

# Module #8

**MODULE TITLE: Relevance and needs for Local Development**

**Partner's organization name: AidLearn/Portugal**

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## 1. Module Description - Structure

<p><b>Module Title:</b> The most important feature of a good "Module (thematic unit) title" is that it should make clear what the Module (thematic unit) is about. Remember that the title is not only the first, but sometimes the only thing that a potential user will read about its content. It follows that the title should clearly indicate the area of knowledge/skills/competences covered and if necessary, may include a short descriptive phrase pointing to specific features.</p>	<h3>Relevance and needs for Local Development</h3>	
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<p><b>Module relevance to EQF LEVEL:</b></p>	<p><b>EQF LEVEL 5</b></p> <p>This module refers to advanced knowledge of the field of local development and sharing economy, involving a critical understanding of theories and principles. It also provides advanced skills for demonstrating mastery and innovation that is required to deal with complex and unpredictable issues regarding the local development opportunities that can be useful for their adult learners. Furthermore, it encourages the management and supervision of activities that their learners should engage to take the opportunities of local development.</p>	
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<p><b>Module Description:</b> This section should give guidance on the content and context of the module. Some information to be included can be: Module (thematic unit) general aims (max. 3) Module (thematic unit) structure and content</p>	<p style="text-align: center;"><b>Module aims</b></p> <ol style="list-style-type: none"> <li>1. Provide a theoretical framework on Local Development: concept, advantages, model</li> <li>2. To present Sharing Economy as a tool to the Local Development</li> </ol>	<p style="text-align: center;"><b>Structure and content of the module</b></p> <p>This module will include the basis information on Local Development: how and why it appears, what are the aims and advantages, how to implement it, what could be the role of adult educator in this. Sharing Economy (SE) is presented as a useful way to promote Local Development. The module will include the concept and evolution of SE, advantages, good practices on SE in EU, how to create a sharing community.</p>
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Participants should be adult educators with interest in entrepreneurship, and in helping their learners into progress in labour

	market.
<b>Module Duration</b>	The suggested duration of the module is 9 hours: 4 hours are theoretical course, 2h30 will cover practical training and 2h30 will cover ad-hoc activities to evaluate individual performance.
<b>Module Optional Supplementary Information:</b>	

## 2. Module Objective and Expected Learning Outcomes

<b>Module Learning Objective Title:</b>	<b>The role of Adult Educator as Promoter of Entrepreneurship in Sharing Economy to Local Development</b>		
<b>Expected learning outcomes<sup>1</sup>–Knowledge, Skills and Competences:</b>	<b>Knowledge<sup>2</sup></b>		
	<b>Skills<sup>3</sup></b>	<b>Competences<sup>4</sup></b>	
	<p>On completion of this Module learners should be able to:</p> <ol style="list-style-type: none"> <li>1. List and explain the main characteristics of Local Development</li> <li>2. Characterize the Sharing Economy (SE) as an alternative to Consumerism</li> <li>3. Describe at least 2 examples of good practices in SE</li> </ol>	<p>On completion of this Module, learners should be able to:</p> <ol style="list-style-type: none"> <li>4. Explain the role of adult educator in promoting local development</li> </ol>	<p>On completion of this Module learners should be able to:</p> <ol style="list-style-type: none"> <li>5. Plan a training session to promote sharing economy as a way of local development to adults</li> </ol>

<sup>1</sup>**Learning outcomes** means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence;

<sup>2</sup>**Knowledge** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

<sup>3</sup>**Skills** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

<sup>4</sup>**Competence** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy. If you wish to make the term competence more simple for you to understand it essentially relates to those behaviours and traits that make someone successfully perform tasks within a certain environment (i.e. professional, social, organisational).

