



ReFashionized

Fashion Evolution towards Sustainability

METHODOLOGY

By UPV



Jugend- & Kulturprojekt e.V.

KAINOTOMIA
Κέντρο για βίαια μέθισμα



Catwalk
Διερεύνηση Νέων Τεχνολογιών

LOTTOZERO

CELLOCK
POWER OF INNOVATION AND TECHNOLOGY



UNIVERSITAT
POLITÈCNICA
DE VALÈNCIA

REFASHIONIZED

METHODOLOGY

Table of contents

1. Summary of the project.....	3
2. Target group requirements.....	5
3. Requirements for training content.....	7
4. Structure of training materials.....	9
4.1. Booklets.....	9
4.2. Lesson Plans.....	11
4.3. Activity Sheets.....	13
4.4. Presentations PowerPoint.....	14
5. Methodology used in training materials.....	14
5.1. Types of methodologies used.....	16
5.2. Competency-based training.....	17
5.3. Competencies in training materials.....	26
6. Workshops evaluation.....	28
7. Observation of the lessons.....	28

1. Summary of the project

The history and meaning of clothing and fashion go back a long way. Fashion and society are interwoven through everyday actions, behaviours, and business models and can be both empowering and exploitative. Through fashion, we can communicate who we are and who we want to become. For teenagers, fashion is first and foremost a social statement. It is a means of expressing oneself to peers and society. Although fashion has brought about positive change on many different levels over the years, it has also had a negative impact. The fashion industry is worth \$2.4 trillion worldwide - it is also the second-largest polluting industry after aviation. This is why it is all the more important that the eco-friendly fashion industry continues to grow. With our project, we want to continue this development towards a more sustainable future for the fashion industry. By providing theoretical knowledge and conducting participatory activities, the REFASHIONIZED project aims to promote attitudes and behaviours among young people regarding climate change and sustainable consumption habits in the fashion industry, while teaching European values and history through fashion history.

The REFASHIONIZED project focuses directly on the following target groups:



TG1: Educators, youth workers,
trainers




TG2: Youngsters and
young adults

Need of the REFASHIONIZED project:

- Need for deepening the knowledge of young people on the history of the 20th century being influenced by significant political events and social movements, including economic, technological, and environmental factors.

- Raise awareness of fashion history in the 20th and the 21st centuries concerning the most significant political, economic, sociological, technological, and environmental events that marked humanity, giving a special focus on sustainability.
- European history, common values, and active citizenship are fostered to encourage young people to be active and aware citizens, critical thinkers, and creative moving towards a sustainable way of living.
- The envisaged project results could help young people to become agents of change fostering sustainability, justice, and human rights in everyday life and fashion.

Main objectives of the REFASHIONIZED project:

- Raise young people's awareness of sustainable and eco-fashion; upcycling, maintaining, and repairing clothes.
 - Foster a sense of self-expression and creativity by teaching young people how to design and make clothes and accessories easily and innovatively using reused materials.
 - Encourage young people, youth workers, and educators to explore fashion history in the 20th century.
 - Foster young people's green and entrepreneurial skills through exploring sustainable fashion and success stories of entrepreneurs and professionals in the sustainable and green Fashion Industry and the CCSs.
 - Promote teamwork as young people will be encouraged to work in small groups, design, upcycle, and produce their fashion products.
 - Develop youth workers, educators, and young people's critical thinking skills and digital competencies by encouraging them to register for the Refashionized online course and the online game.
- 

The work packages of the REFASHIONIZED project:

WP1
Project Management

WP3
The Learner's Corner

WP2
The Trainer's Corner

WP4
Sharing & Promotion
Activities

2. Target group requirements

The content developed in WP2: The Trainer's Corner is aimed at the training of trainers and youth workers, however, it is intended as training for teachers who will then teach the participants in the workshops. For this reason, it is crucial to consider the requirements and needs of trainers and learners in devising and developing the training content (booklets, activity sheets, PPPs, lesson plans).

