Project no: 2015-1-IT01-KA202-004608

Food and Agro-industrial Schools Toward Entrepreneurship by Storytelling and Digital Technology

Intellectual Output 2

Multi-language hypervideos (pupil-led experimentation)

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List of Partners

NO.	PARTNER	SHORT NAME	COUNTRY
P1 - COORDINATOR	CISITA PARMA Srl	CISITA	Italy
P2	S.P.E.L.L. srl	SPELL	Italy
P3 – IO2 LEADER	ISISS GALILEI BOCCHIALINI SOLARI	BOCCHIALINI	Italy
P4	Centrul de Incubare Creativ Inovativ de Afaceri	CICIA	Romania
P5	Bulgarian Chamber of Commerce and Industry	BCCI	Bulgaria
P6	Professional High School of Food technology	PAVLOV	Bulgaria
P7	Confederaçao Nacional de Jovens Agricultores e Desenvolvimento Rural	CNJ	Portugal
P8	Liceul Technologic Aurel Rainu	RAINU	Romania
P9	Escola Profissional Agricola Quinta da Lageosa	LAGEOSA	Portugal
P10	G.G. Eurosuccess Consulting Ltd	EUROSUCCESS	Cyprus

Foreword

F.A.S.T.E.S.T. project is about involving VET students and teachers from agro-industrial schools in digital storytelling practices, aiming at:

- adopting digital storytelling as an innovative tool to encourage participatory practices, thanks to the creation of mini-companies of students taking the role of digital videomakers

- developing entrepreneurial skills in students, leading them to self-entrepreneurship

- developing digital and cross-curricular skills in VET teachers

Starting from the assumption that storytelling is in itself a powerful mean of transferring knowledge, values, beliefs and ultimately cultural heritage as well, F.A.S.T.E.S.T. project is particularly significant for the countries and industrial sector involved in the project.

From the teacher training side, it is important to note that Southern Europe countries (such as Italy and Portugal) and Eastern Europe countries (such as Bulgaria and Romania) report similar criticalities: a low number of secondary education teachers taking advantage of training / update opportunities on one side, and very few training courses available for the development of teachers' skills.[1]

Taking into account the FDMP industrial sector (Food and Drink Manufacturing and Processing), it is notable that the percentage of highly-skilled workers across Europe is very low when compared to other industrial sectors (14% in agro industrial sector vs 30% average of other sectors). Furthermore, young workers seem to prefer other fields of employment, as number of workers under age 24 is very limited.[2]

On this basis, F.A.S.T.E.S.T. project aims at involving students in telling stories of success of FDMP companies from their own countries, encouraging them to make videos as they are really familiar with such technology as digital natives.

1 See "OECD TALIS 2013 Results – An International Perspective on Teaching and Learning"

2 See the recommendations of the European Council in the "Conclusions on entrepreneurship in education and training" (02.17.15)

Of course telling stories means becoming familiar with companies and entrepreneurs, getting to know how they established their businesses, from which idea and by which means they got started, and how they succeeded at last through hardships and obstacles.

Project's impacts foresee that students become passionate and enthusiast about how business people from their own countries and cultures established healthy companies. Processing the different elements of a story also help them elaborate various levels of meaning, making them progress from a purely notional learning to a transformative and reflective learning.

The expected result is that secondary education students develop their own entrepreneurial skills and attitude, thus taking into consideration the idea to found their own agro-business after completing their studies.

This also results, from the students' side, in a greater engagement and motivation towards education, thanks to an alternative and innovative method of learning, very different from the traditional one. Increased students' motivation is also expected to contrast ESL (early school leaving) from low achievers students with high risk of school drop.

F.A.S.T.E.S.T. project's program doesn't involve teachers in delivering traditional frontal lesson, but on the opposite students have to work together with teachers in getting to know companies and their stories, writing down the scripts of the stories to tell, and making the videos.

This is a cross-curricular way of learning, because students do not deal with just one particular topic but they have to take into consideration multiple aspects:

- The structure of a story
- The relevant topic of the peculiar company and productive chain they want to talk about (for example the story of a dairy company with all the issues attached to it)
- The relevant historic period the story takes place in
- The digital issues attached to it (the making of the video and its editing)

The digital side of the storytelling activity should engage students even more, as young people are very familiar with digital technology and very happy and motivated to use it in a learning context.

On the other hand, digital technologies are exactly the ones to be developed in VET teachers, as they aren't normally trained to such use of the digital media. Even if they are ICT teachers, they are not used to developed cross-curricular didactic programmes, where technical notions (such as economics or food processing techniques) are learnt together with history and humanities skills.

F.A.S.T.E.S.T. project involves both VET students and teachers in developing 8 hypervideos about 8 stories of success from local FDMP companies.
The partnership is composed of 4 countries – Italy, Portugal, Bulgaria and Romania-, where a VET secondary school and a business expert respectively work together.[3]
Each country is expected to make 2 videos telling about the story of 2 different local companies from the FDMP sector. Videos have then to become hypervideos, as they should be enriched with links that allow navigation among different sequences, with multiple references to didactic notions attached to the story or to the curricular school program (IO2).
Once finished, hyper videos will then be manipulated again by teachers who will adapt them to become proper didactic tools, suitable to be develop blended training cross-curricular school programmes (IO3).
As final Output of the project, a full set of methodological guidelines will be released, as a sort of handbook for the effective use of digital storytelling as a didactic tool for the development of entrepreneurial skills in a secondary school context (IO4).

Intellectual Outputs will be released as OERs (open education resources), available to the widest possible number of users to take advantage of the hyper videos and of the blended training programmes. IOs will then be uploaded as OERs on specialized databases for resources sharing and teachers' professional development of teachers such as the institutional Open Education Europa platform https://www.openeducationeuropa.eu/en,

[3] F.A.S.T.E.S.T. partnership is completed by an italian technical partner, videomaking expert and responsible for activity C1 (transnational teacher training), and a dissemination expert partner from Cyprus.

the international OER Commons https://www.oercommons.org and Edutopia https://www.edutopia.org/ platforms, the British TES.COM learning community and the Italian Portal Alexandria Http://www.alexandrianet.it/htdocs.

Both hypervideos and the text file, combined into an OER, are freely available for download, reuse & remix under the Creative Commons Attribution-Non Commercial-Share Alike 4.0 Licence (see www.creativecommons.com for further information).

IO1 is a Research-action meant as preparatory study describing the current state of the situation in the 4 participating countries about the effective exploitation of storytelling & digital storytelling for didactic purposes. IO1 is the starting point beyond which local VET schools need to go to efficiently make profit of the educational potential of storytelling and digital technology.

Intellectual Output 2 is the very core of F.A.S.T.E.S.T. project, consisting of:

a. 8 student-made hypervideos, available for public consultation on the project's official website www.fastesteu.com, on the official page @fastesteuproject on Facebook social network and on the popular YouTube platform www.youtube.com

b. the present case study, aiming at drawing a full picture of the logistical and pedagogical organization chosen by each school to implement the project's activities and running the videomaking experience, as well as the students' and teachers' learning outcomes measured after the experimentation combined with a full statistical report about the participants' feedback and expected impacts on target groups

I. Intellectual Output 2 and its overall structure

I.1 - Why Hypervideos

Intellectual Output 2 is the most challenging and complex part of F.A.S.T.E.S.T. project. The outcome is a set of 8 student-made hypervideos and a paper for interpretation and guidelines: in the following section we will describe the phases of implementation giving a full picture of the different context in each partner country taking part in the project.

At this stage it is very important to motivate the choice of the hypervideos as educational methodology and to highlight the potential for didactic exploitation in any field of education.

Hypervideos are not just ordinary videos: users can still watch them from the beginning to the end, according to a passive fruition mode, but hypervideos are also equipped with a full set of links and buttons which can be clicked and navigated, allowing users to go through all the different sections and digital materials in a non-linear way and to choose his/her own modality of interactive fruition.

Hypervideos are "augmented videos", enriched with links allowing navigation through different sequences of the videos, or opening windows to multimedia materials as further videos, websites, presentations and documents for a wider and deeper information about the topics and a more immersive user experience.

Hypervideos have a potential perfectly matching the topic of the entrepreneurial education:

1. first, they offer VET teachers a "blended" didactic tool. As a matter of fact, traditional didactics has a lack of interactive and cross-curricular methodologies, as it focuses essentially on the frontal delivery of contents arranged as a program to be systematically implemented. This feature does not match the topic of entrepreneurship, which is not taught as a school subject in any of the partner countries, as teaching entrepreneurship pertains to other school subjects and topics dealing more or less directly with one or more *entrepreneurial skills.* An hypervideo can talk about many topics without forcing a hierarchy of meanings and values, with a wide variety of contents setting every time the level of detail and leaving always a chance for further supplementary information.

2. Hypervideos help VET teachers reach also low-achievers, students with low motivation and/or learning difficulties, upsetting the dynamics of traditional didactics ant the evaluation of the learning outcomes. This logic stimulates the users' ability of self-involvement, encouraging him to an interactive and proactive fruition, asking questions to the medium and being able to find answers himself.
3. The hypervideo architecture allows users to perform the so called *entrepreneurial skills* by enacting and actualizing them. To transform a video into an hypervideo it is necessary to work in a group choosing contents and materials aready available online or offline or creating them from scratch, setting the logical context for the effective fruition, and finally to proceed to the digital manipulation of the video, to obtain a final product as a result of team planning, research and collaboration.

I.2 IO2 Phases

Intellectual Output 2 basically consists of 3 phases, led by different partners according to their profile and competencies:

	Actions	*Partners involved*
Activity 1	Criteria for identifying entrepreneurs, companies and productive contexts to be portrayed in the videos Conditions for an effective engagement	Business Partners: P1 Cisita Parma – Coordinator P5 BCCI Bulgaria P4 CICIA Romania P7 CNJ Portugal
Activity 2	Realization of company storytelling Realization of video and audio files Editing of the videos	Education oriented Partners: P3 Polo Agro Industriale Parma - IT P6 PGHVT G. Pavlov – BG P8 Liceul Technologic A. Rainu - RO P9 Escola Profissional Agricola Quinta da Lageosa - PT Technical & Digital Support: P2 SPELL Support to the education/business relationships: Business Partners
Activity 3	Digital manipulation & transformation into hypervideos Pupil-led didactic experimentation according to the project-work approach Organization of mini-companies of students	Education oriented Partners: P3 Polo Agro Industriale Parma - IT P6 PGHVT G. Pavlov – BG P8 Liceul Technologic A. Rainu - RO P9 Escola Profissional Agricola Quinta da Lageosa - PT Technical & Digital Support: P2 SPELL Support to the education/business relationships: Business Partners

For an effective measurement of the impacts on target groups, during the planning of the experimentations the partnership identified some quantitative indicators to collect an appropriate number of VET students and teachers involved in the experimentations, as well

as a relevant and diverse sample of FDMP[4] sector companies recruited, and of didactic experimentations successfully run:

VET Teachers	VET Students	Experimentations	Companies
1 Interdisciplinary Team / Country = 4 Interdisciplinary Teams Composition of the Team: -Headmaster -Teachers with skills in planning the school's study courses and programs con -Teachers with VET and agroindustrial competencies -Teachers with cross-curricular competencies	2 classes or groups / Country 20 students for each class or groups =40 students /Country =160 total students involved	2 video / Country = 8 video-stories or video-interviews 2 mini-companies of students /Country for digital manipulation and realization of hypervideos = 8 mini-companies of students 2 project work pupil-led experimentations/ country for the realization of hypervideos = 8 pupil-led experimentations	2 Companies / Country *4 Countries = Tot. 8 FCMP companies Represented sectors: -Pasta & baked products -Fresh and cured meats -Milk and dairy products -Veg or animal food preserves -Wine industry

[4] FDMP = Food & Drink Manufacturing and Processing. This generally refers to companies of the agroindustrial and/or agrifood sector

Criteria for choosing, engaging and recruiting companies

Activity 1 is meant as preparatory activity for the whole videomaking process. Prior to getting started with all the digital and technological part of the project, it is very important that VET schools are offered practical support in choosing, approaching and successfully engaging local FDMP entrepreneurs willing to be interviewed and filmed in public videos.

VET teachers are generally very good when it comes to theoretical and practical knowledge, but it is commonly stated by all school-partners that establishing long lasting relationships with the business world is the hardest thing.

From the school side, the interest in getting in contact with companies from their same industrial sector is extremely high, but on the other hand VET teachers feel that the school infrastructure lacks the basic appeal to attract the companies attention towards VET education programs and towards young graduates who will soon start job hunting.

Also from the companies side, especially in the agroindustrial sector which maintains a quite conservative approach to the human capital management, there is not a clear understanding about the great potential that VET schools offer as sources of young work force immediately available to be employed after graduation. Another unexplored field of collaboration between FDMP companies and VET schools, is the chance to co-design and plan VET educational paths and courses teaching students the knowledge, skills and competencies that the relevant sector lacks in terms of qualified work force.