Suggested learning and/or instructional material		
Suggested learning and/or instructional material	Alignment to Expected Learning Outcomes	
Suggested learning/Instructional Material:	<ol style="list-style-type: none"> <li>Santamaria, F. (2014), Local Development. Hypergeo. Retrieved on 28/06/2017 from <a href="http://www.hypergeo.eu/spip.php?article530#">http://www.hypergeo.eu/spip.php?article530#</a></li> <li>Calthorpe P., Corbett M., Duany A., Moule E., Plater-Zyberk E. and Polyzoides S. (1991). The Ahwahnee Principles for Resource-Efficient Communities. In, Katz P., Corbett J. and Weissman S. (ed.) Local Government Commission. Retrieved on 28/06/2017 from <a href="http://www.lgc.org/wordpress/docs/ahwahnee/ahwahnee_principles.pdf">http://www.lgc.org/wordpress/docs/ahwahnee/ahwahnee_principles.pdf</a></li> <li>United Nations Human Settlements Programme (UN-HABITAT)&amp;EcoPlan International Inc. (Pub.) (2005). Promoting Local Economic Development Strategic Planning — Volume 1: Quick Guide. The Local Economic Development Series. Retrieved on 28/06/2017 from <a href="https://www.natcapsolutions.org/LASER/LASER_EcoPlan-Guide.pdf">https://www.natcapsolutions.org/LASER/LASER_EcoPlan-Guide.pdf</a> More guides in <a href="#">here</a></li> <li>Claridge, T. (2013). Importance of Participation. Post on Social Capital Research website. Retrieved on 28/06/2017 from <a href="http://www.socialcapitalresearch.com/designing-social-capital-sensitive-participation-methodologies/importance-participation.html">http://www.socialcapitalresearch.com/designing-social-capital-sensitive-participation-methodologies/importance-participation.html</a></li> <li>Rodríguez-Pose, A. and Tijmstra S. (2009). On the Emergence and Significance of Local Economic</li> </ol>	<p><b>Suggested material #1</b> is selected in order to facilitate learners to achieve the learning outcome #1 (List and explain the main characteristics of Local Development) and #4 (Explain the role of adult educator in promoting local development). This is an online encyclopaedia on geography, with information presented in English, French and Spanish. This particular article presents the basic information related to local development: concept, origin of term, main elements, approaches from economics and geography.</p> <p><b>Suggested material #2</b> is selected in order to facilitate learners to achieve the learning outcome #1 (List and explain the main characteristics of Local Development) and #4 (Explain the role of adult educator in promoting local development). This is an online brochure presenting the Ahwahnee Principles, and which constituted the basis for the Smart Growth movement and New Urbanism, in the United States of America. "Prosperity in the 21st century will be based on creating and maintaining a sustainable standard of living and a high quality of life for all. To meet this challenge, a new comprehensive model is emerging which embraces economic, social and environmental responsibility and recognizes the economic value of natural and human capital". This is applied at local level, for local development.</p> <p><b>Suggested material #3</b> is selected in order to facilitate learners to achieve the learning outcome #1 (List and explain the main characteristics of Local Development) and #4 (Explain the role of adult educator in promoting local development). This is a manual, based on a vast experience in Local Economic Development by UN-HABITAT, aims to help anybody interested in Local Development, putting it to practice.</p> <p><b>Suggested material #4</b> is selected in order to facilitate learners to achieve the learning outcome #1 (List and explain the main characteristics of Local Development) and #4 (Explain the role of adult educator in promoting local development). This is a short post about the importance of all being involved and participate in own community development, but presenting many scientific basis to this importance.</p>
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**Suggested material #5** is selected in order to facilitate learners to achieve the learning outcome #1 (List and explain the main characteristics of Local Development) and #4 (Explain the role of adult educator in promoting local development). This is a publication of an investigation, drawing on five Latin American examples from Mexico, Colombia, and Argentina, and identifies the key concepts, core values, and principles that inspire the local