Requirements for the training of educators, youth workers, and trainers (TG1):

- **Pedagogical and didactic knowledge:** Training content should include theoretical and practical aspects of pedagogy and didactics, ensuring that educators understand how to effectively teach the content developed in the project to younger learners.
- **Curricular adaptability:** Trainers need to learn how to adapt the content according to the needs and comprehension levels of younger learners, which may involve varying the language used, the depth of the content, the time needed to deliver the workshop, or modifying the activities according to the number and needs of the learners.
- **Educational technology:** When the workshop or activity involves the use of technology in the classroom, the educators who are not familiar with the use of technology, should receive training or instructions on how to use these tools and how to integrate them effectively into the teaching-learning process.

- **Social-emotional development:** Educators must be trained to address the social-emotional needs of younger learners, as this can significantly affect their ability to learn and participate in the lesson.

Training requirements on addressing youngsters and young adults effectively (TG2):

- **Relevance and pertinence:** Content should be relevant to the young audience, addressing topics that are of interest to them and that can relate to their daily lives, interests, and concerns.
 - **Interactivity and participation:** Young people tend to learn best when they are actively involved in the learning process. Therefore, the workshop content should include interactive activities, group discussions, practical exercises, and games that encourage active participation and engagement.
 - **Clarity and accessibility:** The content should be presented in a clear and accessible way, using age-appropriate language and avoiding complicated technical terms that may be difficult for the young audience to understand.
 - **Visual and multimedia stimulation:** Young people often respond well to visual and multimedia stimuli, so it is useful to incorporate elements such as videos, images, graphics, and visual presentations to complement verbal content and improve comprehension.
 - **Contextualisation and practical examples:** It is important to contextualise the content in a youth-friendly way and to provide practical examples that illustrate the reality and importance of the content explained.
 - **Inclusion of topics relevant to their personal and academic/professional development:** In addition to providing knowledge and skills on history fashion and sustainable fashion, the workshop's content can also address aspects related to personal development and social skills through reflective sessions, discussion, group work, and interactive presentations made by the young learners.
 - **Feedback and space for questions:** It is essential to give young participants the opportunity to ask questions, express their opinions and
- 

receive feedback on their participation in the workshop. This allows them to feel valued and contributes to a collaborative learning environment.

- **Non-judgmental:** It is important to deliver content from a point of view where the educator does not express judgment, ideology or interests, as young learners can be easily influenced.
- **Innovation and creativity:** Young people often respond well to innovative and creative approaches to teaching. Therefore, the content of the workshop can incorporate unconventional activities or methodologies that arouse their curiosity and motivate them to actively participate.

3. Requirements for training content

By considering the requirements for both the training of educators themselves as well as for the future training of learners, a comprehensive programme must be designed that meets the needs of both groups and contributes to the success of the project as a whole. The following are several aspects to be taken into account for the development of the didactic content:

Relevance and applicability:

- Training content should be relevant and applicable to both trainers and younger learners.
- It should address issues that are meaningful and relevant to both groups and that can be applied in real teaching and learning situations.

Clarity and accessibility:

- Content should be written in a clear and accessible way, taking into account the level of understanding of both groups.
- Examples, case studies, and activities can be included to facilitate understanding and application of the concepts.

Updating and Relevance:

- It is important that the content is up-to-date with the latest developments in the field of education, as well as showing up-to-date and recent didactic content.
- They should address issues relevant to today's society and the demands of the world of work.

Inclusion and Diversity:

- Content should be inclusive and represent the diversity of experiences, cultures and perspectives.
- They should avoid stereotypes and prejudices, promoting equality of opportunity and equity in learning.

Variety of resources:

- It is important to offer a variety of learning resources for the training of educators as well as for educators to use for the training of participants.
- The use of written materials, images, graphics, videos, and interactive activities simplifies, stimulates, and holds the learner's attention for a longer period.

Motivation and Engagement:

- Training content should be designed in a way that stimulates the interest and motivation of participants.
- Gamification elements, engaging narratives, and challenges can be included to maintain engagement throughout the training process.

Interactivity and Participation:

- Interactive activities should be included to encourage the active participation of trainers and learners in the learning process.
- Content can incorporate technological tools that enable online collaboration and interaction.