This is why Activity 1 aimed at equipping schools with some tools to choose, approach and finally successfully engage entrepreneurs willing to appear in F.A.S.T.E.S.T. project videos.

P5 BCCI, who is responsible for Quality Monitoring and Control Plan, identified some selection criteria to proceed with project's activities.

It was then tasks of all the business partners (P1 Cisita Parma, P4 CICIA and P7 CNJ) to share and adapt them to each different country's context creating the most favourable conditions for school partners to approach companies and start the videomaking process.

The main fields of enquiry were:

1. How to select entrepreneurs / companies for digital storytelling
2. How to engage them in video-narrations/ways of motivation
3. Contents of the stories

About issue 1), school partners were asked to choose two entrepreneurs / companies from different branches of the agroindustrial sector, and were encouraged to concentrate their attention on the following considering the degree of difficulty:

Type of entrepreneur/company	**1 easy to select/address – 4 harder to select/address**
An entrepreneur with innovative idea and a perspective to initiate a new agro-business	1☒
Start-up company or young entrepreneur, agripreneur or young farmer	2☒
Already developed SME/entrepreneur	2☒ 3☒
Entrepreneurial firms considering family businesses	1☒

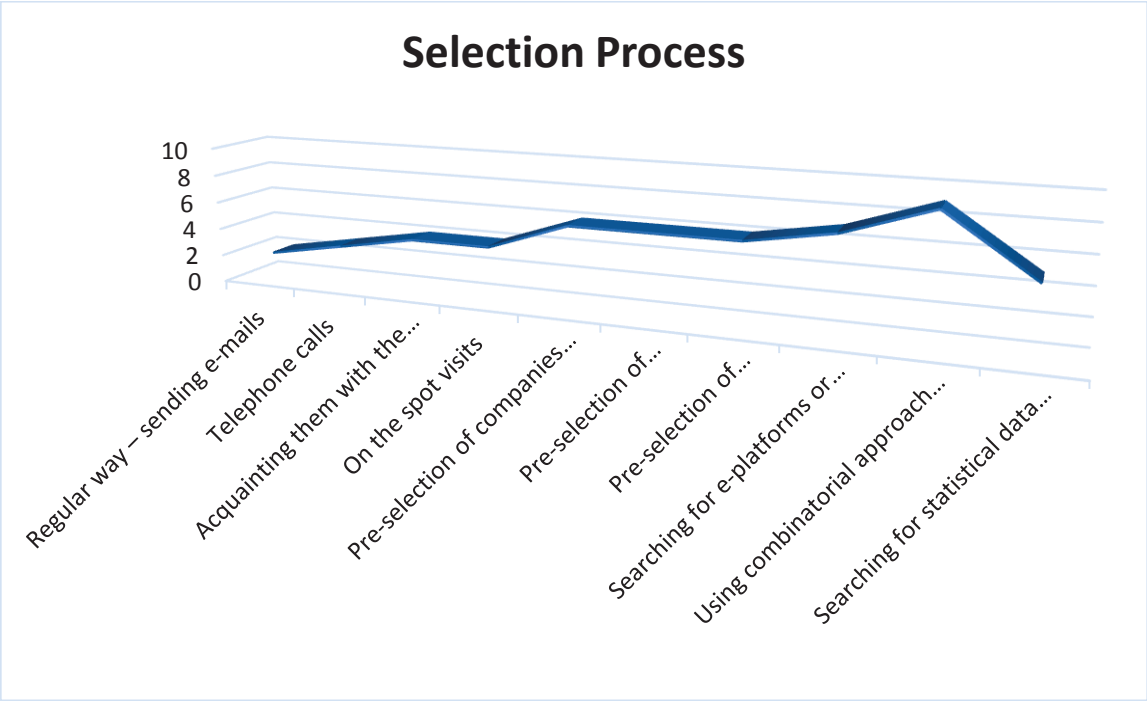
Furthermore, it is important to mention that the digital marketing goes hand-in-hand with the digital storytelling, so companies which have already invested for digital marketing will be more prone to participate in the elaboration of the hypervideos.

About issue 2), partners focused on the importance of the approach towards companies and entrepreneurs, trying to choose to right one to keep the company interest alive and to motivate the entrepreneur to accept the proposal to take part in the project. Business partners made a brainstorming to list all the most common ways to address the target companies / entrepreneurs, and the relevant probability of success in engaging them.

How to engage entrepreneurs/companies in video-narrations/ways of motivation/how to address them

Methods	1 – Unlikely to engage/8 – High probability to engage							
Regular way – sending e-mails	■	■						
Telephone calls	■	■	■	■				
Acquainting them with the details of the project and sending them questionnaires for filling out	■	■	■	■				
On the spot visits	■	■	■	■				
Pre-selection of companies through desk-based research willing to invest by digital marketing	■	■	■	■	■	■		
Pre-selection of entrepreneurs/companies using Social Media Marketing	■	■	■	■	■	■		
Pre-selection of entrepreneurs/companies using Online Reputation Management	■	■	■	■	■	■		
Searching for e-platforms or websites with voluntary entrepreneurs willing to exchange experience through digital storytelling	■	■	■	■	■	■	■	
Using combinatorial approach – selecting multiple criteria from above.	■	■	■	■	■	■	■	■
Searching for statistical data for the willingness of the companies to use digital storytelling	■	■	■	■	■			

Graphic representation about the table above



In general, it was decided to address companies / entrepreneurs able to understand the potential of visibility and return of image for taking part in an educational digital storytelling project. As a matter of fact, young entrepreneurs or newly founded enterprises look for being well-known and take into greater consideration the brand reputation both online and offline, as well as the general topic of the Corporate social responsibility. Being involved in F.A.S.T.E.S.T. project might help them in establishing good connections with local institutions and to be recognized as key actors in their territory.

About issue 3) on the contents of the stories: videos should tell stories of success in establishing a business, highlighting the qualities of an entrepreneur and the personality traits that make an entrepreneur a real entrepreneur him/herself.

The stories should then be:

a.Successful – this does not mean billionaire, but healthy and sound

b.With a strong identity and "historical memory" of entrepreneurs and workers → to convey the values, the mission and the skills of an entrepreneur, suitable for digital storytelling

c.With a strong inclination to innovation of products and processes, to underline the employability potential of the agroindustrial sector

d.With entrepreneurs/workers showing positive attitude, highly motivated and engaged in F.A.S.T.E.S.T. project and who are interested in telling their stories to local actors (schools, institutions) as well as in using the final hypervideos as OER and for promotional activities

I.2.2 - IO2 Activity 2: Videomaking & Editing

Foreword. The Videomaking process for all the 4 partner schools started after the Teacher Training activity known as C.1 Short Term Joint Staff Training, foreseen by F.A.S.T.E.S.T. project's plan and budget as instructional event for the teachers involved in the project.

The 5-days training activity was held at the end of Intellectual Output 1 – after the preparatory research phase about the use of storytelling & digital storytelling for didactic purposes and the potential of the methodology for the teaching of the entrepreneurial skills in the VET sector -, and immediately after the launch of Intellectual Output 2 with the relevant work plan and implementation program.

The activity, to which at least 3 teachers from each of the 4 schools involved in the project took part, had the following learning objectives for VET teachers:

- Identifying and understanding the basic elements of a story
- Creating a story according to the established structure
- Writing the video screenplay according to the structure of the story
- Video shooting techniques
- Editing Techniques
- Digital manipulation techniques (hypervideos)

After the training, a document with evidence of the abilities & competencies gained by teachers was prepared and distributed to all the participants. The competencies gained are summarizes in Appendix II at the bottom of this document. On the other hand, for anything concerning the technical details and the necessary steps to make a video starting from the idea and going through the screenplay, the shootings and the editing, please see the Technical Guidelines contained in the upcoming Intellectual Output 4.

Pictures 1 & 2 –

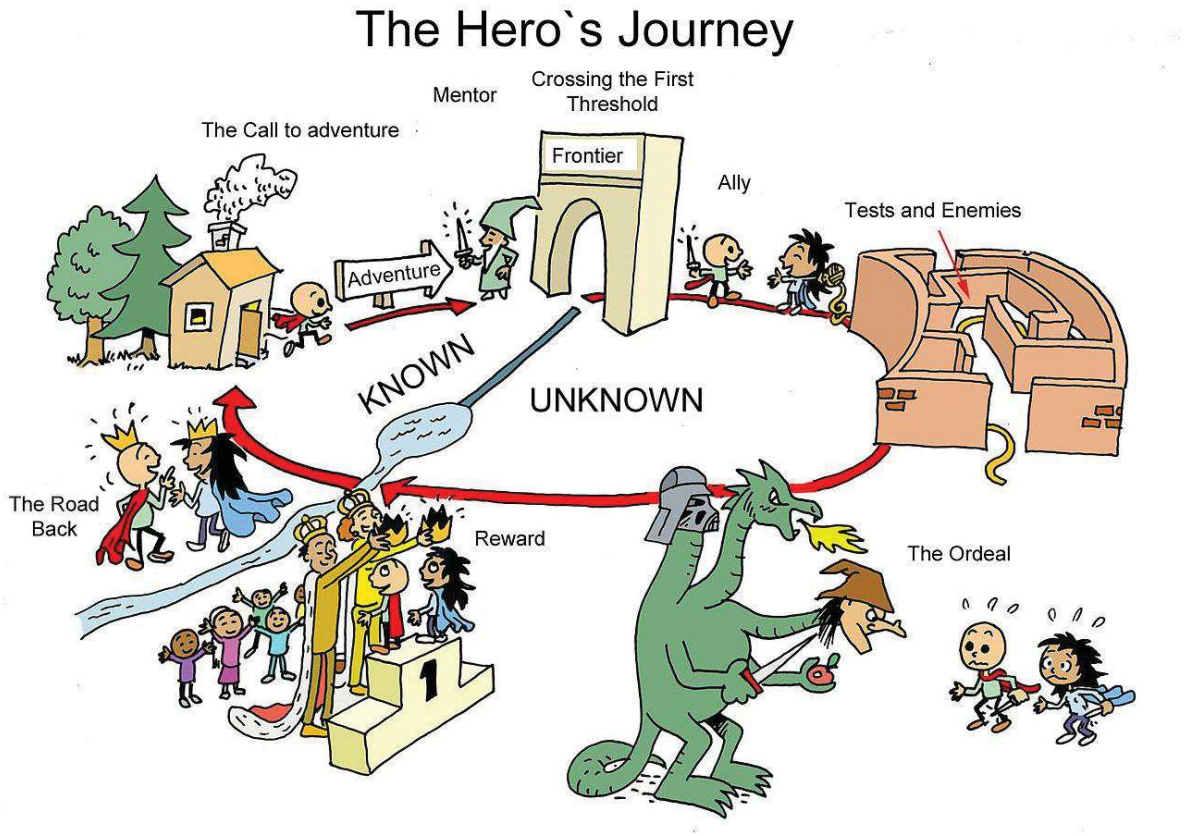
Shots from Activity C1 Short Term Joint Staff Teacher Training in Bologna

Preparatory phase: schools were invited to consider the fundamental importance of building a well-structured story and a solid screenplay before starting the video shootings. Filmed images without a story, videos without a direction are easy to produce but poor of meaning and educational value. According to the inclination of schools and/or of the selected companies, we identified three possible ways to follow:

a. Videointerview to the selected entrepreneur

b. Story invented and performed by the students, inspired by the history of the company or by the entrepreneur himself
c. Combination of the two approaches in the same video in variable proportion

About the stories, P2 S.P.E.L.L. adviced schools to invent them using the archetypical structure known as the *Hero's Journey*, theorized by the US writer and scholar Christopher Vogler some decades ago.[5] According to this model, every narration presents one or more aspects of the following scheme:



Picture 3 – Scheme of the Hero's Journey

The *Hero's Journey* frame traditionally portraits a leading character living in an ordinary world, namely in a well-balanced situation. This static condition is upset by a triggering event jeopardizing the apparently quiet life that the protagonist has lived for a while, inspiring him and calling him more or less reluctantly to action. This is the way through the

[5] Christopher Vogler, *The Writer's Journey: Mythic Structure for Writers.* 3. ed., 2007

core of the adventure which implies, beyond a series of more or less complicated hijinks, a moral and psychological evolution of the hero, who becomes more mature and crosses a threshold representing a further chapter in his/her life without any chance of coming back. In this way the story gets to a new situation of balance, a new ordinary world where the protagonist, together with the other characters, is at this point an older and wiser person.

Given the recurring structure, the *Hero's Journey* model is suitable for didactic exploitation thanks to the strong symbolic, moral and educational value of the events and of the characters. Furthermore, focusing on F.A.S.T.E.S.T. project, the topic of the inspiration to become entrepreneurs and the development of traits and personal qualities related to the field of entrepreneurship, are very close to the trigger event breaking the balance of the "ordinary world" of Vogler's model. At the same time, the foundation of a company, the undertaking of a new venture overcoming commercial and financial challenges, taking risks and responsibilities on oneself, and finally achieving a situation of solid stability, perfectly repeats the archetypical scheme of the *Hero's Journey*.

