

VOLUME 4, OCTOBER 2007

e-Craft Idea Tutor News 4



e-Craft Idea Tutor - Creative e-learning environment for craft sector (e-CIT) a Leonardo da Vinci educational pilot project has come to the end. The aim of the project was to develop and test a creative e-learning environment for students and their teachers of vocational institutes within the handicraft sector in the EU. e-CIT concentrates on handicraft areas that are based on manual skills and aim to produce goods for customer markets, such as textile, leather, glass, metal and wood.

1. Results of the project

A number of products have been developed during the e-CIT project. Below you can find a short description of the products:

1. **e-CIT web based learning environment, named Craftopolis**

A creative e-learning environment is the main product of the project. The creative learning environment guides students to creativity, working life problematics and to use of multidisciplinary information and new problem-oriented processes in flexible and versatile ways in order to find, develop and design more consumer-oriented products. The new product concepts can be based on e.g. stories, history or cultural heritage, trends and customer research information.

The creative learning environment the student learns to use and combine multidisciplinary information in new, meaningful and creative ways to create lucrative, consumer oriented handicraft product concepts. The approach is problem-oriented: in each task the student must find the problem and its solution. The student is obliged to search for knowledge from different sources on the basis of given information.

The technical solution is made such that it does not require any special programmes, and it is easy to use by everybody. The main language of the learning environment is English.

2. **e-CIT learning environment user guide** (part of the learning environment)

The guides provide concrete help how to use the learning environment.

3. **Brochure of the e-CIT learning environment** (printed and on the website)

4. **e-CIT web report**

The e-CIT web report is published in the learning environment. It contains a description of the project and its results, as well as articles written by the partners and the Åbo Academi (University). The articles are:

- **Åbo Academi:** "Didactical perspectives on ICT supported



Education and Culture

Leonardo da Vinci

- education in crafts “
 - **P1: Western Finland design centre MUOVA (TAIK – UWASA):** “Stories in virtual teaching”
 - **P2: Estonian Academy of Arts, Design Innovation Centre:** “What do people expect of a handicraft product in Estonia?”; and “What does the customer expect from handicraft products?”
 - **P4: Seinäjoki Vocational Education Centre, TAIKU :** A case example (Finland): “Web-based learning (wbl) environment: projected benefit and use in TAIKU” (VET)
 - **P7: CIEP/ CR2i:** “The Final conference on the E-craft idea tutor Leonardo da Vinci project in Paris”
 - **P8 Dublin Institute of Technology (DIT):** “Creativity”
 - **P9: CFPIMM:** A case example (Portugal): CFPIMM (VET)
 - **P10: Technical school centre Nova Gorica – Srednja lesarska in gradbena sola, TŠCNG:** A case example (Slovenia): TŠCNG (VET)
5. e-CIT project’s web site: www.muova.fi/ e-CIT
6. Four newsletters of the project

3. An example of a task

Each task is built around a story. Below you find an example of a first level task

THE WEDDING PLANNER (THEME CREATIVITY)

Story

Your aunt is getting married and you are one of the wedding planners. Your responsibility is the food. Today the baker arrives for the cake-pastry tasting. Your friend is there to help you. The main organizer of the party is your mother. She wants to control everything, and she also keeps on contacting you all the time to tell you what to do...

Scene

House on the beach

Instructions

- 1) (the SMS): “Hi sweetie, hope I’m not disturbing you. Did you remember the meeting with the baker? Hope you are there already...Well, anyway don’t do like your father does, write everything down...”
- 2) Form pairs and follow the instructions
- 3) “Taste” all the 6 bakery products (images seen). Write down adjectives and descriptions of each product on your filofax:
 - i) how it tastes
 - ii) what it smells like
 - iii) how does it feel in the mouth, e.g. crunchy, soft et.
 - iv) how does it feel in your fingers, e.g. is cream soft, is it warm etc.
 - v) how does it look like: shape, colours
 - vi) how is the surface: structure
- 4) Now (all the time in pairs) think about the qualities and adjectives of each bakery product: how could you turn these elements into your field of handicraft? Write these down on the next page on the filofax (the second page of each double-page)
 - i) What kind of working methods would you use for e.g. creating a similar surface like whipped cream?

- ii) What kind of materials would you use for e.g. creating a similar surface like whipped cream?
 - iii) Who do you think you should work with? Would it be enough to work alone?
- 5) Save and send the list to your teacher by using e-mail. Alternatively, discuss about your work with the class, and then send the final version to the teacher for evaluation. If discussing, you can add notes and ideas of the discussion to your work done.

Pedagogic aim of the task

- To stimulate multi-sensorial experience
- To make the students aware of different physical features of an element, different surfaces and material, and how to reach a similar result by means of handicraft
- To teach students to think about different working methods, materials and the result of these, e.g. what does it look like, how does it feel
- To teach students how to think and look for and to get ideas from different sources
- To activate the right and the left brain hemispheres (creative and analytic).
- To stimulate fantasy
- To develop ideas and evaluate them

Duration of the task

The task can be adapted to the timetable of the class, e.g. if making real samples for concepts, the task requires more time. An example of duration of the task: as a simple version 1-2 hours

Practical information about the task

The task is done individually or in teams of 2.