Support and Additional Resources:

- In addition to the main content, supplementary resources such as additional readings, web links, videos, recommended literature, the online course, webinars or an online game, can be provided for those

educators who wish to delve deeper into the subject matter for the delivery of the curriculum. Such resources can also be provided to young learners.

- It is also important to offer technical and pedagogical support throughout the training process, to resolve doubts and difficulties that may arise.

Evaluation and feedback:

- Content should include assessment and feedback mechanisms that allow educators to assess the level of understanding and progress of learners.
- Through feedback activities, areas for improvement and weaknesses in the didactic content can be identified.

4. Structure of training materials

4.1. Booklets

The didactic contents developed for the training of educators on the history of fashion and sustainable fashion are as follows:

- **History of Fashion Booklet:** The teaching content is divided into 10 units that cover key concepts about the evolution of fashion through the different eras and cultures, highlighting important milestones and significant trends and factors such as Political, Economic, Social, Technological, Environmental and Legal factors (PESTEL framework) that have shaped the industry today. Each of the units includes an exemplary story that took place during the period explained, from the emergence of famous fashion figures, new forms of retail, and ingenious inventions, among many others.
- **Sustainable Fashion Booklet:** Made up of 5 didactic units, this booklet analyses the current problems of the fashion and textile industry. The principles and future trends of sustainable fashion are analysed. In parallel

to the theoretical content, each of the units features a success story from the textile industry related to sustainability and environmental friendliness.

The booklets developed are a tool designed to provide the educator with a clear and concise guide to the didactic content to be studied. Each booklet is divided into:

- **Introduction:** In this section, an overview of the subject matter of the unit is provided, which will be explained in detail later. A representative image of the content covered is included.
- **Subsections:** each unit consists of at least 4 fundamental sections referring to key points related to the main topic of each unit.
- **See also...:** After the presentation of the content, various additional resources, additional readings, web links, videos, recommended bibliography, etc., useful for the training of educators, are presented.
- **Activity:** after each unit, the educator is asked to carry out a final activity to self-evaluate the new knowledge acquired. The objectives to be achieved by carrying out this activity, the benefits of its implementation for the educator, as well as a step-by-step explanation of how to carry it out are detailed.
- **References:** at the end of each unit, the bibliography used for the content presented is listed in alphabetical order, following the APA 7 Standard.

For better analysis and understanding of the content developed for the training of educators in the history of fashion, sustainable fashion and textile industry, it is complemented by a multitude of visual resources and additional information:

- **Images, graphics, tables:** Images representative of the content explained, graphics illustrating relevant data on the textile industry and tables showing structured information as well as quantitative data are included. The graphic material used must be free of copyright.
- **Hyperlinks:** To complement and clarify the information provided in each sub-section, links to online resources such as articles, videos, and websites of related organisations are provided. Hyperlinks are also used to cite the sources of the images used.


- **Interesting facts:** Interesting facts about the history of fashion and sustainability practices in the fashion and textile industry are highlighted to keep the educators interested and enrich their understanding of the topic.
- **Quotes:** The units include quotes from the experts and influential figures of the subject matter that encourage the reader/educator to contextualise and reflect on the content explained
- **Highlighted words and phrases:** Keywords and phrases related to the history of fashion and sustainability are highlighted in the text to highlight important concepts and facilitate reading and understanding of the content.

4.2. Lesson Plans

To complement the educators' training experience on fashion history and sustainability in the textile industry, a series of "Workshops plans", as we refer to non-formal learning activities, have been developed to guide educators during their theoretical and practical sessions or workshops with the learners. These workshop plans are designed to facilitate the practical implementation of the concepts and knowledge acquired through the booklets, allowing educators to structure their classes effectively and engagingly.

The Workshop Plan for each unit is made up of the following sections:

- **Unit Reference Code:** Name the booklet it belongs to, the History of Fashion Booklet or Sustainable Fashion Booklet, and the unit it corresponds to.
- **Title:** The name of the workshop, generally coincides with the name of the unit.
- **Workshop Duration:** Estimated duration in minutes in which all the proposed activities must be carried out.
- **Target Group:** Group of people to whom the workshop is addressed, in this case, young people from 16 to 25 years old.

