




COOL Home English Log in

### COOL - moodle

Welcome to **COOL** (Competence oriented open learning for disadvantaged learners), a new platform designed to empower disadvantaged learners through comprehensive and accessible education. Unlock your potential as you embark on a journey of skill development and knowledge acquisition in a supportive and inclusive learning environment. Join us as we revolutionise education for all, building skills and opening doors to limitless opportunities.

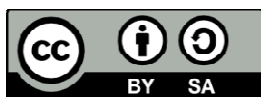
Please click on a flag to access the different language versions



## R3.3: The COOL Learning Platform

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## 1. The COOL Learning Platform - Introduction

The COOL platform is an open-source based learning platform that facilitates blended learning and seamlessly combines e-learning and validation, allowing adult education trainers to easily integrate, adapt or restructure existing learning concepts. The learning platform with its content and presented methods is based on an LMS structure, which additionally offers the possibility of reflective learning and setting one's own learning priorities, which in turn can be the starting point for the individual development of one's own learning projects, paths and units.

The COOL platform is connected to an innovative development and exhibition space to present and offer a closer look at developed concepts and prototypes. These have emerged from the joint and individual pilot learning projects, which happen on the one hand within the F2F programme and subsequently developed learning projects that have emerged within the COOL partnership.

In detail, the concept of the COOL learning platform is designed in a two-stage structure based on the following idea: on the one hand, the theoretical background concepts are taught and provided in the form of short learning units. These units refer to LEVEL5 competence levels 2-3. Further on, the practical experience and developments gained in the COOL project (in the form of developed prototypes and projects) represent own innovative and applied digitalisation concepts which correspond to competence levels above 4.

The CPD starts with a self-assessment which (prior to the course) which is created and delivered via a specific online questionnaire (based on a word-press plug-in), which automatically creates spidernet competence profiles.

The following asynchronous (self-learning) part is delivered via Moodle and firstly consists of four (knowledge) modules:

1. COOL – Competence Oriented Learning
  - The COOL training offers a comprehensive approach to competence oriented learning and validation (COL+V)
2. Design Thinking
  - Design Thinking Methodology is extensively presented including different tools for each of the Design Thinking Phases
3. COOL – Open Educational Resource (OER)
  - This module on Open Educational Resources (OER) offers thematic and theoretical inputs as well as exercises to test and train your own skills.
4. COOL – LEVEL5 Assessment (Validation)
  - The LEVEL5 Assessment module is designed to provide the theoretical background of the LEVEL5 approach and the opportunity to undertake an individual assessment of the competence to promote digital literacy or digital learning.

The participants jointly developed 3 prototypes in the COOL CPD in Bordeaux and another 7 prototypes after the F2F-course.

For this purpose, a combination of Design Thinking and digital tools was applied. An online development space was offered, and the ideas were created and further developed to digital learning prototypes, following the design thinking phases.

Eventually a virtual exhibition was created to as an innovative presentation space for Open Learning projects researched in R1 and some of the prototypes developed within COOL R3. The exhibition is portable to other websites as well, thus providing a growing exhibition space for applied digitalised learning projects.

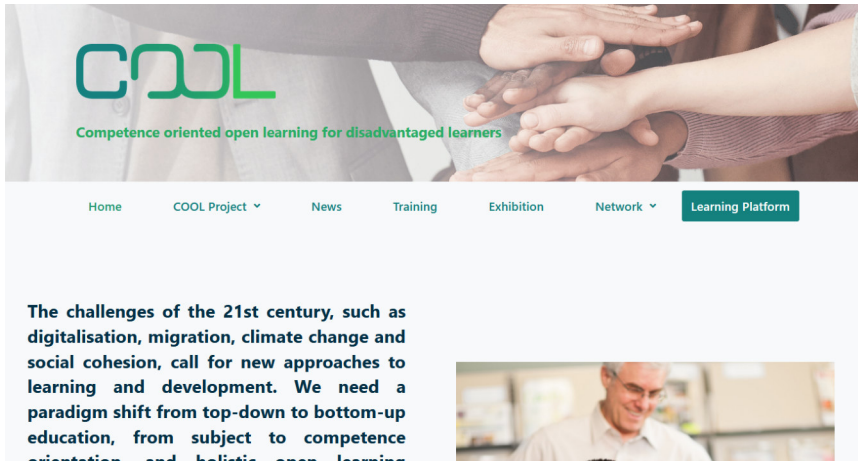
## 2. Accessing the COOL Learning Platform