The task can be done in the class room and during the class hours. The first part can be done at home, e.g. as homework.

The results can also be presented to the class.

Evaluation

Students give feedback to each other during the task while working together.

At the end of the task the class can compare and evaluate the work done this way.

The teacher undertakes the final evaluation. The feedback is qualitative (what was good, what to develop, ideas etc.). It can be verbal and/ or written – depending on the situation and the possibilities.

The teacher has the freedom to give credits or marks to the task in respect to the local curricula.

Aspects to take into consideration in evaluation:

- The ability to make connections to handicraft (e.g. material, working methods etc.) of different physical features of an element, different surfaces and material, and how to reach a similar result by means of handicraft.
- The relevance of the ideas to elements of handicraft and the quality of ideas.

4. How can you use e-CIT in your school?

The e-CIT creative e-learning environment is not tied to time or place. It contains learning material and does not require a specific curriculum; instead, it can be applied to various curricula. The e-CIT learning environment is easy to use. It does not require specific computer software or extended knowledge of ICT. You can manage with basic skills.

Below are some examples and possibilities related to the use of the learning environment.

Teaching material

- Study materials for courses, for use in normal teaching. The most suitable tasks can be selected.

- Can be used completely virtually or combined with face-to-face teaching.
- Can be applied to longer or shorter periods of study, e.g. one year or three years.
- Can be developed to be a part of the school's curriculum.
- Use during training periods: the students' obligatory training periods in companies might include normal studies. If the host company is located far away, it is difficult for students to participate in classes. A virtual learning environment enables simultaneous participation.

Individual needs

- Students often have different backgrounds and study orientations. The learning materials can be tailored to their needs.

Overlapping schedules and skipping classes

- Overlapping schedules: if two courses are organised at the same time, students do not need to skip classes if one of them is virtual.
- Late entry and long absences: students can catch up with the studies using e-CIT if entering the school late or after a lengthy absence.
- Enables strict timetables for both students and teachers.
- Personal study speed: class must follow the average rate of learning, which can be frustrating for faster and slower learners. E-learning enables learning at one's own pace.

Distance

- Can be used in regions with difficult connections and long distances.
- Enables comments and monitoring of the studies by experts and teachers living in other areas.
- Equalizing students: allows the same possibilities for all, regardless of the place of residence.

International, national, mixing practices

- Enables internationalisation and multidisciplinary in learning.
- Enables providing examples of how the same problems are solved in different cultures.

5. Other possible users

High schools and other VET education: the learning environment can also be used in high schools to stimulate creativity. The focus can be put to the applied arts, creativity and alternative thinking. The tasks can also be adapted to other subjects in order to increase creativity.

Third level: The learning environment can function as studying and research material for the third level students, e.g. on the pedagogy, visuality, virtual environment. This can regard e.g. master or Ph.D. students.

Handicraft enterprises: The learning environment can function as studying material for handicraft enterprises. Also the enterprises can select the most suitable tasks. This can be created together e.g. with parent organizations. Craftsmen can also tutor students.

5. What will be next

The aim of the project was to develop and test a creative e-learning environment for the craft sector. The concept of such a learning environment is the first of its kind. EU funding has made the

project possible. The project partners have been enthusiastic during the whole working process, and are still interested in developing the learning environment further after the e-CIT project, e.g. other languages.

The participating schools and their partner schools will pilot, start to use, the e-CIT learning environment in their teaching. The learning environment will also be offered to other schools.

The e-CIT concept can be applied to other fields as well, such as the tourism or food industries.

6. How do I participate?

There are two versions of the learning environment:

7. The free-to-use version containing all the material necessary for teaching. There are a number of tasks, plus a gallery and other areas of the learning environment to use. The free version does not provide any services and does therefore not store any of the students' work (in the tasks).
8. The service-providing version. This version stores all the phases of the tasks. The service-providing version is usable against a small licensing fee each year. For this version, please contact the administrator.

If you wish to use the Craftopolis learning environment in teaching or need more information, please contact tanja.oraviita@taik.fi or telephone on +358 (0)6 357 6332.

More information can be found on the website at <http://www.muova.fi/e-cit>.

Partners:

P1: Western Finland design centre MUOVA (TAIK - UWASA), coordinator (Finland); **P2: Estonian Academy of Arts, Design Innovation Centre** (Estonia); **P4: Seinäjoki Vocational Education Centre, TAIKU** (Finland); **P5: Taitogroup, The Finnish Crafts Organization** (Finland); **P6: CFA de L'Ameublement** (France); **P7: CR2i/ CIEP** (France); **P8: Dublin Institute of Technology** (Ireland); **P9: CFPIMM** (Portugal); **P10: Technical school centre Nova Gorica - Srednja lesarska in gradbena sola** (Slovenia)

VISIT THE PROJECT WEB SITE AT:
www.muova.fi/e-cit

For more information, please visit the project website www.muova.fi/e-cit and to contact the project coordinator by e-mail tanja.oraviita@taik.fi or by telephone +358-(0)6-7450828.



Education and Culture

Leonardo da Vinci

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained there in.