	<p>Centre, London School of Economics, UK. Retrieved on 28/06/2017 from <a href="https://www.caf.com/media/3865/200907Rodriguez-PoseyTijmstra(portada)VERSIONFINAL.pdf">https://www.caf.com/media/3865/200907Rodriguez-PoseyTijmstra(portada)VERSIONFINAL.pdf</a></p> <p>6. Creatuse Project (2016). Guide: Introduction to Sharing and Collaborative Consumption. Retrieved on 28/06/2017 from <a href="http://www.creatuse.eu/results/guides/">http://www.creatuse.eu/results/guides/</a></p> <p>7. ReInvent. (2016). An Animated Overview of the Sharing Economy, YouTube video, retrieved on 4/07/2017 from <a href="https://www.youtube.com/watch?v=yy7MH9TyZck">https://www.youtube.com/watch?v=yy7MH9TyZck</a></p> <p>8. HowStuffWorks (2016). How the Sharing Economy Is Changing the World, YouTube video, retrieved on 4/07/2017 from <a href="https://www.youtube.com/watch?v=Ey-wks5kX1k">https://www.youtube.com/watch?v=Ey-wks5kX1k</a></p> <p>9. The RSA, (2016). Rachel Botsman State of the Sharing Economy, YouTube video, retrieved from 4/07/2017 from <a href="https://www.youtube.com/watch?v=A15OorfLGk4">https://www.youtube.com/watch?v=A15OorfLGk4</a></p> <p>10. Creatuse Project. (2016). Best practice examples: Research about Creativity and Sharing activities in urban areas in Europe. Retrieved on 28/06/2017 from <a href="http://www.creatuse.eu/wp-content/uploads/2016/04/01-CU-BEST-PRACTICE-FN.pdf">http://www.creatuse.eu/wp-content/uploads/2016/04/01-CU-BEST-PRACTICE-FN.pdf</a></p>	<p>approach to development. It also looks at the key constraining and facilitating factors that contribute to the success or failure of this type of strategies and at the characteristics that contribute to generate an enabling environment for this type of approach.</p> <p><b>Suggested material #6</b> is selected in order to facilitate learners to achieve the learning outcome #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism) and learning outcome #5 (Plan a training session to promote sharing economy as a way of local development to adults). It is an interactive guide about the rise of the global forces that are transforming the consumerism and the world. It includes 4 chapters: A changing world, Sharing, Collaborative consumption, Entrepreneurship in sharing and collaborative consumption, case studies integrated with Multimedia and large Web links section for in-depth analysis needs.</p> <p><b>Suggested material #7</b> is selected in order to facilitate learners to achieve the learning outcome #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism) and learning outcome #5 (Plan a training session to promote sharing economy as a way of local development to adults). It is a YouTube video, animated, that presents the main characteristics of Sharing Economy, and the reasons we should develop it.</p> <p><b>Suggested material #8</b> is selected in order to facilitate learners to achieve the learning outcome #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism), learning outcome #3 (Describe at least 2 examples of good practices in SE) and learning outcome #5 (Plan a training session to promote sharing economy as a way of local development to adults). It is a YouTube video presenting characteristics and examples of sharing economy, through an interview by Chief Content Officer Jason Hoch with Chris Saad, Head of Product for the Developer Platform at Uber and Jeremiah Owyang, CEO and Founder of Crowd Companies at SxSW in Austin Texas.</p> <p><b>Suggested material #9</b> is selected in order to facilitate learners to achieve the learning outcome #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism), learning outcome #3 (Describe at least 2 examples of good practices in SE) and learning outcome #5 (Plan a training session to promote sharing economy as a way of local development to adults). It is a YouTube video presenting characteristics and examples of sharing economy, by the expert and booster of SE.</p> <p><b>Suggested material #10</b> is selected in order to facilitate learners to achieve the learning outcome #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism), learning outcome #3 (Describe at least 2 examples of good practices in SE) and learning outcome #5 (Plan a training session to promote sharing economy as a way of local development to adults). This is a Manual which includes preliminary research and good practice examples in some contexts that support creativity and sharing in urban areas in Europe. The final part is dedicated to terminology of sharing.</p>
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Suggested repertoire of teaching methods and techniques and suggested educational activities with timeframe	Suggested teaching method or technique		Relevance to learning/instructional material and alignment to Expected Learning Outcomes
		<ol style="list-style-type: none"> <li><b>Presentation through multimedia</b> is employed to highlight the characteristics of Local Development and Sharing Economy.</li> <li><b>Lecture</b> is employed to explain and analyse in more detail the history and advantages of Local Development and Sharing Economy.</li> <li><b>Small group discussions</b> is employed to assist learners with analysing examples of Local Development and Sharing Economy, and make a relation with the educator role.</li> </ol>	<p><b>Presentation through multimedia</b> is selected as it is compatible to learning material #1, #2, #3, #4, #6, #7, #8 and #9 in order to facilitate learners to achieve learning outcomes #1 (List and explain the main characteristics of Local Development), #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism), #4 (Explain the role of adult educator in promoting local development) and #5 (Plan a training session to promote sharing economy as a way of local development to adults). Multimedia methods of presentation include slide shows, movies, and PowerPoint presentations. When creating presentations, it's important to keep notes concise and to the point while including interesting and relevant images. If done well, a presentation can be very interesting and effective for learner learning. Movies present their own set of problems and concerns but can be extremely effective when teaching certain subjects.</p> <p><b>Lecture</b> is selected as it is compatible to learning material #1, #2, #3, #4, #6, #7, #8 and #9 in order to facilitate learners to achieve learning outcomes #1 (List and explain the main characteristics of Local Development), #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism), #4 (Explain the role of adult educator in promoting local development) and #5 (Plan a training session to promote sharing economy as a way of local development to adults). Lectures are instructor-centred forms of instruction that often get a bad rap. However, it is important to realize that lectures come in many different forms, some more effective than others. The least effective form of lecture involves an educator reading from notes or the text. Learners quickly lose interest and typically little is learned from the experience. However, dynamic educators often lecture in a more free form manner, including learners and providing humorous or insightful information throughout. The third form of lecture includes multimedia. For example, an art history educator might show images and lecture on individual elements of paintings.</p> <p><b>Small group discussions</b> is selected as it is compatible to learning material #5 and #10 in order to facilitate learners to achieve learning outcomes #3 (Describe at least 2 examples of good practices in SE) and #4 (Explain the role of adult educator in promoting local development). This is a more complicated form of discussion. The educator breaks the class up into small groups and provides them with information and talking points that they must discuss. The educator then walks around the room, checking on the information being shared and ensuring</p>

