Wear(e)able

BEST DRESSED SUSTAINABLY

DIDACTIC CONCEPT

LOGO!
JUGENDMANAGEMENT

"Green
Elephant"
Foundation

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COOPERATIVA SOCIALE

active
youth

bit schulungscenter
member of bit group

CONTENTS

DIDACTIC CONCEPT

1. Introduction

Planet Earth is struggling with the current growth of world population and their consuming of goods. In this regard the massively growing fashion industry looms large, coming along with destructive environmental impacts. The fashion industry is one of the main polluting industries in the world, contributing to air and water pollution, landfill and water shortage. Especially the pollution of our oceans, caused by the clothing industry is a serious issue that must be tackled on a global scale. Although those problems may be more present elsewhere than in Europe, industrialised countries in Europe are a main contributor in causing those problems as most consumption takes place there, especially among young people. Young people increasingly care about the future. However, many young people still don't know what to change.

Consequently, the Erasmus+ project Wear(e)able offers awareness-raising and know-how as well as alternatives for action for young people in regard to a more sustainable, plastic-free fashion consumption. **Concretely, young people should:**

- **acquire the essential knowledge to increase their awareness of fast fashion and the inherent microplastic problem.**
- **develop alternatives for action that are applicable to their daily handling with fashion**
- **develop their personal attitude towards the fast fashion culture**

If young people today change their personal attitude to fast fashion, their buying behaviour of clothes and their handling with clothes a little bit, this can already have a big positive effect on tomorrow. Awareness campaigns among the generation of the future are an adequate and promising way of initiating change in society.

The present didactic concept was established for people dealing with these topics in youth work, specifically youth workers, teachers, trainers and tutors. The main objective is to improve young people's awareness about the impacts of their fashion consumption and specifically plastics in clothing and to affect their daily routine in consuming and dealing with fashion. Thus, the learning material supports discussing and consolidating the knowledge among young people for everyday life application. **The concept is covering the following sections:**

- **General access to training**
- **Relevance to target group**
- **Added value of e-learning for Wear(e)able training**
- **Challenges in working with digital education and strategies for coping**
- **Use of teaching aids and teaching methods**
- **The Online Learning Platform – MILES**
- **Content Wear(e)able**
- **Methodical-didactical structures of the units Wear(e)able**
- **Methodological-didactical implementation in the teaching of Wear(e)able**

DIDACTIC
CONCEPT

2. General access to the training:

The present training concept meets the needs of the main target group of Wear(e) able (chapter 2) and offers the possibility to accompany them individually. The competence-oriented project design is optimal for offering **individualised competence acquisition**. In addition to **technical competence**, this should also include an expansion of **learning competences** and **basic digital skills**.

All contents are prepared in such a way that they are directly applicable and usable for every learner. In terms of competence orientation, the following overarching learning outcome is pursued:

- **Learners are able to understand in what way they can use the newly acquired knowledge in their personal everyday life.**
- **They can apply the newly acquired knowledge in their everyday life.**
- **This sense of achievement leads to motivation, willpower and goal orientation and has a positive effect on learning performance and the success of learning and examination.**
- **Learners can independently acquire, structure, use and correctly interpret the knowledge and information necessary to solve a task. In this way they acquire the competence to develop and implement learning strategies (learning competence), which enables them to engage in lifelong learning.**
- **The learners are taught that they themselves can proactively influence the achievement of their goals and are able to shape the acquisition of knowledge by taking personal responsibility. This increases self-esteem and the ability for self-management, self-motivation and self-reflection.**

3. Relevance to target group

The youth of today shapes the future of tomorrow. At a time when the framework conditions in Europe and the whole world are changing rapidly and environmental pollution is already having alarming effects, the **education and commitment of young people** are the capital of tomorrow and the guarantor of a future worth living in Europe. Young people have recognised this and are becoming increasingly involved on their own responsibility and with an entrepreneurial spirit, as the initiative "Fridays for Future", for example, shows. The underlying content supports this wave of commitment by young people and focuses on environmental protection with the issue of sustainable clothing, which has so far received too little attention.

The main target group of the learning material are young people between 15 and 19 due to the fact that:

- **they are initiating an upswing in the environmental movement as they are worried about their futures**
- **clothing is an important topic for themselves and a factor of self-definition. They are choosing and paying for their clothes themselves.**
- **most young people have little money but do not want to lack fashion as a lifestyle factor, they choose cheap clothing, often made of polyester by fashion discounters.**
- **peer learning works very well among them. If they are given new knowledge that they feel is worth telling others about, they will.**

4. Added value of e-learning for Wear(e)able training

E-learning enables **maximum individualisation**, as the participants only have to deal with the content exactly about which knowledge is required.

Content that is already known does not necessarily have to be covered. This results in a high motivation and above all a satisfaction of the learning persons. The training also offers increased flexibility. There is no fixed length of stay per module and learning time is very flexible. Thus, the participants can deal with the individual contents over any period of time and at any depth and speed according to their individual needs until the learning success is actually achieved. This guarantees that even very heterogeneous groups can work well with the learning content and acquire it at a pace appropriate to their individual needs. Participants also acquire and expand their competences for self-organised and self-responsible learning and thus acquire a skill that is becoming increasingly important.

DIDACTIC
CONCEPT

5. Challenges in working with digital education and strategies for coping

This chapter is dedicated to the special challenges in conveying the contents. The most important points to be considered are:

The challenge of the heterogeneity of the target groups is already met by the greatest possible individuality at all levels. This allows people to make learning progress at their own pace and to learn content that is still lacking for the skills in the field.

