

CANVAS EXAMPLES

Curriculum and Guideline for Development



THE NAME OF THE MICROCREDENTIAL

THE FIELD OF THE MC

THE NAME OF THE INSTITUTION:

ISSUING ENTITY:

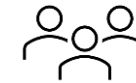
IN COOPERATION WITH:

HOW WE DETERMINED THE NEEDS OF THE ENVIRONMENT:



AREAS COVERED BY THE MC:

TARGET GROUP:



WHICH NEEDS OF THE ENVIRONMENT DOES IT MEET :








POSSIBLE AREAS OF MC:



POSSIBLE LEARNING OUTCOMES:



LEARNER'S ID:	THE NAME OF THE MC:		ISSUING STATE / DISTRIBUTION AUTHORITY:	CONTRACTOR:	DATE OF ISSUANCE:	
LEVEL / DEGREE OF LEARNING EXPERIENCE(if applicable):	DURATION:	ECTS:	TYPE OF QUALITY ASSURANCE:	METHOD OF PERFORMANCE (online, live, hybrid):	LOCATION:	
TYPE OF ASSESSMENT: 		LEARNING OUTCOMES:  Competences: 1. LEARNING OUTCOME 1. LEARNING OUTCOME 1. LEARNING OUTCOME 1. LEARNING OUTCOME 1. LEARNING OUTCOME			METHODS OF TEACHING / COMPETENCE DEVELOPMENT (Form of participation in learning activities): 	
REGISTRATION REQUIREMENTS (PREVIOUS KNOWLEDGE REQUIRED): 						
POSSIBILITY OF COMBINATION WITH OTHER MC: 						

Collaboration:

- Virtual Collaboration
- Emotional Literacy
- Social Intelligence
- Networking and Relationship Building
- Teamwork

◆ Virtual Collaboration

The ability to be productive, motivate, and express presence as a member of a virtual team. Actively participates in the virtual team, and if necessary, leads the virtual team. Creates an environment where productivity is possible. Shares information about their work and progress with other members of the virtual team in a timely and open manner. Effectively coordinates the work process and timing for operations in the virtual team. Stays motivated to work in a virtual team even over longer periods when motivation may wane.

◆ Emotional Literacy

Recognizes their own emotions and the emotions of others and distinguishes between different emotional states and their expressions. Expresses their own emotions appropriately in accordance with the situation using verbal and/or non-verbal communication. Appropriately uses emotions to address everyday situations and effectively manages their own emotions.

◆ Social Intelligence

The ability to quickly connect with a wide range of people, demonstrating active listening skills, tuning in, and understanding the motives of others. Shows empathy and acts authentically in interactions with others. Familiar with both formal and informal social norms and easily enters and transitions between various social roles.

◆ Networking and Relationship Building

The ability to establish contacts quickly and comfortably, taking the initiative to engage with others. Expanding both formal and informal networks and connecting individuals with one another.

◆ Teamwork

Develops constructive and cooperative relationships with others, thereby building mutual trust among team members. Acknowledges the differences within the team members. Recognizes their role in the team and contributes to creating synergy within the team through their actions. Timely shares relevant information with other team members. Willing to share their knowledge and assist others.

EASO Guide to writing learning outcomes

Cognitive domain – Action verbs than can be used to assess **knowledge**

Arrange	Examine	Name	Recite	Reproduce
Collect	Find	Order	Recognise	Select
Define	Identify	Outline	Recollect	Show
Describe	Label	Present	Record	State
Draw	List	Point	Recount	Tabulate
Duplicate	Match	Quote	Relate	Tell
Enumerate	Memorise	Recall	Repeat	Write

EASO Guide to writing learning outcomes

Cognitive domain – Action verbs than can be used to assess **comprehension**

Associate	Decode	Explain	Indicate	Restate
Change	Defend	Express	Infer	Rewrite
Clarify	Describe	Extend	Interpret	Review
Classify	Differentiate	Extrapolate	Locate	Select
Compute	Discriminate	Generalise	Paraphrase	Specify
Construct	Discuss	Give examples	Predict	Solve
Contrast	Distinguish	Identify	Recognise	Summarise
Convert	Estimate	Illustrate	Report	Translate

EASO Guide to writing learning outcomes

Cognitive domain – Action verbs than can be used to assess **application**

Add	Compute	Experiment	Operate	Select
Apply	Construct	Find	Organise	Show
Assess	Demonstrate	Graph	Plot	Simulate
Calculate	Develop	Illustrate	Practise	Sketch
Change	Discover	Interpret	Predict	Solve
Choose	Divide	Interview	Prepare	Subtract
Classify	Dramatise	Manipulate	Produce	Transfer
Collect	Employ	Map	Relate	Translate
Complete	Examine	Modify	Schedule	Use

EASO Guide to writing learning outcomes

Cognitive domain – Action verbs than can be used to assess **analysis**

Analyse	Connect	Differentiate	Group	Point out
Appraise	Contrast	Discover	Identify	Question
Arrange	Criticise	Discriminate	Illustrate	Relate
Break down	Debate	Distinguish	Infer	Recognise
Calculate	Deduce	Divide	Inspect	Separate
Categorise	Detect	Draw conclusions	Investigate	Simplify
Classify	Determine	Examine	Order	Subdivide
Compare	Develop	Experiment	Outline	Test

EASO Guide to writing learning outcomes

Cognitive domain – Action verbs than can be used to assess **evaluation**

Appraise	Consider	Discriminate	Monitor	Score
Ascertain	Contrast	Estimate	Predict	Select
Argue	Convince	Explain	Persuade	Standarise
Assess	Criticise	Evaluate	Rank	Summarise
Attach	Critique	Grade	Rate	Support
Award	Decide	Interpret	Recommend	Test
Choose	Defend	Judge	Relate	Validate
Compare	Detect	Justify	Resolve	Value
Conclude	Determine	Measure	Revise	Verify

EASO Guide to writing learning outcomes

Cognitive domain – Action verbs than can be used to assess **synthesis and creation**

Argue	Construct	Generalise	Order	Reconstruct
Arrange	Create	Generate	Organise	Relate
Assemble	Design	Group	Originate	Reorganise
Categorise	Develop	Integrate	Plan	Revise
Collect	Devise	Invent	Prepare	Rewrite
Combine	Establish	Make	Prescribe	Set up
Compile	Explain	Manage	Propose	Summarise
Compose	Formulate	Modify	Rearrange	Synthesise