	<p>4. <b>Icebreaker</b> is employed to develop group dynamics in order to respond to issues that relate to the implication adult educator on local development, including sharing economy.</p> <p>5. <b>Whole group discussion</b> is employed to assist learners with responding to possible challenges in implicating the role of adult educator in local development.</p>	<p>participation by all within the group. An example of when this method of discussion would work well would be when learners have read a novel and are sharing information based on questions posed by the instructor. However, the educator must have a good handle on classroom management to ensure that the discussion groups stay on topic.</p> <p><b>Icebreaker</b> is selected in order to facilitate learners to achieve learning outcomes #3 (Describe at least 2 examples of good practices in SE), #4 (Explain the role of adult educator in promoting local development) and #5 (Plan a training session to promote sharing economy as a way of local development to adults). Ice breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy into the purpose of the event. If such a session is well-designed and well-facilitated, it can really help get things off to a great start. By getting to know each other, getting to know the facilitators, and learning about the objectives of the event, people can become more engaged in the proceedings and so contribute more effectively towards a successful outcome. But have you ever been to an event when the ice breaker session went badly? Just as a great session can smooth the way for a great event, so a bad session can be a recipe for disaster. A bad session is at best simply a waste of time, or worse an embarrassment for everyone involved. As a facilitator, the secret of a successful icebreaking session is to keep it simple: design the session with specific objectives in mind and make sure that the session is appropriate and comfortable for everyone involved. There are many icebreakers already tested, and available online.</p> <p><b>Whole group discussion</b> is selected in order to facilitate learners to achieve learning outcomes #1 (List and explain the main characteristics of Local Development), #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism), #4 (Explain the role of adult educator in promoting local development) and #5 (Plan a training session to promote sharing economy as a way of local development to adults). In a whole group discussion, the instructor and the learners share the focus of the lesson. Typically an educator presents information through questions and answers, ensuring that the learners are involved in learning. Educators can retain control while checking on learner learning throughout the lesson.</p>
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**PLEASE USE THE TEMPLATES AVAILABLE BELOW TO DESCRIBE AT LEAST THREE (3) AD-HOC LEARNING ACTIVITIES. PLACE THESE ACTIVITIES WITHIN YOUR MODULE'S TIMEFRAME (if your module is 30 hrs in total for example you can organise three ad-hoc learning activities that cannot be more than two hours each. This equals to 6 hours maximum of ad-hoc learning activities in a module of 30 hours).**

### Activity #1 – Sharing Economy and Consumerism

<b>Activity Objectives</b>	At the conclusion of the activity participants will be able to: 1. Describe the main characteristics of Sharing Economy and Consumerism. 2. Explain the advantages of Sharing Economy for Local Development.	
<b>Additional objectives</b>		
<b>Time</b>	<b>Content Focus</b>	<b>Method/Task</b>
10 Minutes	<b>Overview</b> Rationale and purpose of the activity Worksheet	Presentation of the activity Worksheet distributed
45Minutes	<b>Participation in the exercise</b> Visualization of the video "Story of Stuff", in <a href="http://storyofstuff.org/movies/story-of-stuff/">http://storyofstuff.org/movies/story-of-stuff/</a> Form 3 small groups of 4 -5 people Each group selects one of the following themes to discuss: 1. Characteristics of Consumerism 2. Characteristics of Sharing Economy 3. Advantages of Sharing Economy Discussion regarding the characteristics or advantages, in each group, based on the film, fact sheets from the video and information already provided in training Take notes to present others the conclusions of the group Each group presents its conclusions to the rest of participants	Small group interaction Brainstorming Educator facilitates
5 Minutes	<b>Summary and Evaluation</b> Complete session evaluation	Evaluation form distributed and filled by participants