- **Introduction:** in 3 to 5 sentences explain the main topics of the following workshop plan and the unit to which it refers.
 - **Workshop Objectives:** It identifies the competencies and learning objectives that should have been acquired by the end of the workshop by the learners.
 - **Preparation:** It describes the previous steps to be taken by the trainers to adequately prepare themselves or the venue for the activity.
 - **Methods:** It briefly describes the methodology used to ensure a learner-centred approach.
 - **Ice-breaking activity:** The first activity to be carried out aims to create a comfortable space between learners and an inclusive and non-judgmental environment, while the learner starts to become familiar with some of the main concepts and topics of the unit.
 - **Implementation:** This section presents a microstructure of the workshop, detailing the order of the activities to be carried out, the duration (in minutes) of the activities, as well as the methods and materials needed to carry them out.
 - **Evaluation:** This describes an evaluation activity that the trainer/youth worker/educator could implement to gather feedback from participants to assess the effectiveness of the workshop and identify areas for improvement. This could include a questionnaire, a game, discussions, etc.
 - **Facilitator's Notes:** These are some inspiring questions that the facilitator can ask at the end of the workshop as a self-reflection on the effectiveness of the workshop.
 - **Theoretical Framework:** This section serves as an introduction to the theoretical presentations. It provides a summary and overview of the theoretical components integrated into the workshop plan. It is intended to guide facilitators and youth trainers on the topics covered in activities that do not follow non-formal learning methods.
 - **Additional Notes:** Any additional notes or requirements that the trainer/youth worker/educator should take into account, if applicable, are added.
- 

- **External resources:** Add any external resources that the trainer/youth worker/educator can use to enhance their understanding of the topic and support the delivery of the workshop.

4.3. Activity Sheets

The "Activity Sheets" document for each unit details the activities to be carried out during each workshop, as defined in the "Implementation" section of the Lesson Plan. Each activity consists of:

- **Unit Title:** The unit of the Booklet to which it belongs is indicated.
- **Activity Number:** Defines the activity number that corresponds to it according to the order used in "Implementation".
- **Activity Title:** The title of the activity is defined.
- **Activity Method:** Defines the methodology used in the activity.
- **Relevant Image:** A relevant image is attached that visually defines the activity to be carried out.
- **Materials:** Describes the materials necessary for both the educator and the learners for the correct development of the activity.
- **Aim of this activity:** A brief description of the objectives to be achieved during and after the activity.
- **Learning Outcomes of this Activity:** The competencies to be learnt by the participants using this activity are detailed.
- **Activity Duration (in minutes):** Estimates the time required to complete the activity.
- **Preparation:** Explains what the educator must do or have prepared before the workshop to successfully carry out the activity.
- **Implementation:** It details step by step how the activity is implemented to facilitate its understanding, development, and implementation by the educator.

4.4. Presentations PowerPoint

As complementary teaching resources for the development of the workshops by the educators, a PowerPoint presentation is also developed for each unit. The educator can make use of the presentation during the training sessions with the learners.

The PowerPoint presentation is presented as a visual guide to the Workshop Plan, in which the content to be explained and the activity to be carried out are presented in several slides.

This resource should be a useful guide for the educator, as well as being attractive and interesting to keep the learner's attention during the workshop.

5. Methodology used in training materials

The educational methodology is defined as the set of procedures, strategies, and actions organised and planned by the educator, consciously and reflectively, to enable and facilitate learning by the learners and the fulfilment of the initially set objectives.

The methodology is the way in which the educational content and the training sessions are thought, designed, organised, and executed, using different techniques and tools, with the aim that the learners assimilate the explained content, achieve the curricular objectives, and develop the competencies established for each educational level.

