through the process of external collaboration, learn the practices to use during visual brand creation. (Microlearning Unit 3.3.1) 3. Unit 3.4 <ol style="list-style-type: none"> a. Teach how students can use MS Office programmes to enhance communication and productivity during visual brand creation. (Microlearning Unit 3.4.1) b. Demonstrate how advanced features of the same tools can be used for data analysis relevant to visual brand creation. (Microlearning Unit 3.4.2) 4. Unit 4.4 <ol style="list-style-type: none"> a. Analyse the importance of having a consistent visual brand and explore different elements that express it such as creating images, posters and brochures. (Microlearning Units 4.4.1,4.4.2,4.4.3)
Extra	<ol style="list-style-type: none"> 1. Units 3.2, 3.3, 3.4 contain slides or video presentations about teaching the relevant material

Group Activity	<ol style="list-style-type: none"> 1. Divide the students into groups. Each group is assigned with a made-up business and its brand, for example, eco-friendly clothing or luxury bags. Groups brainstorm to come up with a colour palette, symbols and a logo that they believe best represent their business' message and best appeals to the target audience. Through this activity, students practice the following: <ol style="list-style-type: none"> a. Importance of visual brand b. Collaboration c. Creativity
Assessment	<ol style="list-style-type: none"> 1. Unit 3.3, Microlearning Unit 3.3.2 <ol style="list-style-type: none"> a. Assess students on the topic of external collaboration. 2. Unit 3.4, Microlearning Unit 3.3.3 <ol style="list-style-type: none"> a. Assess students on their knowledge about the Microsoft Office Suite 3. Unit 4.4, Microlearning Unit 4.4.3 <ol style="list-style-type: none"> a. Assess students on their knowledge about visual brand creation