Activity #2 – Local Development and Role of Adult Educators		
<b>Activity Objectives</b>	At the conclusion of the activity participants will be able to: 1. Describe a good example of local development / sharing economy practice. 2. Establish a relation between educator role and local development.	
<b>Additional objectives</b>		
Time	Content Focus	Method/Task
10 Minutes	<b>Overview</b> Rationale and purpose of the activity Worksheet	Presentation of the activity, based on learning materials #5 and #10 Worksheet distributed
30 Minutes	<b>Participation in the exercise</b> Form small groups of 4 -6 people Each group selects one of the following worksheet to discuss: 4. Local development examples 5. Sharing Economy examples I 6. Sharing Economy examples II All participants read the examples. Start discussion regarding the characteristics of examples, and what can be the role of the adult educator in promoting local development, either by sharing economy or not Take notes to present others the conclusions of the group Each group presents its conclusions to the rest of participants	Small group interaction Brainstorming Educator facilitates
5 Minutes	<b>Summary and Evaluation</b> Complete session evaluation	Evaluation form distributed and filled by participants

Activity #3 – Look for Local Development Opportunities		
<b>Activity Objectives</b>	At the conclusion of the activity participants will be able to: 1. List a minimum of 3 ways to determine Local Development Opportunities	
<b>Additional objectives</b>		
Time	Content Focus	Method/Task
5 Minutes	<b>Overview</b> Rationale and purpose of the activity Worksheet	Presentation of the activity Worksheet distributed
10 Minutes	<b>Participation in a brainstorming exercise</b> Form small groups of 4 -6 people Each group engages in brainstorm exercise: how to look for Local Development opportunities Take notes to present others the conclusions of the group Each group presents its conclusions to the rest of participants	Small group interaction Brainstorming Educator facilitates
5 Minutes	<b>Summary and Evaluation</b> Complete session evaluation	Evaluation form distributed and filled by participants

Evidence requirements:	Suggested evidence requirement	Alignment to Expected Learning Outcomes
	<p><b>Session Plan:</b> To achieve the expected learning outcomes learners are required to elaborate and present a session plan on the subject Local Development: a professional opportunity</p>	<p>A <b>Session Plan</b> is aligned to all the expected learning outcomes #1 (List and explain the main characteristics of Local Development), #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism), #3 (Describe at least 2 examples of good practices in SE), #4 (Explain the role of adult educator in promoting local development) and #5 (Plan a training session to promote sharing economy as a way of local development to adults). In the session plan it has to be included basic information related to local development and sharing economy, some examples, and how that can be a professional opportunity for the learners, so it underlines the role of adult educator on local development.</p>
Suggested Assessment or Suggested assessment and/or evaluation method		
		Alignment to Expected Learning Outcomes
<p><b>Evaluation method/s:</b></p>	<ol style="list-style-type: none"> <li><b>Classroom response system (Polls/Surveys):</b> Data on learners' opinions, attitudes, behaviors or confidence in understanding can be gathered either during class (e.g., with a classroom response system) or outside of class. This can illustrate learners' engagement with the material as well as prior knowledge, misconceptions, and comprehension.</li> <li><b>Checks for Understanding.</b> Pausing every few minutes to see whether learners are following along with the module activity or presentation not only identifies gaps in comprehension, but helps break up lectures (e.g., with Clicker questions) or online lessons (e.g., with embedded quiz questions) into more digestible bites.</li> <li><b>Wrappers.</b> "Wrapping" activities, using a set of reflective</li> </ol>	<p><b>A classroom response system</b> is selected because it is better aligned with learning outcomes #1 (List and explain the main characteristics of Local Development), #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism), #3 (Describe at least 2 examples of good practices in SE) and #4 (Explain the role of adult educator in promoting local development). This is because it has the potential to engage students in active learning, promote learner-to-learner discussion, uncover misconceptions, provide positive and immediate feedback, and encourage critical thinking. Research shows that learner engagement enabled by response systems contributes to higher-order thinking.</p> <p><b>Checks for Understanding</b> is selected here because it is better aligned with learning outcomes #1 (List and explain the main characteristics of Local Development), #2 (Characterize the Sharing Economy (SE) as an alternative to Consumerism) and #4 (Explain the role of adult educator in promoting local development). A quick method of assessing learning is the one-sentence summary. This method allows determining if learners can summarize a large amount of information in one sentence about a given topic. Ask them to consider the following questions: "Who does what to whom, when, where, how and why?" Learners can use their answers to these questions to create a single sentence. This exercise assists educators in determining learners' understanding of information presented during instruction and also helps learners develop the ability to synthesize information.</p> <p><b>Wrappers</b> is selected here because it is better aligned with learning outcomes #4</p>

	<p>questions, can help learners develop skills to monitor their own learning and adapt as necessary.</p>	<p>(Explain the role of adult educator in promoting local development) and #5 (Plan a training session to promote sharing economy as a way of local development to adults). Questions at the beginning of the module regarding what learners anticipate getting out of the module and/or at the end of it about its key points. Having learners compare their key points to the educators can help them develop skills in active listening and important information.</p>
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