The didactic material developed in the REFASHIONIZED project moves away from traditional educational methodologies. The traditional methodology distinguishes educators (active role) from learners (passive role). In this method the educator is in charge of presenting their knowledge as an expert in the subject, while the learners simply receive the information, take notes, ask questions or express any doubts and memorise the contents. The traditional educational methods par excellence are:

- Lectures
- Practical sessions

- Tutorials or technical support
- Exercise resolution
- Learning by repetition
- Individual or group work in which the teacher establishes the topic and the learners present the result after doing it on their own

REFASHIONIZED's training materials propose an active learning process, where the learners are not simply receivers of information, but active participants in their learning journey.

In the training sessions based on Workshop Plans, the learners have a more active role and autonomy, using a teaching-learning process based on participation in activities and debates during the session, combined with the theoretical teaching of key concepts through the use of a multitude of graphic resources such as images, graphs, analogies, tables, schemes, etc.

The pedagogical design in the training materials focuses on active and participatory learning strategies, with the aim of promoting deep understanding and practical application of the concepts taught. Multidisciplinary approaches are used to address various aspects of the subject matter and critical reflection is encouraged throughout.

The creation of content in both booklets is based on up-to-date and relevant information, always supported and cited by bibliographical evidence. To enhance the understanding of the content, the PESTEL framework is applied in the development of the units. The information in the units includes reference to political, economic, social, technological, environmental and legal characteristics of the topics presented.

During the workshops, educators will carry out a multitude of activities characteristic of different innovative educational methodologies. In addition, the implementation of these different activities will lead to competency-based training focused on learners' needs.

5.1. Types of methodologies used

The didactic contents developed for the training in fashion history and sustainable fashion reflect different educational methodologies and are detailed below:

- **Icebreakers:** is a technique used to engage participants and create a positive learning environment. It involves the use of activities or exercises at the beginning of the training to help learners get to know each other, establish a good relationship and feel more comfortable participating. Icebreakers can include guessing games, experience sharing, quizzes and brainstorming sessions.
- **Project-Based Learning:** This teaching method allows learners to acquire new knowledge and skills through the development of projects that solve problems that may occur in their real lives. The aim is to enhance the learner's autonomy, while at the same time if the project is carried out in a group, it improves planning, structuring, execution and presentation of the answer to the question to be solved.
- **Inquiry-based learning:** This method encourages learners to learn through their own research process in response to a problem posed by the educator during the training session/workshop. This methodology stimulates individual and group thinking, as well as critical thinking. Independent research by learners motivates them to search for and better understand the educational content. In addition, by searching, they can find more information beyond what the educator provides to help them solve the question asked.
- **Design Thinking:** Through this technique, the learner seeks to solve problems in a creative and innovative way, which can be carried out individually or in groups, often led by brainstorming to generate as many possible ideas/solutions. This methodology allows the learners to freely express all their ideas because everything can be a good solution to the question/problem. This technique encourages learners to implement their ideas through prototyping to evaluate and verify if it is a good answer to the question posed.

5.2. Competency-based training

Competency-based learning is an educational approach that focuses on the development of specific skills, knowledge, attitudes, and aptitudes, which have

some relevance and applicability in real-life work and professional contexts. Rather than focusing only on the transmission of theoretical knowledge, competency-based education focuses on preparing learners to face real-world challenges and to perform effectively in different roles and situations.

Several transversal competencies to be acquired by participants are as follows:

- **Comprehension and integration:** the learners should demonstrate that they have perceived and have a clear idea of what is being presented and can explain it in their own words, interpreting and integrating the ideas from their own perspective.

Development Activity	Evaluation
<ul style="list-style-type: none"> → Group activities → Oral presentations → Forums and debates → Lectures → Readings → Laboratory practicals → Questions → Problems → Projects → Report writing → Seminar 	<ul style="list-style-type: none"> → Rating scales → Checklists → Rubrics

- **Application and practical thinking:** the learners can apply their knowledge in practice, using available information and establishing the correct process to follow to achieve objectives efficiently and effectively.