Target students and their choice. Schools were asked to involve at least 2 classes or groups for each school (20 students for each class*2 = 40 students for each school/country = 160 students in total). It was up to each school to decide the profiles of the students to involve in the project. Students could have any of the following features:

- Best students or low-proficiency students, students with low motivation, or unfavourable socio-economic conditions
- Students with ICT skills or students affected by digital divide
- Students physically or mentally able or students with physical impairments, learning difficulties, or special educational needs

Nonetheless, teachers were encouraged to involve at least to a certain extent students at risk of school drop (ESL, early school leaving phenomenon) or at risk of social exclusion.

Average procedure followed by each of the four schools (P3 Bocchialini, P6 G. Pavlov, P8 Aurel Rainu, P9 Quinta da Lageosa). Despite the peculiar differences characterizing the different school contexts, each team of teachers followed a basic procedure which was

recommended by the coordinator P1 Cisita and by the technical partner P2 SPELL. Suggested tasks in little steps were:

1. Start from Storyboard Tool in IO1 – Activity 2

   Guide your students to identify the two stories taking into account:

   a. The structure of the story (story finding)
   b. The screenplay of the video (story telling)
   c. The connections with the school subjects and program (story expanding)
   d. The learning process and the impact on students (story processing)
   e. The transformative process in students & looking for a meaning (story reconstructing)

In terms of entrepreneurial traits to highlight in the business people that the students met during the project's activities, they were encouraged to investigate and valorize:

a. The entrepreneurs' personal history and vision
b. Their ambition/ values
c. The story of how the business/companies were established

2. Draft the structure of the videos using the storyboard grid created by the technical partner P2 SPELL (see Appendix II)

   After creating the structure of the story, students were suggested to draw the different scenes, to summarize the main points and to have a better plan for the screenplay. Drawings and sketches help to have a clear picture in mind before shooting any video images.

Picture n …	Picture n …
(scene 1)	*(scene 2)*

Picture n …	Picture n …
(scene 3)	*(scene 4)*

Table 1 – storyboard design tool

Before shooting any images, it is vitally important to produce a very detailed scheme of the screenplay, technically known as LOG. In the Log, videomakers should list all the scenes with an accurate description of the SET where the scene itself takes place, and which camera is shooting the images (in case there is more than one camera). Each scene should be divided into more shots according to all the different actions or situations taking place, and each shot can be taken as many times as necessary - so also all the takes should be listed. Without filling the Log, any video lacks a basic logical structure as well as any sense of the story to be told.

Scene	SET	Shot	Cam	Take	Description	Notes	Clip audio	Clip video
Scene 1								
Scene 2								
Scene 3								
Scene 4								

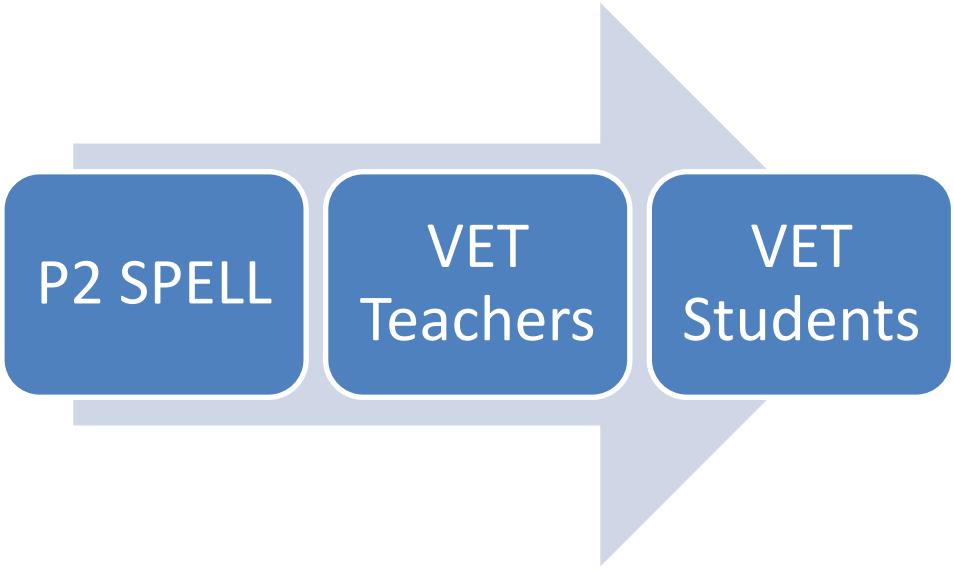
Table 2 – Log

Notes on the logistical and pedagogical organization of the experimentations. In all 4 participating schools project's activities envisaged a tight collaboration and interaction between students and teachers since the initial phases of IO2 Activity 2, in an ongoing

combination of traditional didactic approaches and innovative experimental methodologies. In fact the phase more directly controlled by teachers was Activity 1, focusing on the choice and engagement of companies participating in the project. Criteria that led teachers in approaching companies and proposing them to take part in the videomaking activity were:

- First of all, already established collaboration between school and companies for the organization of curricular or extra-curricular placements for the vocational and technical students' training o extra
- Offering companies more visibility chances and cost-free promotional activities with little effort and consumption of time
- Introducing to companies young people close to graduation and soon available to enter the job market as qualified work-force with specialization in agroindustrial/agrifood technologies
- Last, personal contacts and relationships between teachers and entrepreneurs, thanks to the closeness between education/business in the local FDMP sector

Once each school/country identified the two companies accepting to take part in the videomaking activity, each team of teachers (one team for each school) organized the activities of video shooting and editing according to the following general scheme:



Transfer of Contents:

Storyboard & Screenplay

Videoshooting techniques

Digital images and relevant technical skills

Editing techniques

Using the software for editing

Hypervideos

Teachers of all the four schools learned the contents during the Teachers' Training week in Bologna (Activity C.1, see above the *Foreword* to paragraph I.2.2), to transfer them to the students for F.A.S.T.E.S.T project's sake. The following phases took place according to an experimental methodology focusing on the collaborative learning, witnessing the evolution of the teacher's role from a traditional function of pure frontal supply of contents and ready-to-use notion transfer, to a more evolved role of learning facilitator, or mediator between technical contents and soft/communication skills in the team of work, or supervisor guiding the collaborative learning process.

What	**Who**	**Modality**
Elaboration of the story to be told	Students	Teachers' supervision: dividing tasks among smaller groups of students; checking the logical-narrative structure, extrapolation of meta-contents and of meanings not yet understood by the students
Elaboration of the screenplay	Students	Teachers' supervision: dividing tasks among smaller groups of students; checking the logical-narrative structure; integration of missing elements in the screenplay or removal / adjustments of superfluous or redundant elements
Elaboration of the questions for the entrepreneur's interview	Students	Teachers' supervision: checking the formal correctness of questions, revising the linguistic register and style, revising contents; extrapolation of meta-contents and of meanings not yet understood by the students

Visits to companies	Teachers visited first the companies to agree with the entrepreneurs about the modality of meeting the students The second visits to the companies were done together with the students involved in the experimentation	Visit to the companies and to the production department. Description of the production processes and machinery. Conversation and interview with the entrepreneur
Shootings	Students Teachers (often two or more cameras/smartphones were used for the audio recording and video shootings, and to create backstage videos or test videos then disregarded during the editing phase	Ongoing monitoring of the shootings: live correction and revision of the techniques used during the filming. Division of the tasks inside the team of work (students and teachers; audio recording and filming)
Editing	Teachers	Use of the editing software belonging to the school's technical equipment
Translation into English of scripts and dialogues	Students	Teachers' supervision: division of the tasks among smaller students' groups, translation correction & revision

I.3 – IO2: the products of the experimentation

In this section we will extensively describe and contextualize the multimedia products created by partner schools of F.A.S.T.E.S.T. project. As it was explained in the previous pages, project's activities envisaged a separation between the acquisition of video & audio clips (Videomaking & editing) and the digital manipulation of products and transformation into hypervideos. The last phase, called Activity 3, is meant as a pupil-led experimentation according to the project work approach. In Activity 3, students were expected to perform the entrepreneurial skills learned during the previous stages, establishing self-managed mini-companies for the creation and implementation of digital hypertexts, going from a simple video to an enriched, augmented and surfable video (hypervideo). Despite these were separate activities inside Intellectual Output 2, for the sake of the logical structure of this paper we will supply a unique overall description in the following paragraphs, keeping every school/country apart and giving evidence of the halfway steps needed to get the final products:

-establishing the group of work

-choosing and engaging the companies

-creating the story to tell

-screenplay

-the video

- the transformation into hypervideo

I.3.a – ITALY

As far as hypervideos are concerned, Italy is represented by P3 ISISS Galilei Bocchialini Solari, a VET agroindustrial school based in Parma, in the heart of the Food Valley. The institute is known as "Agroindustrial Pole". In the project's activities it was involved just one of Pole's sections, the State Technical Institute for Agrarian Studies at VET Secondary Level, known as Istituto Tecnico Agrario Statale "Fabio Bocchialini". ITAS Bocchialini offers three different 5-years study courses, all leading to the National Secondary Education Diploma provided that candidates go successfully through a Final State Exam (Esame di Stato):

- Management of Environment & Territory
- Production & Transformation of products
- Viticulture and Oenology

Composition of the team of teachers. The team was established at the beginning of the project and coordinated all the activities throughout each phase of implementation. Personnel involved was:

- The headmaster of ISISS Galilei Bocchialini Solari Mrs Anna Rita Sicuri
- The deputy director and teacher of Agronomy, Appraisal of Farmland and Rural Engineering Mr Fabrizio Manfredi
- The teacher of Law, Economy and Special Education Needs Mrs Marica Vitti
- The teacher of Vegetal and Animal Production and transformation Mr Luigi Antonio Ciuffreda

Contacts: ITAS - F.Bocchialini

Viale Piacenza 14, 43126 Parma (PR)

Tel: 0521995616; Fax:0521982144

Email: itas@poloagroindustriale.gov.it

http://www.poloagroindustriale.gov.it/

Organization of the experimentations: the experimentations were carried out during the regular school time table, using the curricular hours allocated to the National Programme

known as “Alternanza Scuola Lavoro” (ASL). This is the Italian way of Work-Based Learning, making it compulsory for all VET secondary education institutes to provide students with at least 400 hours either in companies or at school with special business simulation activities in the last three years of the cycle. F.A.S.T.E.S.T. project was exploited to supply a part of the hours-load devoted to the ASL duties.

First Hypervideo – Rodofi Mansueto SpA, tomato in Parma since 1896

Rodolfi Mansueto SpA

Strada Qualatico 14, 43044 Ozzano Taro (Parma)

Tel.+39.0521.333111

Fax +39.0521.809819

Email: info@rodolfimansueto.com

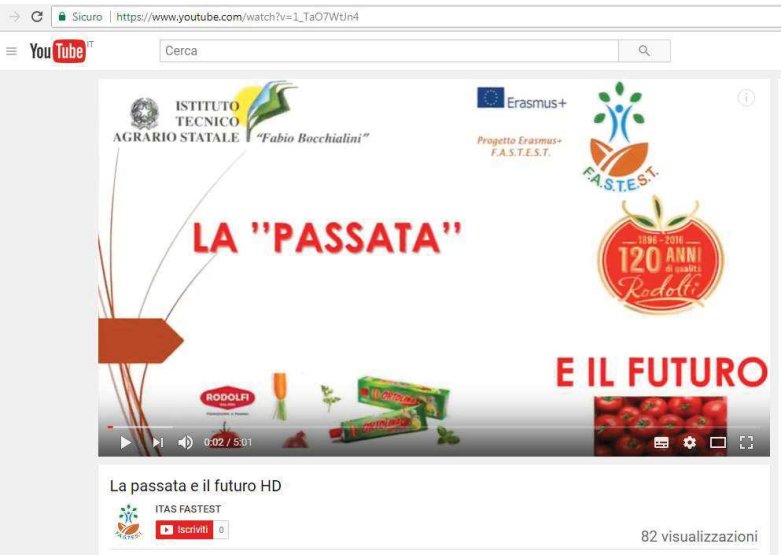
www.rodolfimansueto.com

Facebook: www.facebook.com/rodolfimansueto

With more than 120 years of experience, Rodolfi Mansueto S.p.A. is one of the oldest Italian industries producing chopped and crushed tomatoes, tomato paste, sauces, *passata* and tomato powder out of red, fresh, sound and natural tomatoes.

Rodolfi Mansueto is especially suitable for storytelling purposes, as it a long-time family run business. Founded in 1896 as a simple laboratory for the processing of tomato by Remigio Rodolfi, it was expanded at the beginning of the twentieth century by his nephew Mansueto, who also had experience in the production of the traditional Parmigiano Reggiano cheese. Mansueto began to expand the production at industrial level, building the first modern production plants for the processing of tomato. He also started some marketing activities giving birth to tomato sauce brands such as “Alpino”, “Ardita” & “Ortolina” which are still on the market nowadays. After the Second World War the son Giuseppe built bigger and mechanized plants after the old ones were damaged by bomb attacks, and started producing ready sauces for other big distribution companies at local and national level. Today with Giuseppe’s children Aldo, Isabella & Maria Virginia, Rodolfi Mansueto company is at the fourth generation of entrepreneurs, nowadays facing the challenges of internationalization and new markets.