### 2.1. Link to the COOL Platform

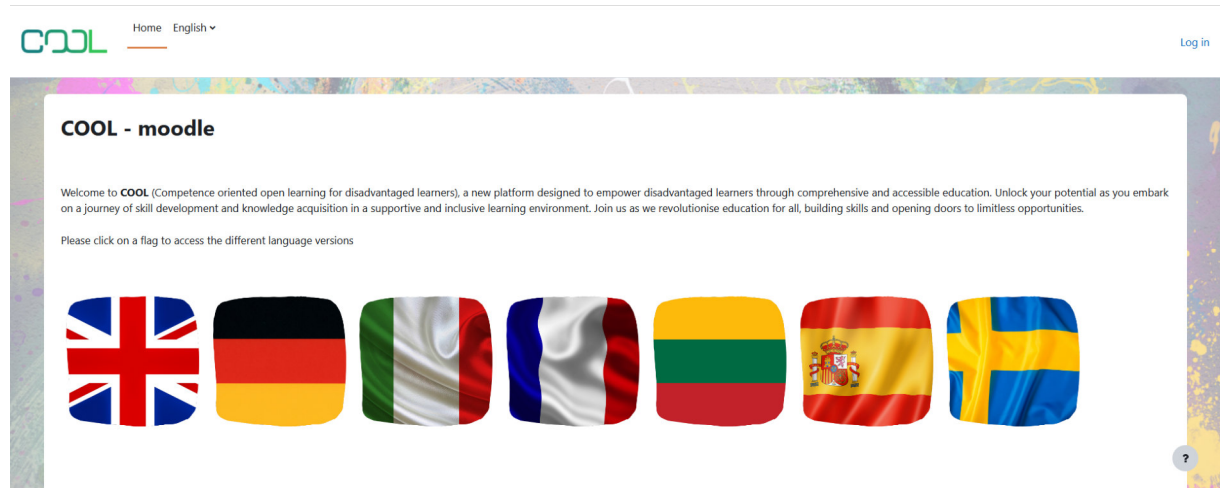
The learning platform can be accessed by following these steps:

- Access the COOL learning platform via the website:

<https://COOL-eu.org/COOL-platform/>



- Or use the following link to directly access the section of the COOL learning platform:
- <https://coolmoodle.bupnet.eu/>