Development Activity	Evaluation
<ul style="list-style-type: none"> → Group activities → Case studies → Oral presentations → Forums and debates → Laboratory practicals → Questions → Problems → Projects → Report writing → Simulation and games → Field visits 	<ul style="list-style-type: none"> → Self-assessment → Case study → Reflective Journal → Rating scales → Peer assessment → Oral examination/exhibition → Tutor report → Checklists → Concept maps → Observation → One minute paper → Portfolio → Open-ended written test → Objective tests → Report writing → Rubrics → Survey

- **Analysis and problem-solving:** refers to the ability to analyse and solve problems effectively, identifying and defining the significant elements of the problem.



Development Activity	Evaluation
<ul style="list-style-type: none"> → Group activities → Case studies → Oral presentations → Readings → Laboratory practicals → Questions → Problems → Projects → Seminar 	<ul style="list-style-type: none"> → Self-assessment → Case study → Peer assessment → Oral exam/exhibition → Concept maps → Observation → One minute paper → Open response written test → Objective tests → Report writing → Rubrics → Survey

- **Innovation, creativity and entrepreneurship:** the learners must be able to provide a satisfactory and original response to the problems that arise to add value. The learners take the risk of committing certain resources on their own initiative to explore a new opportunity.

Development Activity	Evaluation
<ul style="list-style-type: none"> → Entrepreneurial learning → Analysis → SWOT → Problems 	<ul style="list-style-type: none"> → Self-assessment → Peer assessment → Oral presentation → Observation

<ul style="list-style-type: none"> → Games and simulation → Idea generation techniques → Visual thinking techniques 	<ul style="list-style-type: none"> → Portfolio → Open-ended written test → Report writing → Rubrics
--	---

- **Teamwork and leadership:** the learners must be able to work and lead a team effectively with a common goal. Knowledge, commitment and responsibility must be shared, as well as an equitable distribution of tasks and roles among the members of the group.

Development Activity	Evaluation
<ul style="list-style-type: none"> → Group activities → Case studies → Ethical dilemmas → Discussion → Guided study → Oral presentations → Forums and debates → Critical incident → Problems → Projects → Seminar → Supervised work or workshop 	<ul style="list-style-type: none"> → Self-assessment → Questionnaires → Rating scales → Peer evaluation → Checklists → Concept map → Observation → Oral presentation → Rubrics → Academic work

- Ethical, environmental, and professional responsibility:** This competency refers to the set of knowledge, abilities, skills, and attitudes, useful for interacting with the environment in an ethical, responsible, and sustainable manner, to avoid or reduce the negative effects produced by inadequate practices caused by human activity and to promote the benefits that professional activity may generate in the environmental sphere, taking into account its economic and social implications.

Development Activity	Evaluation
<ul style="list-style-type: none"> → Case studies → Ethical dilemmas → Forums and debates → Readings → Problems → Seminar → Simulation and games → Field visits 	<ul style="list-style-type: none"> → Self-assessment → Case study → Peer assessment → Written exam → Oral presentation → Observation → Portfolio → Report writing → Rubrics

- Effective communication:** learners must be able to transfer knowledge and express their ideas and arguments clearly, rigorously and convincingly, both orally and in writing, using the resources available and adapting to the circumstances and type of audience.

Development Activity	Evaluation
<ul style="list-style-type: none"> → Forums and debates → Oral presentations 	<ul style="list-style-type: none"> → Arguing and clarifying ideas → Rating scales

<ul style="list-style-type: none"> → Questions → Report writing 	<ul style="list-style-type: none"> → Written test → Checklists → Observation → Report writing → Rubrics → Academic work
---	---

- **Critical thinking:** Critical thinking involves questioning our initial opinions based on our habitual thinking and acting. Critical thinking is developed when the learners interpret and evaluate information, data, and sources to analyse them and form their own opinions critically. The learners have developed critical thinking to the extent that they can question reality and take an interest in the foundations on which their own and other people's ideas, actions, evaluations, and judgements are based.

Development Activity	Evaluation
<ul style="list-style-type: none"> → Case studies → Ethical dilemmas → Oral presentations → Forums and debates → Report writing → Readings → Questions → Projects → Simulation and gaming 	<ul style="list-style-type: none"> → Self-assessment → Case study → Peer assessment → Individual written reports → Observation → Portfolio → Oral presentation → Projects → Open-ended written test

- Knowledge of modern issues:** the learners should be able to understand contemporary political, social, legal and environmental issues and values, as well as the mechanisms of knowledge expansion and dissemination. They should develop the ability to "keep abreast" of current events in their field of knowledge and society at large.