Video. The video about Rodolfi Mansueto Company is called "*La Passata e il Futuro*" is available on **YouTube** on the ITAS FASTEST channel at the following public permanent URL: https://www.youtube.com/watch?v=1_TaO7WtJn4



Students Involved: The class involved was 4D from the Viticulture & Oenology study course. Pupils attend the 4th year of VET secondary schools and are aged about 17-18. Total number of students involved was more than 20. The group was reported as not very bright in terms of school proficiency, with an overall lack of motivation and with low attitude for theoretical studies, as well as with a tendency to have disruptive behaviour sometimes. It was therefore important to involve them in practical activities where they could focus their attention on engaging tasks in a non-formal learning situation.

The Story. The narration is inspired to the structure of the *Hero's Journey* (see above, paragraph I.2.2): the protagonist is a successful business man in his senior age, presented in his days of economic prosperity. He is interpreted by one of the boys from the 4D Class. The video uses the flashback technique to tell the story of how this now successful entrepreneur began thinking of establishing a business. It all started during a visit to Rodolfi Mansueto company, where his teachers and fellow students meet and interview Mr Aldo Rodolfi, the current owner of the company. The boy feels bored and without being noticed sneaks into the production plants together with another girl, watching together all the machinery and industrial process. The images show all the things that the two young people see with their eyes and at the same time the user can listen to the interview to Mr Rodolfi. After the trip

to the factory, the two students are scolded by the teacher, who will punish them for escaping from the group and being lazy. Nonetheless, this experience inspired the boy, who will then become an entrepreneur himself and will go back to its former school once adult and successful, to share with the younger generation the secrets of his story.

Pictures 4 &5 – Students and teachers from P3 Bocchialini visit Rodolfi Mansueto company and shoot some video images

Hypervideos. While planning Activity 3 (transformation into hypervideos), first of all the school took into account the pupil-led project work methodology which should have been implemented. Teachers tried to organize activities so that pupils could make decisions in the most autonomous way possible self-managing their work, with teachers' supervision and interference when needed or requested by the students' themselves.

The final product is a video that can be clicked upon and navigated through, upsetting the perspective of a purely passive viewer. The video can be watched as simple story, or users can consult contents about the local historical background (Parma and its territory through the centuries), as well as some details about the botanical and nutritional features of the

tomato fruit, and about the tomato industry supply chain and the transformation into a saleable commercial products.

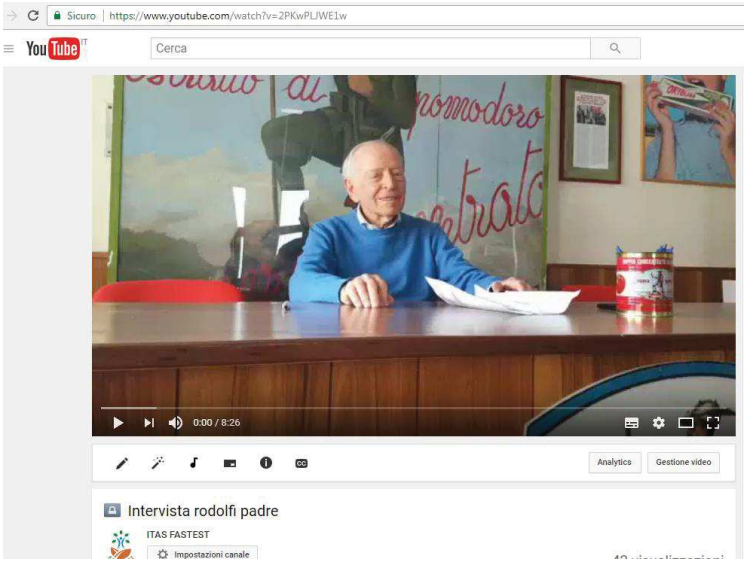
A specific portal was created exploiting the **Google Sites** potential, allowing the implementation of more pages, each of them focusing on a particular topic and equipped with free materials to be downloaded at the following links:

History: https://sites.google.com/a/poloagroindustriale.gov.it/parma-history/ https://sites.google.com/a/poloagroindustriale.gov.it/maria-luigia/
Botanics: https://sites.google.com/a/poloagroindustriale.gov.it/agronomia-del-pomodoro/ https://sites.google.com/a/poloagroindustriale.gov.it/fisiopatie/
Economics, Industry: https://sites.google.com/a/poloagroindustriale.gov.it/aziende-del-pomodoro-a-parma/ https://sites.google.com/a/poloagroindustriale.gov.it/macchine-di-raccolta/ https://sites.google.com/a/poloagroindustriale.gov.it/statistica-pomodoro/ https://sites.google.com/a/poloagroindustriale.gov.it/storia-del-pomodoro/
Finished Products: https://sites.google.com/a/poloagroindustriale.gov.it/prodotti-finiti/ https://sites.google.com/a/poloagroindustriale.gov.it/tomato/

Furthermore, all sections have an English translation, drafted by the students as part of the team work. If a document is not integrally translated into English, students prepared some summative abstracts for the relevant section or topic discussed.

The hypervideo has two more links to videos produced by students of P3 Bocchialini during the experimentation, partly containing material from the images shot during the visit to Rodolfi company and during the interview with the entrepreneurs, partly from the pupil-led activity which gave birth to the students' mini-companies:

Picture 6 – the screenshot of the video about the history and curiosities of Parma, directed and interpreted by P3 Bocchialini students



Picture 7 – the screenshot of the video interview to the oldest representative of Rodolfi Mansueto company, Mr Giuseppe Rodolfi now owner of the business, telling the story of his youth and about how he got started with entrepreneurship

Pedagogical organization of the experimentation. Teachers organized a brainstorming activity in the classroom, to let students identify by themselves the themes and topics contained in the video, encouraging meta-reflections and the critical analysis of the different text levels. Once the main themes were identified, students were asked to choose some topics for further development and in-depth analysis. The work scheme was the following:

	PARMA & its territory	TOMATO	
Topic: LOCAL HISTORY	History of Parma	Botanics of tomato plant Physiopathy of tomato plant Tomato: use & recipes	Topic: NATURAL SCIENCES - AGRIBUSINESS
	The Duchy of Parma and the Duchess Marie Louise from Augsburg	Economics Transformation of Tomato Finished Products	Topic: TOMATO INDUSTRY SUPPLY CHAIN
TRANSVERSAL TOPICS: History of the tomato industry The tomato companies in Parma Machinery for the picking up & transformation of tomato			

Then students were divided in smaller groups simulating mini-companies, each of them was given an assignment about research & development of materials and documents on the topics mentioned above. Entrepreneurial skills trained and performed in this activity relate both to the interpersonal abilities and to the technical and practical knowledge:

HARD SKILLS	SOFT SKILLS
Search of information and digital / non digital contents Organization & logical systematization of contents Creating & writing new contents Revising & validating the final product	Organization of the team work Self-assignment of tasks Conflict management & creative problem solving

Second Hypervideo – Azienda Agricola Bertinelli, Parmesan Cheese since 1895

Azienda Agricola Bertinelli Gianni e Nicola s.s.

Strada Pedemontana, 2 43015 Noceto (Parma, IT)

Tel.+39. 0521 620776; Fax +39. 0521 621615

www.bertinelli.it

Email: info@bertinelli.it

www.facebook.com/AziendaAgricolaBertinelli/

Founded in 1895 by Giovanni Bertinelli as cheese factory, now the firm currently managed by his great-grandson Nicola Bertinelli is better defined as 2.0 Agroindustrial Company. Starting from *Parmigiano Reggiano*, a product more the 900 years old, the company binds a tradition deeply related to its territory with the innovative approach to the territory itself. The idea of the current owner Mr Nicola Bertinelli was to transform a family-run company into a new business model. Nicola has two Degrees (one in Agrarian Studies and one in Economics), a Master in Economics at the Faculty of Agrarian Studies at the University of Guelph (Canada), and he taught Economics as well for 4 years in Canada, before going back to Italy and playing an innovative role in the agroindustrial field.

Today the company has 4 complementary business units:

- The traditional production of *Parmigiano Reggiano*
- The retail business in the Bertinelli sale shops
- The restaurant
- The night club entertainment

The agroindustrial production is the background for everything: with more than a century of activity, it makes Parmesan cheese carefully respecting the long seasoning time needed. To inject liquidity in the system, becoming remunerative at least from 2 years from the production, Bertinelli opened some retail shops representing an evolution compared to the classical company stores. Especially the shop close to the cheese factory in Noceto, thanks to its strategical position close to an important traffic way, offers drivers early-morning and late-night refreshments and restaurant as well as, for about 10 years on, a night club with a

swimming pool, known as the "Music Factory". This reflects the entrepreneurs' mentality, as in his opinion for the the well-being of the business it is vitally important to establish mutual relationships with the territory, in a reciprocal exchange of services and opportunities.

Video. The video about the Bertinelli company is called, with a play upon words in Italian, "*From the stables to the stars: the Bertinelli case*" and it is available on **YouTube** at the "4B ITAS F. Bocchialini" at the following public and permanent URL: https://www.youtube.com/watch?v=ok5xoZL38mY

Students involved: it was involved the class 4B attending the study course called "Management of the environment and of territory". Pupils attend the fourth year of the secondary school and are aged about 17-18. Total number of students involved was more than 20. The group is quite harmonious and skilled in terms of communication skills and team work, and at the same time is keen to study and to theoretical and practical learning more than the average level of students from the same school and from the same school year.

Structure of the video. Taking into account the high profile of the students involved, the teachers' team chose to structure the film as a video interview to the entrepreneur Mr

Nicola Bertinelli, currently owner of the company inherited by at least three generations of *Parmigiano Reggiano* producers. The experimentation envisaged a brainstorming activity facilitated and supervised by teaches but run by students, drafting *concept* of the video according to two main themes:

Themes	Contents in detail
The company and the productive process of *Parmigiano Reggiano*	- The territory - Images of the company: - Livestock breeding - The collection and transformation of milk - The production of cheese - The retail shop - The location for the restaurant and night club
The interview to the entrepreneur	- The history of the company - The education and training of the entrepreneur - The skills that an entrepreneur needs to run a business - Key roles in the companies - How does a company work? - The principles and the values of the entrepreneur - The relationship between the company and the territory

According to the structure, students drafted the scheme of the interview, combining the images of the interview run by an interviewing boy, with images showing the cheese production process and the venue open to the customers, to give a 360° degree vision of Bertinelly company.

Picture 7 – Students from P3 Bocchialini visititing Bertinelli farm's premises

Picture 8 – Students from P3 Bocchialini feeding livestock at Bertinelli farm

Hypervideo. While planning Activity 3 (transformation into hypervideos), first of all the school took into account the pupil-led project work methodology which should have been implemented. Teachers tried to organize activities so that pupils could make decisions in the most autonomous way possible self-managing their work, with teachers' supervision and interference when needed or requested by the students' themselves.

The final product is a video that can be clicked upon and navigated through, upsetting the perspective of a purely passive viewer. The video can be watched as simple interview, or users can consult contents about the historical background (the history of *Parmigiano Reggiano* since XII century onwards, as well as some details about the zootechnical features related to milk bovines (animal nutrition), about the milk industry supply chain and the transformation into a saleable commercial products, and finally about the management of an agroindustrial company.

A specific portal was created exploiting the **Google Sites** potential, to be visited at https://sites.google.com/site/contenutididatticiprogettoka2/home allowing the

implementation of more pages, each of them focusing on a particular topic and equipped with free materials to be downloaded at the following links:

History & zootechnical context: https://sites.google.com/site/contenutididatticiprogettoka2/home/la-storia-del-parmigiano-reggiano Related contents: The history of *Parmigiano Reggiano*
Diet & Nutrition: https://sites.google.com/site/contenutididatticiprogettoka2/home/l-alimentazione-dei-ruminanti Related contents: Animal nutrition (which is the animal's food?) Diet for bovines (allocating the portions for the livestock)
The transformation from milk to cheese (finished product): https://sites.google.com/site/contenutididatticiprogettoka2/home/la-produzione-del-latte Related contents: The features of milk as food The transformation process from milk to cheese
Zootechnical economy in milk-bovine based companies: https://sites.google.com/site/contenutididatticiprogettoka2/home/economia-in-un-azienda-zootecnica Focus: the company's costs (production, transformation and seasoning)
The management of zootechnical companies: https://sites.google.com/site/contenutididatticiprogettoka2/home/gestione-della-stalla-e-degli-aspetti-zootecnici Related contents: Legislation on the animals' treatment sul trattamento degli animali Bio-sustainability

It is to be underlined that any topic is accompanied by word or powerpoint files, equipped with pictures and captions to comment and to go deeper into the contents. Furthermore, all sections have an English translation, drafted by the students as part of the team work. If a

document is not integrally translated into English, students prepared some summative abstracts for the relevant section or topic discussed.