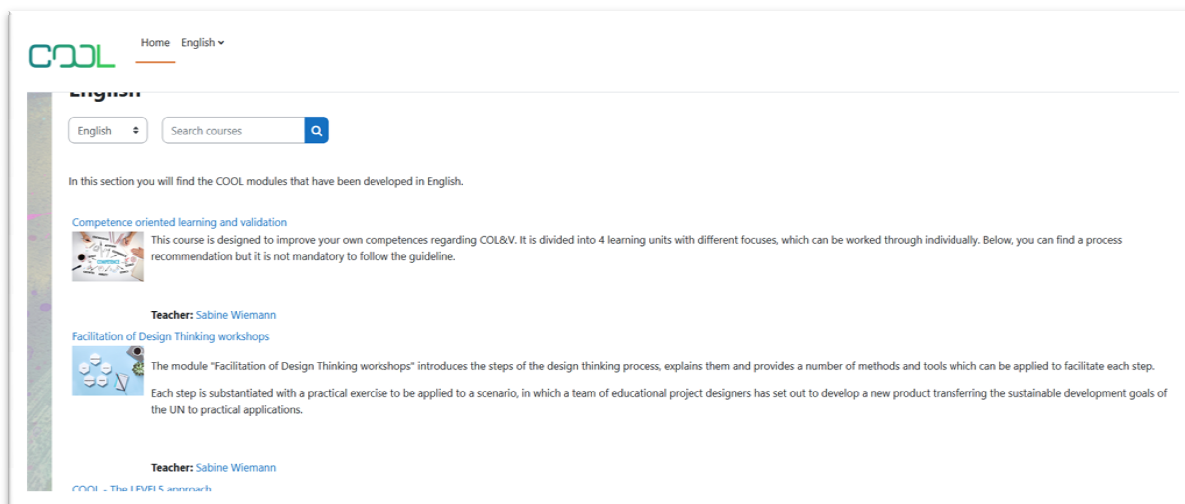


## 2.2. User Access

First chose your language.

We follow the instructions on the EN profile.

Next the following screen will be displayed, showing the available courses on the COOL moodle:



By clicking on the courses one get's access.

First visitors have to register.

Once registered the user is guided through a simplified enrolment procedure to access the provided courses.

## 3. The COOL Courses

The COOL LMS offers 4 courses, 3 theoretical courses on competence-oriented learning and validation (COL+V), the facilitation of Design Thinking, OER, a link to open development and exhibition spaces and a final competence validation.

### 3.1.Course Module 1: COOL – Competence-Oriented Learning and Validation

The COOL Blended Teaching and Learning Approach provides the conceptual backbone for the innovative study concept, which is transferable to different target groups, learning settings and AE sectors due to its modular concept.

The central elements here are competence-oriented learning and validation and the facilitation of design thinking workshops. These form the starting point for the development of digital projects and innovative learning ideas (these can also be found in the category of the COOL project).

The module is divided into four individual learning units focused on:

- Educational Trends – Background
- The concept of competence
- Validation
- Planning competence-oriented learning and validation

## 3.2. Course Module 2: COOL – Facilitation of Design Thinking Workshops

Design thinking provides us with a systematic and structural approach to solving complex problems from many fields and to find new solutions that meet the needs of those involved. It is often used in the field of idea and innovation development.

The method is based on a multi-step, agile and iterative process. This design thinking process helps us to narrow down and actually understand our problem, identify solution spaces and generate concrete ideas. In each step of this process, we apply different creative techniques and thus approach innovative solutions for our problem. Users and their needs are always in the foreground.

This module introduces the steps of the design thinking process, explains them and provides a number of methods and tools which can be applied to facilitate each step.

In total six small units are part of the module:

1. Understand the problem
2. Get Empathic
3. Synthesize and Define
4. Ideate Solutions
5. Build a prototype

## 6. Test and Evaluate

### 3.3.Course Module 3: COOL – LEVEL5 Assessment

The LEVEL5 Assessment module is designed to provide the theoretical background of the LEVEL5 approach and the opportunity to undertake an individual assessment of the “Competence to Facilitate Design Based Collaborative Learning”.

LEVEL5 is based on a three-dimensional model, which supports the development of:

- Knowledge (-> Cognitions)
- Skills (-> actions) and
- Attitudes (-> emotions and values)

along five quality levels - from beginner to competent expert.

The slide titled 'LEVEL5 Approach' explains the model and its instruments. It features a 3D cube diagram with axes for 'Attitude', 'Skill', and 'Knowledge'. The cube is divided into five colored layers representing quality levels from bottom to top: Level 1 (red), Level 2 (orange), Level 3 (yellow), Level 4 (green), and Level 5 (blue). A table below the diagram lists the components of each level. The table has three columns: 'LEVEL 1', 'LEVEL 2', and 'LEVEL 3'. The rows represent different components: 'Knowledge', 'Skill', and 'Attitude'. The table content is as follows:

	LEVEL 1	LEVEL 2	LEVEL 3
Knowledge	Basic knowledge	Intermediate knowledge	Advanced knowledge
Skill	Basic skills	Intermediate skills	Advanced skills
Attitude	Basic attitude	Intermediate attitude	Advanced attitude

Below the table, there are two sections: 'LEVEL5 Instrument' and 'LEVEL5 Tool'. The 'LEVEL5 Instrument' section describes the 'LEVEL5 Instrument' as a tool for assessing the 'Competence to Facilitate Design Based Collaborative Learning'. The 'LEVEL5 Tool' section describes the 'LEVEL5 Tool' as a tool for assessing the 'Competence to Facilitate Design Based Collaborative Learning'.