The challenges in terms of self-motivation and continuity of learning are mainly met by the design of the learning materials (see also chapters 7 and 8). Due to the special nature of the developed texts, the learning material is also suitable for implementation in various other learning platforms and thus ensures the widest possible use, dissemination and adaptability of the developed materials.

6. Use of teaching aids and teaching methods

All needed is a digital device (PC, laptop, tablet or smartphone) and an Internet connection. The materials are also available for download, so learners can download and save the learning materials. This allows learning at anytime and anywhere.

The Wear(e)able content is designed as self-learning content. The following aspects were considered when choosing this teaching method:

- **learning via learning platforms enables self-organised learning with a high degree of autonomy**
- **self-competence, i.e. the ability to act responsibly for oneself - is encouraged**
- **trainers or teachers can optionally act as learning facilitators.**
- **due to the high degree of individualisation and flexibility, the contents are ideally suited for the target group of young people**

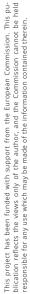# 7. The Online Learning Platform – MILES

Miles Learning GmbH will provide the learning platform for the planned online course.

MILES Learning GmbH is a start-up company founded in November 2016. The foundation was preceded by a two-year concept phase in which a detailed product philosophy was developed and the technical feasibility of concept and technology analysed.

MILES supports the implementation of education and learning concepts through the use of smart education technology as it is required nowadays. The platform uses new approaches for the provision of learning content, which can be dynamically linked via several metadata levels. Integrated authoring tools and content management support the didactic design of learning materials. The project leader P0 (AT) has already been using this platform successfully for diverse national measures and has received a lot of positive feedback so far. On this platform, learning contents will be presented in a user-friendly design, and target-group specific didactic structure.

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8. Content Wear(e)able

Wear(e)able provides a standardised non-academic knowledge base containing information the environmental impacts of the fashion industry, specifically regarding microplastic pollution.

The following specific contents were developed:

1. Sustainable Fashion

This module gives an introduction to the topic of sustainable fashion, approaching nowadays fashion industry and its problems coming along, explaining the term sustainable fashion, why it is crucial to consider and tackling the environmental challenge, specifically regarding increasing microplastics in clothing.

2. Basic Textile Science

This unit provides an overview of different fibres used in the clothing industry, manufacturing details, its environmental impacts and important information on how to recognise different materials when shopping.

3. The Lifecycle of textiles

"The Lifecycle of textiles" explains the lifecycle of garments and its associated problems and gives information on how to prolong the lifecycle.

4. Recommendations for Sustainable Clothing

The final learning unit shows sustainable best-practice initiatives in the clothing industry and gives practical recommendations on how each individual can contribute to a more environmental-friendly clothing industry.

DIDACTIC
CONCEPT

9. Methodical-didactical structure of the units Wear(e)able

The basis and foundation for the development of the learning materials was the compatibility of the contents for different learning platforms. The design of the learning materials is therefore aimed at being as easy to learn as possible in self-study and at the same time being well adapted, expanded, updated and used in different learning settings and digital environments. A second focus was on awakening and maintaining the self-motivation of the learners. Learning should be fun and the process of dealing with the learning material should be associated with enrichment.

In order to do justice to these two principles as far as possible, the units created for Wear(e)able follow the following structure:

1: "The First Introduction"

The aim is to motivate readers to continue reading, e.g. by establishing a direct link to typical life situations. It serves as a motivation, should give the learners a first insight into what it is all about but most importantly, this block serves to convince the readers that the following content will be interesting and exciting to read.

2: "The practical relevance"

At this point, readers learn what they need the knowledge and skills they have acquired as a result and where the concrete practical relevance of the topic lies.

3: "Overview of learning objectives and competences"

Here the learning objectives and competences are described in text form. This gives readers an overview of the content they will master after completing this unit.

4: "Knowledge building phases"

The knowledge to be built up is divided into several phases and taught in simple language and with many practical examples. Each line of text is used either to build up knowledge, to illustrate the practical aspects or to motivate students and is assigned to a specific learning objective. Graphics, examples and text containers with definitions, notes, mnemonics or excurses loosen up and prevent a long, tedious text.

5: "Apply knowledge phase with practical examples"

With the help of examples in different designs (e.g. assignments, multiple or single choice) the acquired knowledge is applied, repeated and consolidated.

6: "Secure knowledge phase"

A short and clear summary of the most important contents rounds off the unit and gives the learners another opportunity to consolidate and reflect on acquired knowledge.

10. Methodological-didactical implementation in the teaching of Wear(e)able

In order to ensure that the learning contents are suitable for heterogeneous groups, can be learned in self-study and are completed with high motivation, the consortium has committed itself to the following principles when creating the contents:

Each unit was designed according to the previously developed and tested **curriculum** to ensure consistency of content and the target-oriented sequence.

The **learning objectives** of each unit have been defined and the contents have been developed in the sense of a competence orientation exactly according to these learning objectives.

The units have a uniform **sequence** and **design**.

The readers are addressed directly in order to establish a **connection to the readers' life world**. In this way the learners are to be encouraged to reflect, but above all to think actively.

As the content is equally addressed to both genders, attention was paid to **gender-neutral language**, which should not impair the reading flow. Where possible, neutral wording was given preference.

Pictures and **examples** were used to lighten up and explain the situation. Variety is important for the eye as well as for memory and motivation.

The units are written in a **varied way** – this can be achieved, for example, by following explanations or theoretical content with examples or concrete situations from everyday life, which consolidate the knowledge.

The text was intended to replace the personal component that trainers normally bring to the table. It is therefore written in a way that is **self-explanatory** and accessible, according to the motto "Write the learning content as if you were explaining it verbally".