It is also important to state that the Google Sites website, despite its creation for the project's sake, is becoming a didactic tool used by teachers of P3 Bocchialini for the training of students from other study courses or other classes. Furthermore, the website is constantly implemented by the students of the schools thanks to research projects and assignments to develop new materials to be added to the multimedia resource. For this reasons the website is an open work in progress, being always improved and expanded.

The YouTube channel offers two more videos specifically made for F.A.S.T.E.S.T. project: the integral version of the interview to Mr Nicola Bertinelli, without any editing cuts, and a short teacher-led video-documentary about the industrial transformation of milk and about the production of *Parmigiano Reggiano*:

Picture 9 – a screenshot from the intergral version of the video-interview to Mr Nicola Bertinelli, current owner of Azienda Agricola Bertinelli di Noceto (PR)

Picture 10 – a screenshot from the video focusing on the production of Parmigiano Reggiano, made for didactic purposes by the teachers of P3 Bocchialini

Pedagogical organization of the experimentation. Methodologies, activities and learning outcomes are the same of the First Hypervideo about Rodolfi Mansueto company (see above the table about Hard Skills and Soft Skills to be performed in the pupil-led experimentation).

The technical realization of the hypervideo was implemented with particular care from Alberto Leporati, a pupil from class 4B, who collected the research materials from his fellow students systematizing it in a fine-working and user-friendly “hypervideo environment”.

I.3.b – BULGARIA

As far as hypervideos are concerned, Bulgaria is represented by P6 PGHVT, the Professional High School for Food Technology “Prof. Georgy Pavlov” based in Sofia, the capital of the balcanic state. Professional high school of food technology was established in 1951, as a technical school for meat and meat products. It was the first school of this kind in the country. The school was formed on the proposal of Marin Marinov, director of sausage workshop, who later became the first director of the school. Currently the school offers four specialties with 4-years period of training, with technology fully integrated throughout the school curriculum:

- Technician/ technologist in manufacture of meat and meat products

- Technician/ technologist in manufacturing of sugar and sugar products

- Technician/technologist in manufacturing of milk and milky products

- Technician/technologist of alcohol and soft beverages

Composition of team of teachers: The team was established at the beginning of the project and coordinated all the activities throughout each phase of implementation. Personnel involved was:

- The Headmaster of P6 PGHVT Mrs Neli Stoyanova
- The Biology Teacher Mrs Rositsa Popova
- The English Language Teachers Mrs Stefka Dimitrova
- The History Teacher Mrs Elena Georgieva

 Denomination in Bulgarian language: Професионална Гимназия по Хранително Вкусови Технологии "Проф.Д-Р Г. Павлов"	PGHVT Professional High School for Food Technology “Prof. Pavlov Georgy” Address: Zaharna fabrika street: Haydut Sider No 10, 1309 Sofia, municipalità di Stolichna Phone: +359 (0)2 822-91-00; +359 (0)2 822-94-66; +359(0)2822-13-74 Email: pghvt_sf@abv.bg

Organization of the experimentation: experimentations were offered students as optional activities for volunteers. At least 40 students were chosen from two different study courses (Transformation of Meat and Bakery). Groups included both students with good communication skills and high theoretical knowledge and technical skills, and students with low motivation, low achievements and poor behavioural skills.

First Hypervideo – Tandem, the power of good food

Tandem-B Ltd.

Bul. Iliyantsi 34, Sofia

Phone (02) 915 60 17

Email food@tandem.bg

www.tandem.bg

Facebook @TandemBulgaria

"Tandem" is a favourite Bulgarian brand of sausages and delicacies, founded in Sofia by two brothers, Cyril and Teodor Vutev. Since its inception in 1993, the company has been developing a rich product portfolio, striving to meet the tastes of its customers with consistent and excellent quality. "Tandem" specializes in the production of ham and fillets with low fat content of up to 3%. The company owns a specialized factory in the Gabrovo district (Bulgaria) for production of traditional for the Bulgarian table raw-dried sausages and delicacies.

The taste of Tandem products can be known in over 100 pork and veal products in a variety of cuts and packages: ham and fillets, raw-dried sausages and delicacies, spicy and pungent sausages, raw products.

History & Main Timeline

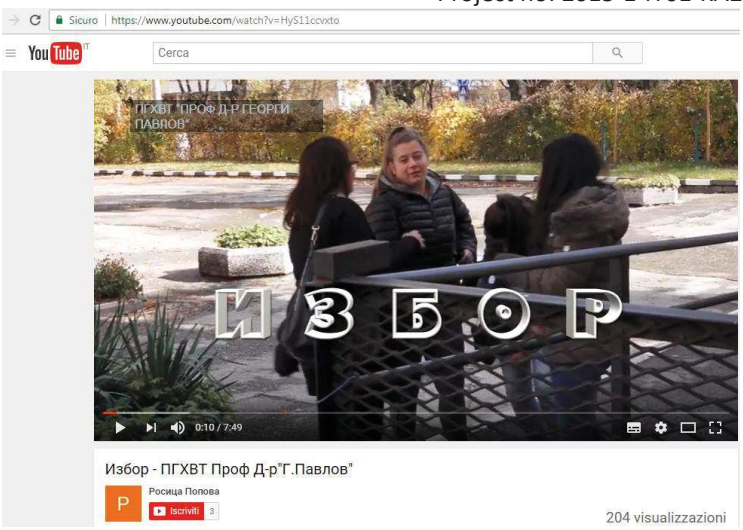
1993: Tandem-B Ltd. was established.

2007: In Gabrovo it is opened a specialized company for traditional Bulgarian raw-dried sausages and delicacies.

2008: Tandem receives an international standard for IFS food

2010: The brand "Tandem" is awarded for Superbrand "Supermarket on the Bulgarian market".

Video. The video about Tandem company is called "*Choice*" and it is available on **YouTube** on the Росица Попова (Rositsa Popova) channel at the following public permanent URL: https://www.youtube.com/watch?v=HyS11ccvxto&t=246s



The Story. The narration is inspired to the structure of the *Hero's Journey* (see above, paragraph I.2.2): the ordinary world pictures the everyday school life, with students talking about the current pollution of the environment, the use of pesticides and chemicals harming animals' and humans' health, and the lack of the traditional genuine and healthy food prepared by older generations and now missing. Among the group of students there is also a "bad boy" who does not care about such topics but he's only interested in getting to know new girls. At this point a new event occurs: the protagonists meet another group of student who is working on a special project about entrepreneurship and new business ideas. First they discuss about the different school subjects (Maths, Geography, Economics and more), and about how each of them can help young people establishing their own business. Then they show an interview they personally had with Mr Cyril Vutev, the owner of Tandem meat company in Sofia, who explains them his point of views about the mission of the entrepreneur behind the business, the ethical values that should guide a businessman, giving good advices to students about their future careers. Thanks to this critical event, the group of students receives inspiration and new ideas for their future. They decide to invest some money to rent some land for farming, to produce good & health food like in the past, working for the development of their country. At this point the "bad boy" says he does not care about this old-fashioned concepts and wants to leave to be a waiter or bartender in the UK, to try to make some money and have fun. He wants one of the girl to join him but she refuses to leave her country, making the choice to stay in Bulgaria and to use her youth for a good cause together with her fellow students.

Pictures 11 -12

F.A.S.T.E.S.T. project is presented at the opening of P6 Pavlov school's new academic year.

A part of the work group involved in Tandem video showing students and teachers together

Elaboration of the storyboard. First teachers guided students in establishing the parameters for when and where our story will take place, deciding in which order the events of the story should happen chronologically. The group made a list of the main events of the story in the order they will be told. Some brainstorming activity was made to decide how to properly highlight important parts to convey key messages to the viewers. Students then broke the plot of the film down into individual scenes with a separate storyboard for each one. Finally students identified the key points of the subject and worked out the final design of the narrative frame, they reviewed their work and then proceeded to the shooting of the film.

The interview to the entrepreneur. Before visiting Tandem company to meet Mr Vutev, students were guided in drafting the questions for the entrepreneur. They were invited by teachers to reflect on the role of a businessman guiding a company and to think about his skills and competences, as well as to ask themselves in which way his experience can be of guidance and support for young people starting a career.

Hypervideo. While planning Activity 3 (transformation into hypervideos), first of all the school took into account the pupil-led project work methodology which should have been implemented. Teachers tried to organize activities so that pupils could make decisions in the

most autonomous way possible self-managing their work, with teachers' supervision and interference when needed or requested by the students' themselves.

The final product is a video that can be clicked upon and navigated through, upsetting the perspective of a purely passive viewer. The video can be watched as simple story, or users can consult contents about actual school life and young people issues, as well as information about correct and healthy nutrition versus junk food habits; on the other hand, also contents about entrepreneurship are available, with a specific focus on the agribusiness and some details about Tandem company.

A specific portal was created exploiting the **Google Sites** potential, to be visited at https://sites.google.com/site/fastestprojectbg2016/home. The homepage explains very briefly the ultimate meaning of the video, which is about school life and life choices. As described in the *Story* section, students are facing an important decision for their lives: in the current situation of Bulgaria, young people have the option to leave and seek fortune in other countries, or make efforts to invest in their home country to develop new business offering people healthy products. The website also allows the implementation of more pages, each of them focusing on a particular topic and equipped with free materials to be downloaded at the following links:

School Life https://sites.google.com/site/fastestprojectbg2016/school-life
Junk Food https://sites.google.com/site/fastestprojectbg2016/abiot-f-ri
Entrepreneurship https://sites.google.com/site/fastestprojectbg2016/predpriema4estvo
Tandem https://sites.google.com/site/fastestprojectbg2016/tandem

Students also selected a video already existing on YouTube giving more specific overview about what it means to be an entrepreneur in the farming countryside. The topic is "entrepreneurship in the village" and the video called "Agriculture in focus" can be viewed on the Agro TV channel:

https://www.youtube.com/watch?annotation_id=annotation_789780881&feature=iv&src_vid=HyS11ccvxto&v=MZcQzAQvjZA

Pedagogical organization of the experimentation. Teachers organized a brainstorming activity in the classroom, to let students identify by themselves the themes and topics contained in the video, encouraging meta-reflections and the critical analysis of the different text levels. Once the main themes were identified, students were asked to choose some topics for further development and in-depth analysis. The work-scheme is indicated in the table below about the contents of the hypervideo.

School Life	Junk Food	Entrepreneurship	Tandem
PGHVT Study courses: -Description of activities, subjects and food technologies -Chemistry and physics related to organic materials Format: PPT presentations	Video from YouTube about Junk food issues -PPT Presentation about environment factors affecting food quality -PPT presentation about Geographic issues	Videos from YouTube about entrepreneurship in the animal rescue field, and an AGRO TV channel documentary about life choices -PPT presentation about Incentives to Motivation and Behavior in Nature and Animals	Videos from Tandem official Channel on YouTube Presentation of the company from Mr Damian Vatev An interview to Mr Cyril Vatev on Bulgarian TV news

Then students were divided in smaller groups simulating mini-companies, each of them was given an assignment about research & development of materials and documents on the topics mentioned above. Entrepreneurial skills trained and performed in this activity relate both to the interpersonal abilities and to the technical and practical knowledge:

HARD SKILLS	SOFT SKILLS
Search of information and digital / non digital contents Organization & logical systematization of contents Creating & writing new contents Revising & validating the final product	Organization of the team work Self-assignment of tasks Conflict management & creative problem solving

Second Hypervideo – Miro Rangelov, a young baker in Sofia

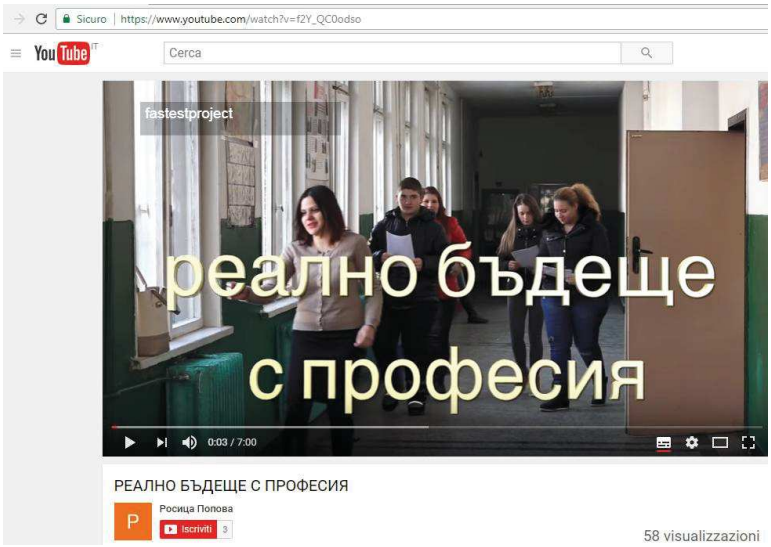
Hlebar Rangelov (Rangelov Bakery)
Owner: Miro Rangelov
Address: Sofia, Kostinbrod /"Slavyanska" str.13/
tel. +359 894 315361
email: hlebar.rangelov@abv.bg
Facebook @hlebar.rangelov

Rangelov Bakery is a small bakery and bake shop in Sofia, owned by a very young entrepreneur, Miro Rangelov, who founded his business in 2016 after graduating from P6 PGHVT in Food Technology. Now he has a small team of 2 workers together with him, and they produce rural bread, corn bread, bread with seeds, greek-style bread, potato bread and other varieties of bread. The choice of the Rangelov Bakery was made by the students, as Miro is an example of a fellow student a little older than them to be successful and consistent in choosing a career and working for his goals. Miro produces his bread out of love and passion, fully dedicating himself to the craft of his business. He firmly believes that investing in Bulgaria is worth all the efforts he's making, to contribute to the growth of his

country. He's very happy and satisfied about dedicating his youth to something he believes in and he does not regret about nightclubs at all.