Development Activity	Evaluation
<ul style="list-style-type: none"> → Case studies → Ethical dilemmas → Oral presentations → Forums and debates → Readings → Questions → Problems → Report writing → Seminar → Simulation and game → Field visits 	<ul style="list-style-type: none"> → Self-assessment → Case study → Peer assessment → Written exam → Oral presentation → Observation → Portfolio → Report writing → Rubrics

- Lifelong learning:** this competency is related to the idea of training reflective professionals, who are not satisfied with reproducing known and repetitive solutions, but seek to generate new solutions or solutions adapted to new situations. Lifelong learning covers all learning activities undertaken throughout life to improve knowledge, skills and competencies, within personal, civic, social or employment-related perspectives.

Development Activity	Evaluation
----------------------	------------

<ul style="list-style-type: none"> → Group activities → Case studies → Learning contract → Oral presentations → Forums and debates → Lectures → Readings → Portfolio → Laboratory practices → Questions → Problems → Projects → Report writing → Seminar → Simulation and games → Field visits 	<ul style="list-style-type: none"> → Self-assessment → Case study → Reflective Journal → Rating scales → Peer assessment → Oral examination/exhibition → Tutor report → Checklists → Concept maps → Observation → One minute paper → Portfolio → Open-ended written test → Objective tests → Report writing → Rubrics → Survey
--	---

- **Planning and time management:** learners must be able to organise and distribute correctly the time available to them in order to divide it between the activities to be carried out to achieve their short-, medium and long-term objectives.

Development Activity	Evaluation
→ Group activities	→ Self-assessment

<ul style="list-style-type: none"> → Case studies → Learning contract → Oral presentations → Forums and discussions → Portfolio → Laboratory practices → Problems → Projects 	<ul style="list-style-type: none"> → Case study → Learning contract → Peer assessment → Written exam → Oral presentation → Observation → Portfolio → Open response written test → Objective test → Report writing → Rubrics
--	--

- **Specific instrumentation:** this refers to the use of the tools and technologies necessary for the professional practice associated with the learners' level of knowledge. The learners will be able to identify the most appropriate tools, combine them, integrate them and solve a problem.

Development Activity	Evaluation
<ul style="list-style-type: none"> → Laboratory practicals → Problems → Projects → Portfolio 	<ul style="list-style-type: none"> → Self-assessment → Peer assessment → Oral presentation → Practical reports → Observation → Report writing

5.3. Competencies in training materials

The training material developed in REFASHIONIZED has been designed so that participants can quickly and effectively achieve the transversal competencies that are fundamental for their personal and professional development.

- **Key topics and concepts:** the teaching content has been developed to address and explore in depth the key topics and concepts related to fashion history and fashion sustainability. Throughout the units, learners have the opportunity to explore in detail a variety of fundamental topics, thus supporting them in achieving 'Understanding and Integration' competency. Likewise, the content describes past historical periods and situations, as well as future trends in the textile industry, thus subjecting the learners to learn about the current situation of the sector, forcing them to develop their competency on "Knowledge of contemporary issues".
- **Communication and language:** the type of language used in the content is related to the target audience to which the didactic content is addressed, young people between 16 and 25 years of age. The communication is easy to understand, using underlined keywords and phrases to clarify the relevance of the contents. These aspects are also useful to develop the "Comprehension and integration" competency.
- **Activities:** The project's theoretical educational materials are complemented by a diverse set of interactive activities to be carried out by the participants during the training workshops. The activities help to understand the concepts of the curriculum, as well as to generate critical thinking that facilitates the resolution of contemporary problems, developing "Analysis and problem solving", "Application and critical thinking", etc. skills.