The module is divided into three small units that can also be seen and used as a guiding structure for LEVEL5 assessment beyond the COOL project:

- LEVEL5 – Background
- LEVEL5 – Plan. Do. Check.
- LEVEL5 – Assessment

After submission of the unit and the “assessment pack” and the cross-check by the expert-trainer, the professional receives a LEVEL5 certificate.

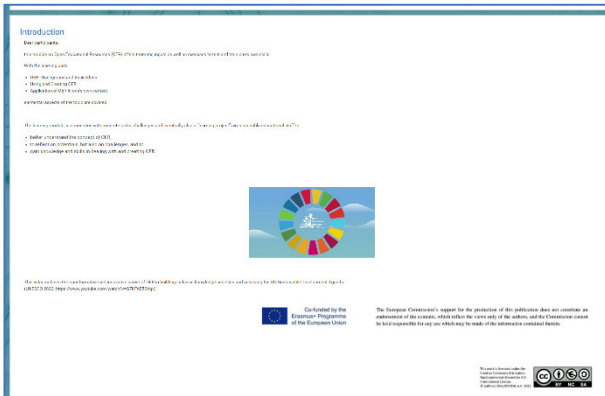
### 3.4.Course Module 3: Open Educational Resources

The course on Open Educational Resources (OER) offers thematic and theoretical inputs as well as exercises to test and train the own skills related to Open Educational Resources

The learning module, in connection with concrete tasks, challenges and eventually also a “learning project” aims to enable educational staff to:

- better understand the concept of OER,
- to reflect on potentials, but also on challenges, and to

- gain knowledge and skills in dealing with and creating OER.



The OER course (module) is divided into three learning units that focus on the following topics

- OER - background and basic ideas
- Using and creating an open educational resource
- Application of open educational resources in one's own context



## 4. Structure of the COOL Learning Platform Courses

The COOL platform is based on 2 specifications.

For the avoidance of uncertainties and misunderstandings we include a short explanation on terms and terminology and specifications that we use.

### 4.1. ECVET Specification

The COOL learning approach is based on a couple of specifications that are consciously applied to facilitate utmost transfer and usability.

The quality instrument ECVET (European Credit System for Vocational Education and Training) established in Europe is the basis for such a "common language". The basis for comparability of educational pathways is the concept of learning outcome orientation (outcome orientation independent of learning location, learning duration and learning context).

The ECVET system is a logical, hierarchical structure which has, as smallest common denominator, the learning outcomes, described in knowledge, skills and competences:

A qualification (or a CPD) consists of:

- **Learning Modules** containing
  - **Learning Units** consisting of
    - **Learning objects** that are
      - described by their envisaged **outcomes**
      - clustered along **knowledge, skills and competences (ECVET/EQF)** or (in variation for rather not-formalised contexts **attitudes (LEVEL5)** instead of the "competence" column.

### 4.2. LOM Specification

The second system that we refer to is relating to the question how educational elements should be organised to make them transferrable to blended learning modalities and re-usable in different LMS. To achieve this, we use the basics of the LOM model (Learning Object Metadata). Learning Object Metadata is a data model, usually encoded in XML, used to describe a learning object and similar digital resources used to support learning. The purpose of learning object metadata is to support the reusability of learning objects, to aid discoverability, and to facilitate their interoperability, usually in the context of online learning management systems (LMS).

The IEEE 1484.12.1 – 2002 Standard for Learning Object Metadata is an internationally recognised open standard and describes Learning Objects as smallest units

- **Information** (media/text etc) and
- **Assignments** including
  - **Tasks to take Actions** and
  - **Assessments**

Both specifications ensure the portability of the COOL qualification, consisting of 5 modules (courses), 12 learning units and learning objects (which contain assignments related to knowledge, skills and attitudes, based on the CPD concept (R3) and the competence frameworks established in R2.