Picture 11 – The baker Miro Rangelov, owner of Hlebar Rangelov together with the International Master Baker Nikos Katsioupas from Greece

Video. The video about Hlebar Rangelov Bakery is called "*Real Future with Profession*" and it is available on **YouTube** on the Росица Попова (Rositsa Popova) channel at the following public permanent URL: https://www.youtube.com/watch?v=f2Y_QC0odso



The narrative structure. This video is halfway between an interview to an entrepreneur and a documentary about school life and VET education. The first setting is a regular morning at school, with the bell ringing to finish the classes. Some students go a to bakery shop to have some coffee and cake and chat about working practice and future chances for their professional life. Soon after we are introduced to Miro Rangelov, with one of the students interviewing him about his business, his values and his plans for the future. In the meantime

viewers see the bakery shop and the production process. Afterwards, the scene comes back to the school. Another group of students watches the pictures of the founder of the school, Mr Marin Marinov, who built the institute from an old building once used a factory, to offer young people a suitable education for professional training. Students then talk about their attitudes to all the different school subjects, discussing their favourite ones, then at the end they state the vocational education is the pillar of the national economy as it creates an economic system with entrepreneurs or skilled workers with professional realization.

The interview to the entrepreneur. Before visiting Hlebar Rangelov to meet Miro, students were guided in drafting the questions for the entrepreneur. As the baker is not much older than students, they were encouraged to ask him questions about how he came up with the business idea, which are his guiding values, and his motivation to get up early everyday and go to work. The result of the brainstorming activity is the following list of questions for the entrepreneur:

Features of the company	Motivation & advices
• What products do you manufacture? • Who and when set up the company? • What's your company's goals? • What are your responsibilities as the business owner?	• What made you choose this type of business? • What pieces of advice would you give to college students who want to become entrepreneurs? • What sacrifices have you had to make to be a successful entrepreneur? • What motivates you? • What is the best way to achieve long-term success?

Hypervideo. While planning Activity 3 (transformation into hypervideos), first of all the school took into account the pupil-led project work methodology which should have been implemented. Teachers tried to organize activities so that pupils could make decisions in the

most autonomous way possible self-managing their work, with teachers' supervision and interference when needed or requested by the students' themselves.

The final product is a video that can be clicked upon and navigated through, upsetting the perspective of a purely passive viewer. The video can be watched as simple interview/documentary, or users can consult contents about the features, values and mission of P6 PGHVT school, the Erasmus opportunity for Bulgaria, some educational presentation about the entrepreneurial skills and traits, as well as as some videos about the agroindustrial economy in Bulgaria.

Picture 12 – Students during the brainstorming activity of the hypervideo experimentation

A specific portal was created exploiting the **Google Sites** potential, to be visited at https://sites.google.com/site/fastestproject2/home. The main themes are identified as it follows:

Focus on F.A.S.T.E.S.T. project https://sites.google.com/site/fastestproject2/
Who we are https://sites.google.com/site/fastestproject2/who-we-are
Mission of P6 PGHVT https://sites.google.com/site/fastestproject2/our-mission
Food Technologies https://sites.google.com/site/fastestproject2/hot-news-1
Presentation about didactics

https://sites.google.com/site/fastestproject2/faqs
Events https://sites.google.com/site/fastestproject2/events
Contact us https://sites.google.com/site/fastestproject2/contact-us

A suggested video about the establishment of a young entrepreneur in Bulgaria is from AGRO TV Channel: https://www.youtube.com/watch?v=oK9FzXn7bEk

Pedagogical organization of the experimentation. Methodologies, activities and learning outcomes are the same of the First Hypervideo about Tandem company (see above the table about Hard Skills and Soft Skills to be performed in the pupil-led experimentation). As result of the teamwork activity, the students produced some materials and documentation for every themes of the hypervideo mentioned in the table above and further described in the chart below:

F.A.S.T.E.S.T.	Who we are	Mission	Technologies	Presentations
-YouTube Videos about Erasmus for Young	-Brief mention of the study courses - PPT presentation	-The history and mission of the school	-YouTube videos about food production	Didactic PPTs about: -Written

Entrepreneurs and about the outcomes of a completed Bulgarian project	about "Business communication" topic	-PPTs about the study courses (in collaboration with students of Tandem video)	technologies: Bread and Yoghurt	Communication: int'l standards -Non-verbal communication and body language -Promotional brochure of P6 PGHVT participation in F.A.S.T.E.S.T. project

Finally, in the "Events" and "Contact us" sections of the website students included a Google Calendar which is being continuously updated according to the school, local and national events of any relevance in terms of didactics and entrepreneurship, and the contact of the school.

I.3.c – ROMANIA

As far as hypervideos are concerned, Romania is represented by P8 Liceul Tehnologic Aurel Rainu, Fieni.

Liceul Tehnologic Aurel Rainu
Strada Republici, 28
Fieni, Dambovita, Romania
Telefon/fax 0245.774253
Website: http://liceulfieni.ro/
e-mail: rainua@yahoo.ro

The documents have certified Fieni as a locality since 1532.It was declared a city in 1968.The city has approximately 7000 inhabitants. Fieni is a strategic point for both touring destinations and for cultural and of economic interest places in the country because is approximately 106 km far from Bucharest. Also, it is 25 km far from Targoviste, the former Middle Ages capital of Romania. The famous Vlad the Impaler, known as Dracula, reigned over there. Fieni is 40 km away from the mountain resort, Sinaia, which used to be a royal residence.

In the town there is the only cement factory which is the place where the students' parents work. The inhabitants of the city are mostly Romanian people. Still, there is a gipsy minority that fits in and doesn't live in a separate neighbourhood. All the inhabitants speak Romanian. The Vocational Secondary School "Aurel Rainu" Fieni is the only high school from the northern area of Dambovita county.

Currently the school's study courses are:

Theoretical profile	Technological profile
Sciences – mathematics and computers Philology	Mechanical Electronics Construction supplies/materials Economics

The project is funded by ERASMUS+ Programme of the European Union through INAPP Italian National Agency. The content of this material does not reflect the official opinion of the European Union, the European Commission and National Agencies. Responsibility for the information and views expressed in this material lies entirely with the author(s). Project number: 2015-1-IT01-KA202-004608

The high school has 483 students who learn in 20 classrooms, 480 students are Romanians and 3 are part of a gipsy minority. Half of them are from the villages around, the others are from Fieni. About 150 students have their parents abroad and they are, at home, with their grandparents. Our high-school's students proceed, mostly, from modest families with low wages and that is why they receive social scholarships.

Composition of team of teachers: The team was established at the beginning of the project and coordinated all the activities throughout each phase of implementation. Personnel involved was:

The Headmaster, Mrs Elena Izabel Baicu

Teacher of Economics, Mrs Simona Ivan

Teacher of English, Mrs Diana Mandoiu

Teacher of English, Mrs Corina Vancea

Teacher of Biology, Mrs Lidia Vatavu

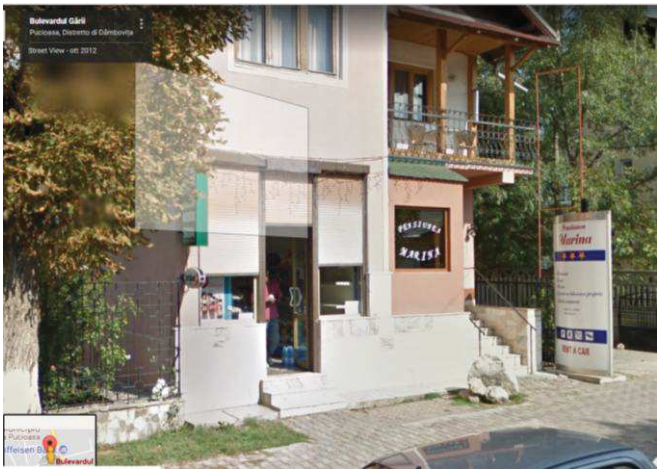
Teacher of Economics, Mrs Georghita Botea

Organization of the experimentation: experimentations were offered students as optional activities for volunteers. At least 40 students were chosen from Computer Science and Economics study courses. Criteria for the selection of students were:

- to have skills in IT domain in order to be able to make and edit the shootings
- to have competences/skills in the field of entrepreneurship, to know about the importance and the way of operation in a company
- to be good speakers of English language

On average the activities had a very positive impact on the overall students' engagement and motivation.

First Hypervideo –Anis Trading, bakery factory and store



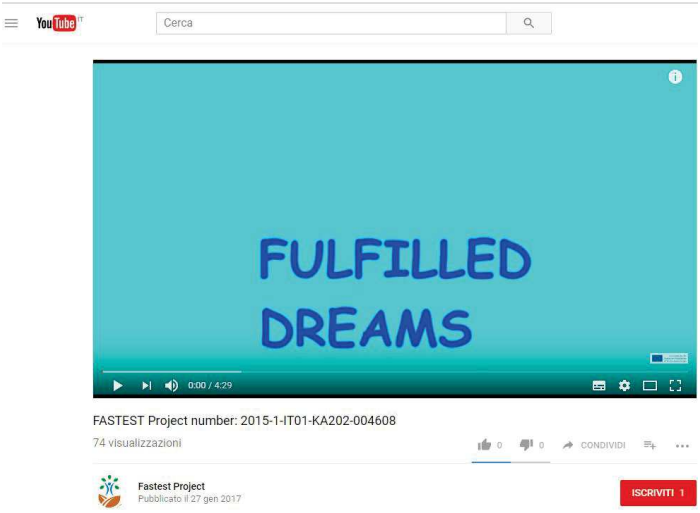
Anis Trading Srl
Boulev. Garii, nr. 6, Pucioasa, jud. Dâmboviţa
Tel. 0245-76022

Website:
http://www.romania-turistica.ro/Cazare-Pucioasa/Pensiunea-Marina

Facebook:
https://www.facebook.com/pages/Pensiunea-Marina/1458482431045721

Anis Trading started in 2001 as a food shop, then it became a pastry laboratory and confectionary/patisserie with direct sale of self-made baked goods. Most of the production is about biscuit and ladyfingers manufacturing, as well as cakes and pastries. Then it was added a restaurant-bar and an hotel as well, known as *Pensiunea Marina*. It is a family run business with a few employees, where the owner is in charge of the restaurant and hostel, while his wife takes care of the pastry laboratory and of the shop, known in town as *Caferina*. The activity takes place in Pucioasa, a medium-sized town in the Dambovita county, very close to Fieni.

Video. The video about Anis Trading is called "*Fulfilled Dreams*" and it is available on **YouTube** on the Fastest Project channel at the following public permanent URL https://www.youtube.com/watch?v=s9IARyAnMfk



The narrative structure of the video. The video is not organized as a proper story, not following the *Hero's journey* model. It is rather organized as an interview to the owner of the business, with images showing the premises and production process (confectionery laboratory and restaurant). The video is meant to be a didactic tool for young people, conveying an educational and inspirational message to students considering their future professional development.