REFASHIONIZED implements a multitude of group dynamics, both ice-breaking activities to generate a comfortable and trusting environment among learners, who may be strangers, as well as during the entire training

session/workshop. These group activities promote collaboration, organisation and distribution of roles, and following team rules, among other aspects that foster the "Teamwork and Leadership" competency. To reach a timely solution to the problems presented to the group, it is extremely important to have good organization, communication, and time management, thus assessing the "Planning and time management" competency.

Likewise, collaboration between teammates requires effective communication for the resolution of the problems posed, working on the "Effective communication" competency. This quality can be worked on in several ways during the training activities, since not only communication between team members is required, but they must also be able to explain the knowledge learned to the rest of their colleagues in the training, as well as use an appropriate language to address the educator of the session.

In **Workshop Plans**, several activities have also been defined to promote "Ethical, environmental and professional responsibility". To achieve this competency, learners must search for information on the Internet, generate their own opinion of the situation and have the ability to give their opinion and defend their point of view on the subject, complementing other competencies such as "Effective communication" and "Knowledge of contemporary problems".

Several proposed activities promote the creation of new solutions to different graphic challenges. Learners must be able, having understood the fundamental aspects of the unit explained, to solve the problem using creativity, in an original way, adding value and innovating in the solution. Thus, the competency of "Innovation, creativity and entrepreneurship" is developed.

- **Additional resources:** since the content developed is the fundamental content that must be known to understand the subject matter, it is always possible to explore much more. The didactic content is also complemented by a multitude of theoretical resources, visuals, graphics, etc., where the learners can obtain more information. The desire to learn more about the subject matter creates reflective learners, who develop the competency of "Lifelong Learning".

6. Workshops evaluation

It is crucial to know the participants' opinions about the workshop, as this provides the content developers and researchers from each partner organisation with valuable feedback that helps us to improve continuously, to make relevant changes in future workshops and to enrich our educational practice for subsequent projects.

To evaluate the various workshops, a variety of methods are implemented at the end of the training that seek to gather participant opinions in an effective and engaging way. These methods include both anonymous and non-anonymous forms, always conducted in a fun way and without making it obvious that we are soliciting their opinion. Diversity of perspectives and experiences in training is welcomed and valued, so the project seeks to provide the opportunity to share their thoughts honestly and openly, under freedom of expression.

Moving away from the typical round of general questions or online surveys, REFASHIONIZED asks for learners' opinions by employing interactive activities with the use of emojis, thumbs up or down, post-its, random opinions, letters,...

7. Observation of the lessons

Active observation by the educator during the workshop is essential to understand the individual needs of the participants, as well as to evaluate the effectiveness of the training strategies used. By observing the participants in action, the educator can quickly identify areas of strength and weakness in their understanding of the topic being explained, their level of participation, and their level of interest in the topic. In addition, active observation provides the educator with a more complete view of classroom dynamics, facilitating the early detection of potential problems or challenges that may arise and allowing the implementation of appropriate intervention strategies to address them.

Some important aspects for observation are:

- **Establish clear objectives:** Before beginning the observation, educators should define in detail what aspects of the workshop they wish to evaluate or better understand.

- **Take detailed notes:** During the observation, the educator can take detailed notes. This could include aspects such as the content of the presentation, how the participants interacted, the level of participation of the learners, the activities carried out and any other relevant aspects.
- **Maintain objectivity:** Educators should maintain an impartial and objective perspective during the observation, avoiding prejudices or quick judgments. This will allow them to gather accurate and useful information about the lesson.
- **Reflect on observations:** Once the observation is complete, educators should take time to reflect on what they observed during the lesson. Identify patterns, strengths, and areas for improvement that may emerge from your notes. They can contemplate whether the opinions provided by the learners are similar to their observation, or if they are the complete opposite.

Partners:

[Jugend- & Kulturprojekt e.V.](#) (Germany) – Coordinator

[Kainotomia & SIA EE](#) (Greece)

[Catwalk Project](#) (Greece)

[Lottozero Società Cooperative Sociale](#) (Italy)

[Cellock LTD](#) (Cyprus)

[Politecnica de Valencia](#) (Spain)



© 2024. This work is licensed under a [CC NC SA 4.0 license](#).



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project Reference Number: 2022-2-DE04-KA220-YOU-000101981