Pictures 13-14: Students from Liceul Rainu during their visit & interview to the owner of Anis Trading

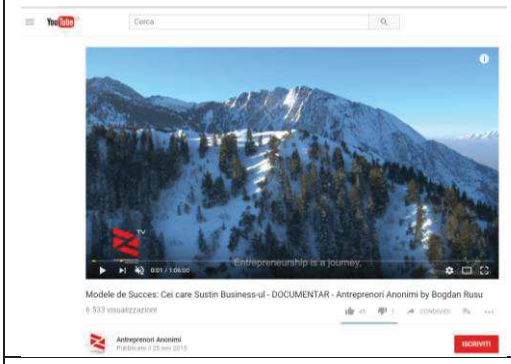
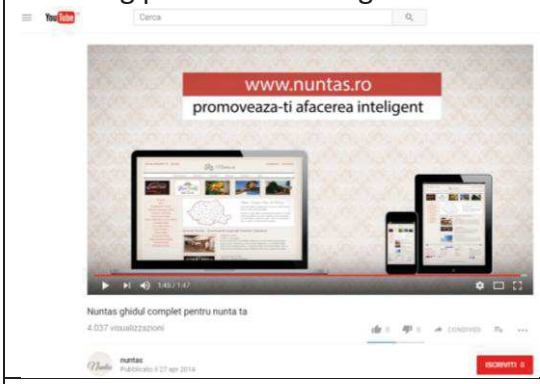
The interview to the entrepreneur. The interview is organized around three main ideas that students tried to develop asking questions to the entrepreneur:

- the recipe for success and how to maintain it
- the human capital as resource for the realization of the business
- the skills of an entrepreneur

The most important message that the team wanted to convey to the audience can be found in the opening sentence of the video: "*Fulfilled dreams. Was it easy? No. Worth it? Absolutely!*" This means that the entrepreneur had to work very hard to achieve and maintain his position. Students want to know the secret of his success, the recipe to be repeated and hopefully leading to more successful businesses in the town. The entrepreneur states that people are the key to success. It's not possible to invest in a business if you don't have qualified workers in your team. The quality of a product always reflects human qualities. You won't have performance if human quality is low. You cannot do everything alone: whatever you do, you do it with people's work. It's a matter of teamwork. The interview goes on with talking about the current social situation of young people, who the entrepreneur blames because some of them are satisfied with their parents' care without looking for their own job. Young people should not wait for underserved payment, as whatever they get, they get it from the salary and work of somebody else. Again, managing human resources is a key point for an effective teamwork: it is very important to encourage and support workers, especially making sure that older and expert ones teach to the new and younger ones, because work is all about learning by doing, trying to imitate good people who work with you. This is very imperative because at school students don't learn practical work. Finally, students mention some skills that they think an entrepreneur has: courage, determination and ambition. The entrepreneurs says he has all of them combined together.

Hypervideo. Students were asked to identify the main ideas which the video is talking about, as well as the most suitable topics for further research of study materials. They identified two main big topics: Entrepreneurship on one side, and English for business on the other side. About entrepreneurship, students searched either for examples of new business models in their own country, or for something inspirational about the role of the entrepreneur in the contemporary business scenario. About Business English, students looked for free tools to help them learn useful tips and ready to use expressions to help them go through the typical workplace situations. Contents selected are displayed and commented below:

Success Stories: Business Sustainers. *A documentary by Bogdan Rusu* from	From YouTube captions to the video: *The documentary series "Success Patterns" shows the*

Anonimi Entrepreneurs channel 	*differences between frequently misunderstood notions: mentor; trainer; consultant; coach, or even a franchisor, and shows how these concepts can significantly help develop a business with protagonists from several professional categories, but who, as a common denominator, either offer or benefit from support for business development or people in companies.*
Nuntas.ro Wedding planner and designer in Romania 	Nuntas.ro is a digital platform for wedding planning. The video is a presentation and description of a new business model thanks to a digital platform to reach customers. Example about how to make a new business through the potential of the web, offering many services in on ego
The Art of Entrepreneurship @ TEDx 	A lesson held a TEDx Salford by Julie Meyer about the topics of entrepreneurship. From YouTube caption to the video: *Julie Meyer is one of the leading champions for entrepreneurship in Europe. With over 20 years investment and advisory experience helping start-up businesses, she is the well known founder & CEO of Ariadne Capital, co-founder and Managing Partner of the Ariadne Capital Entrepreneurs Fund, founder of Entrepreneur Country and co-founder of First Tuesday.*
Business English Module Course 	A short modular course about the Business English skills for everyday use in workplace situations. Contents are about: -Telephoning and Emailing -Company visits -Presentations -Meetings -Socializing and Entertaining -Travel
Business English expressions | Conversation	Useful expressions for the everyday life situations in the workplace (business English tips for smart conversation)

	
Business English expressions | Sales Meeting 	Useful expressions for the everyday life situations in the workplace (how to conduct a meeting and a sales negotiation)

Pedagogical organization of the experimentation. Teachers organized a brainstorming activity in the classroom, to let students identify by themselves the themes and topics contained in the video, encouraging meta-reflections and the critical analysis of the different text levels. Once the main themes were identified, students were asked to choose some topics for further development and in-depth analysis. The work-scheme is indicated in the table above about the contents of the hypervideo. Then students were divided in smaller groups simulating mini-companies, each of them was given an assignment about research of materials and documents on the topics mentioned above. Entrepreneurial skills trained and performed in this activity relate both to the interpersonal abilities and to the technical and practical knowledge:

HARD SKILLS	SOFT SKILLS
Search of information and digital contents Organization & logical systematization of contents Revising & validating the final product	Organization of the team work Self-assignment of tasks Conflict management & creative problem solving

Second Hypervideo – ION Florin Com, meat factory and butcher store

Ion-Florin Com Srl

Cart. Glodeni Vale, Nr. 100, Pucioasa, Jud. Dâmboviţa

Tel. 0723-563 911

Ion Florin company is located in a fraction of the main center of Pucioasa, in Dambovita county, and it basically consists of a small farm breeding bovines for milk production, a butcher's laboratory for the processing of fresh and smoked meat products, and a shop for retail sales. The company was set in 2004 after its owner Mr Florin went to Germany to work there as butcher for a few years. After a while he returned to Romania and decided to open his own business together with another associate. Today they have 4 butchers and 3 shop assistants working in the company together with the owners. While milk is sold to local farmers and companies, meat is bought from big retailers located in other romanian towns and then transformed into sausages and other traditional meat products. Products mainly include pork, beef, veal and poultry. The company was recently mentioned among top performance ones in the "Top Business Romania Micro-Enterprises" competition.

Video. The video about ION Florin Com is called "*ION FLORIN COM*" and it is available on **YouTube** on the Fastest Project channel at the following public permanent URL https://www.youtube.com/watch?v=f4RKifFQmqE

The narrative structure. The video is not about a story, but it is an interview to Mr Banu Florin, one of the owners. During preparatory activities in the classroom, students were guided by teachers identifying the structure of the script. This is the basic frame that was designed:

- Shooting the entrance frame
- Shooting interiors:
    - Scene 1: a frame with a close-up shot inside the company, arrangement of machinery and working points
    - Scene 2: the supply of the raw material
    - Scene 3: the technological process of manufacturing; the production line, sorting and grading the unprocessed meat products
    - Scene 4: shooting the sorting mode and preparation of the raw meat for processing and packaging, sorting them for sale
- Filming processed products: their packaging, verifying their quality

Picture 15 – a daily scene from Ion Florin meat sale shop

The interview to the entrepreneur. The scene basically shows a student interviewing the entrepreneur inside the butcher's laboratory, showing the work environment, as well as the small farm and some images of the meat shop. The interview is organized around a few main topics:

- Presentation of the company
- How did the entrepreneur come up with the idea of establishing the business
- The work tools and their function
- The structure and organization of the company

- Advantages and disadvantages of being an entrepreneur
- Advices for young people wishing to found their own business

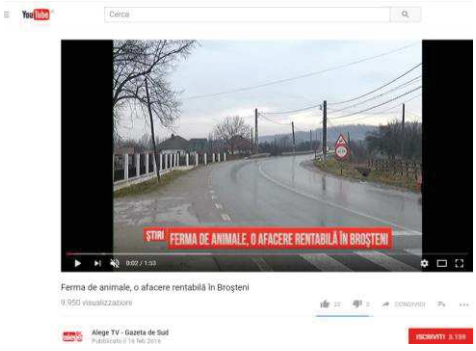
Below readers can find the original frame for the interview as it was planned by the students before meeting the entrepreneur and visiting the premises. The scriptwriting runs like this:

1. Shooting of the entrepreneur, brief presentation of the company
2. Thanks for accepting the interview
3. Can you please make us a brief overview of your business?
4. How did you start the business? Where the idea came from?
5. Filming inside: a short visit to the premises where the meat was processing
6. How many people are involved in the business at the moment?
7. Where do the entrepreneur get the raw material that is being processed? Do they have have their own farm animal or do they take it from somewhere else?
8. A brief overview of the work equipment and tools used
9. What are the company's future plans in terms of business expansion?
10. What are the advantages / disadvantages of having one's own business?
11. Which useful tips for those who want to pursue a career in entrepreneurship?

Picture 16 & 17 – P8 Aurel Rainu students at Ion Florin premises together with the owner

Hypervideo. Students were asked to identify the main ideas which the video is talking about, as well as the most suitable topics for further research of study materials. They identified three main big topics: Entrepreneurship on one side, Communication Skills and English for business on the other side. About entrepreneurship, students searched either for examples of new business models in their own country (see below the video about Maurer Estate Agency) or for something inspirational about a new concept role of the entrepreneurship in the animal farming sector (see below the video about Brosteni Animal Farm) in the contemporary business scenario. About Business English, students looked for free tools to help them learn useful tips and ready to use expressions to help them go through the typical

workplace situations. Last but not least, the meeting point between entrepreneurial skills and technical english skills is a full set of communication skills, to make sure to be able to talk in a proper and smart way. Contents selected are displayed and commented below:

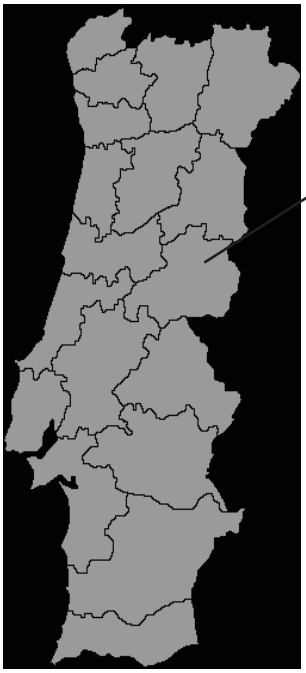
A video about the Maurer Romanian Estate Agency 	A documentary video explaining the story of success in the real estate and house building business in Romania
A video about entrepreneurship in the farming sector in Romania 	From YouTube caption to the video: *Animal Farm, a profitable business in Brosteni.* *Once recognized for the large fruit production today, the Broşteni Mehedinti commune is especially recommended for animal husbandry. People have begun to grow animals, encouraged by the fact that in the locality there is the only authorized slaughterhouse in the county. Beginning with own money or money from the European Union, animal affairs turned out to be the winning lot of the locals in Broşteni. One of the young farmers here started off with 3 cows, and now their number has reached 80.*
A video about Communication Skills from the Stanford Graduate School of Business 	The video is called “Think fast, talk smart” and it is aimed at providing listeners with a full set of communication techniques useful for public speaking and to effectively convey any message to any listener

Business English tools 	A video from the Espresso English channel teaching essential vocabulary for job and workplace situations, to train students to effectively communicate in English

Pedagogical organization of the experimentation. Methodologies, activities and learning outcomes are the same of the First Hypervideo about Anis Trading company (see above the table about Hard Skills and Soft Skills to be performed in the pupil-led experimentation).

I.3.d – PORTUGAL

As far as hypervideos are concerned, Portugal is represented by P9 Escola Profissional Agrícola Quinta da Lageosa, a farming boarding school located in Belmonte, in a north-eastern rural region very close to the mountains and to the border with Spain.



- Low density population
- Rural desertification
- Ageing population: arising number of elderly
- High emigration levels
- Economy sectors: agriculture and services
- Main agricultural production: floriculture
- Excellent natural and cultural heritage
- Excellent road infrastructure

- 320 ha:
- Forest
- Dairy cattle
- Sheepfold
- Piggery
- Horse stable
- Poultry farming
- Floriculture
- Vineyard
- Horticulture
- Arable crops

- 4 VET Secondary Study courses:
- Agricultural and Animal Production
- Forest and Environmental Resources
- Equine Management
- Floriculture and Gardening

Composition of team of teachers: The team was established at the beginning of the project and coordinated all the activities throughout each phase of implementation. Personnel involved was:

- The Headmaster of P9 Quinta da Lageosa Mr Agostinho Duarte Ferreira
- The Maths Teacher Mrs Teresa Paula Runa da Silva Reigones
- The History Teacher Mrs Cristina Maria de Sousa Salvado
- The English Teacher Mrs Maria José Martins

Organization of the experimentations: activities related to F.A.S.T.E.S.T. project were carried out during the regular school hours as part of the curricular didactic program. At least 40 students were involved from more VET study courses. Hours devoted to F.A.S.T.E.S.T. project were taken partly from theoretical subjects such as Portuguese Language & Literature, Foreign Language & Literature, History, Mathematics and partly from VET practical subjects, to develop an integrated cross-curricular didactic programme about entrepreneurship.

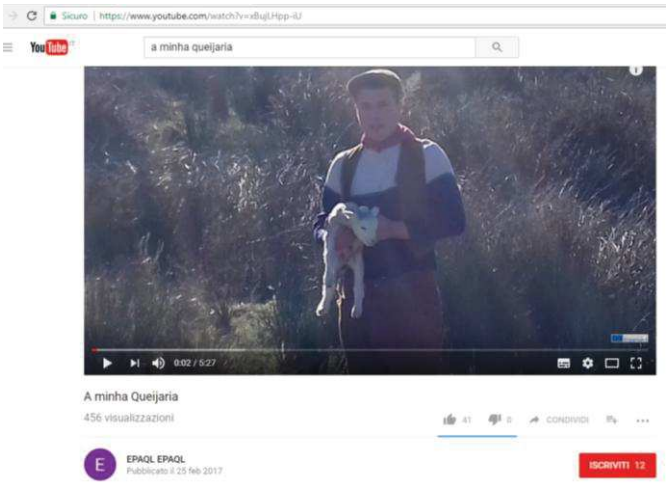
Escola Profissional Agrícola Quinta da Lageosa
Apartado 32 6254-909 Belmonte
Tel.: 275 910 200 | Fax: 275 910 209
Email: lageosa.ce@hotmail.com

First Hypervideo – Queijos Braz cheese factory

Braz & Irmão, Lda.
Sítio da Barronceira 6200-591 Peraboa
Tel.: +351.275470000
Fax : +351.275470009
E-Mail: queijosbraz@mail.telepac.pt
www.queijosbraz.pt

The company. Queijos Braz is located in the District of Castelo Branco, a mountain region located in the north-eastern part of Portugal, quite close to the Spanish border. The economy of the area is based on rural activities, such as farming, livestock breeding, and related agroindustrial businesses. Queijos Braz was founded by the older generation of entrepreneurs by producing cheese with local milk in the traditional way. In the first stage the company did not directly milk animals, as owners just processed milk from nearby farms and produced cheese. Nowadays the new generation of employees has a modern factory with new machinery combining tradition and innovation in producing goat and sheep cheese, as well as mixed ones, fresh and creamy cheese and smoked cheese. In the last years Queijos Braz also obtained a Kosher certification and started producing Kosher cheese to be exported mainly in the US market.

Video. The video about Queijos Braz is called "*A minha queijaria*" ("My cheese factory") and it is available on **YouTube** on the EPAQL EPAQL channel at the following public permanent URL https://www.youtube.com/watch?v=xBujLHpp-iU



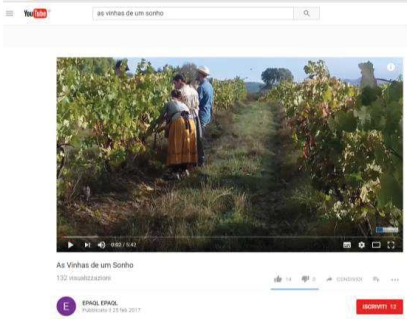
The story. The structure of the story is inspired to the *Hero's Journey* pattern (see above I.2.2). The film portraits a student of P9 Quinta da Lageosa attending a class about entrepreneurship during a normal school day. Then the boy takes part in a company visit at Queijos Braz together with his fellow students, running an interview to the entrepreneur about the history and current activity of the company. After the visit, he gets inspired from the production process of the cheese and wishes to found a business activity himself. He sees an old building in the countryside and he plans to refurbish it to start a new cheese factory. At this point he has troubles and difficulties that obstacle him in establishing his

company, as he wanders through a few offices without receiving help to manage burocracy and legal matters attached to founding a new firm. At last he meets the right person who is willing to helping giving him the correct advices and guidelines about how to deal with burocracy and finally he successfully runs his own company.

Pictures 18 & 19 – Teachers and students from P9 Quinta da Lageosa together with the owner of Queijos Braz company during the filming and interviewing activities

The structure of the video. The film combines the sequences of the narrative story with the interview to the owner of Queijos Braz company. The contents of the interview are about how the company was established, which kind of activities were done at the beginning compared to now, and how the family entrepreneurs went through the burocratic issues to run a food company according to the national rules. This feature is recalled in the story itself, which is about a young student trying to overcome burocracy and establish his own business. During the interview, a large space is also given to the values that guide the entrepreneurs in running their own business. Dealing with cheese, it is very important for Queijos Braz to innovate always keeping in mind the traditional know-how, as cheese is still made following the ancestral knowledge of the older generation.

Hypervideo. Students were divided in groups and asked to think about digital materials to enrich the user-experience while watching the video about Queijos Braz company. They asked themselves which contents could be of interest for anyone looking for topic-related information. The groups decided to augment the video with some further information about both the company and the cheese production process. Contents are displayed in the table below:

Link to the Official Queijos Braz company website	www.queijosbraz.pt
Link to the Official Queijos Braz YouTube channel 	A video showing the productive process & cycle at Queijos Braz company. For more information about the entrepreneurs see also Braz & Irmão video at https://www.youtube.com/watch?v=4eHnJ77KeNY 
Link to the Queijo Serra de Estrela YouTube video https://www.youtube.com/watch?v=9Z3-wzon9Eg 	From YouTube captions: *A video showing the production process of a very traditional sheep cheese which is produced in some area of Portugal, including the district of Castelo Branco. The process is entirely handmade: freshly milked sheep's milk, thistle flower, a little salt and lots of mastery. The earliest mentions of this cheese go back to the twelfth century, making it the oldest of Portuguese cheeses. In 2011 was elected one of the 7 Wonders of Gastronomy of Portugal, it fulfills all the rules to be a product of denomination of Protected Origin.*
Link to the Official P9 Quinta da Lageosa Channel https://www.youtube.com/watch?v=THogkDT_BIA&t=7 	A video showing the school premises explaining all the activities and knowledge that students can develop attending Quinta da Lageosa farming school
Link to the "As vinhas de um sonho" YouTube video https://www.youtube.com/watch?v=6rUPMn_FHTY 	The *Vineyards of a Dream* is the second hypervideo of P9 Quinta da Lageosa, realized for F.A.S.T.E.S.T. project activities (see below for details)

Pedagogical organization of the experimentation. Teachers organized a brainstorming activity in the classroom, to let students identify by themselves the themes and topics contained in the video, encouraging meta-reflections and the critical analysis of the different text levels. Once the main themes were identified, students were asked to choose some topics for further development and in-depth analysis. The work-scheme is indicated in the table above about the contents of the hypervideo. Then students were divided in smaller groups simulating mini-companies, each of them was given an assignment about research of materials and documents on the topics mentioned above. Entrepreneurial skills trained and performed in this activity relate both to the interpersonal abilities and to the technical and practical knowledge:

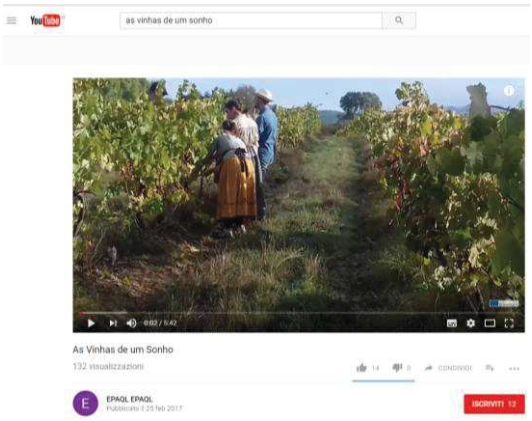
HARD SKILLS	SOFT SKILLS
Search of information and digital contents	Organization of the team work
Organization & logical systematization of contents	Self-assignment of tasks
Revising & validating the final product	Conflict management & creative problem solving

Second Hypervideo – Quinta Dos Termos wine industry

Quinta dos Termos, Lda
Carvalhal Formoso, 6250-161 Belmonte, Portugal
Tel. +351.275471070; Fax +351.275471072

Email: info@quintadostermos.pt
www.quintadostermos.pt
Facebook @quintadostermos

Video. The video about Quinta dos Termos is called "*As vinhas de um sonho*" ("*The vineyards of a dream*") and it is available on **YouTube** on the EPAQL EPAQL channel at the following public permanent URL https://www.youtube.com/watch?v=6rUPMn_FHTY



The company. Quinta dos Termos is located in the District of Beira Interior, a mountain region located in the north-eastern part of Portugal, quite close to the Spanish border. The economy of the area is based on rural activities, such as farming, rye cultivations and related agroindustrial businesses. The region is well exposed to northern winds and southern sun, making it a perfect position for vineyards and grape cultivation. For this reasons the whole land has a long tradition in winery, upon which the former owner Alexandre Carvalho in 1945 founded Quinta da Lageosa company. Today it is led by his son João and the grandsons Miguel and Pedro Carvalho. Quinta da Lageosa is a family run business, very active in Portugal producing 22 variety of wines (14 red wines, 4 whites, 1 rosé and 3 natural sparkling wines) from local fine vines. Recently the company set five different logistic platform to better distribute the wine throughout Portugal, with the plan to implement an internationalization strategy as soon as possible.

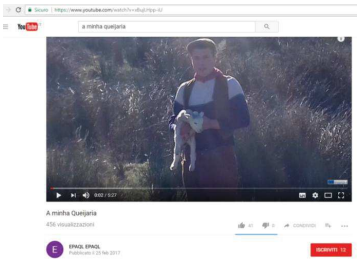
The story. The structure of the story is inspired to the *Hero's Journey* pattern (see above I.2.2). The film portraits a student of P9 Quinta da Lageosa who looks for a job opportunity in the local newspaper. Afterwards, watchers see him as trainee in Quinta dos Termos company, learning to do the job in the fields as well as the tasks of the wine production process and warehouse management. Meanwhile, the boy together with a group of fellow students appears during an interview to the youngest representative of Quinta dos Termos, the Marketing referee Pedro Carvalho. The students ask him about the difficulties that the company went through before becoming well established, as the topic is particularly relevant for the story that is being told. Nonetheless, hardships might have occurred in the first decades of business, when Quinta dos Termos was run by the founder Alexandre Carvalho, as in Pedro's times the company goes really well. The work experience and the interview inspire the student to go for his own business, so one day he finds a field for sale in the country deciding to buy it. Immediately the young man starts working in the fields, planting vines and growing grapes for wine production. After some months he is finally able to proudly taste a glass of wine from his own vineyards.

The structure of the video. The film combines the sequences of the narrative story with the interview to a representative of the Carvalho family, currently owners of Quinta dos Termos company. During the video it is also possible to see some moments of the annual work in the vineyards and in the factory. The contents of the interview are about how the company

was established, the features of the region/territory where the vineyards take place, and most of all, the identity of the brand and of company itself. This is particularly important talking about the entrepreneurial traits that shape business people. As a matter of fact, the family representative states that nowadays the company is facing a challenge: wine is produced according to the family taste, as they like it. So they look for customers who also like it, rather than trying to produce a wine according to the consumers' common taste.

Hypervideo. Students were divided in groups and asked to think about digital materials to enrich the user-experience while watching the video about Quinta dos Termos company. The activity was run exactly like the one about Queijos Braz video. They asked themselves which contents could be of interest for anyone looking for topic-related information. The groups decided to augment the video with some further information about both the company and the wine production process. Contents are displayed in the table below:

Link to the Official Quinta dos Termos company website	www.quintadostermos.pt
Link to the Official Quinta dos Termos YouTube channel https://www.youtube.com/watch?v=L-okQ1cuf90 	A video showing the productive process & cycle at Quinta dos Termos, as well as the history of the family run company.
Link to Beira Interior's wine promotional YouTube video https://www.youtube.com/watch?v=4CGMbKYvYOw 	A promotional video about the vine variety of Beira Interior region, among the Portuguese highest mountains, traditionally carved out for the success of wine making thanks to its natural exposure to sun and winds and to the properties of soil. More about Quinta dos Termos: Interview to Joao Carvalho 

	A further documentary about Quinta dos Termos company 
Link to the Official P9 Quinta da Lageosa Channel https://www.youtube.com/watch?v=THogkDT_BIA&t=7 	A video showing the school premises explaining all the activities and knowledge that students can develop attending Quinta da Lageosa farming school
Link to the "A minha queijaria" YouTube video https://www.youtube.com/watch?v=xBujLHpp-iU 	The video called *My Cheese Factory* is the first hypervideo of P9 Quinta da Lageosa, realized for F.A.S.T.E.S.T. project activities (see above for details)

Pedagogical organization of the experimentation. Activities & Methodology of the experimentation are the same applied to the students' group involved in the Queijos Braz video (see above).

II. Results of the Pupil – Led experimentations (activity 3)

For each of the four partner schools, Activity 3 was basically composed of two different phases:

a. Digital manipulation of videos and transformation into hypervideos (pupil-led activity)

b. Teachers' monitoring of the pupil-led experimentation and assessment of the learning outcomes

About a), we already stated above (chapter I.3 – IO2) the methodological choice to describe in the previous chapter the didactical organization and the contents selected for the hypervideos, as well as the entrepreneurial skills learned and "performed" by the students, to guarantee a complete overall user-friendly view.

About b), in collaboration with P3 Bocchialini, leader of Intellectual Output 2, the Coordinator P1 Cisita Parma drafted an activity monitoring grid (see below, Appendix III) to be used by the teachers of each school to:

- Support them in monitoring/supervising the project-work pupil-led experimentation
- Set the learning objects both for students and for teachers
- Assess and evaluate the learning outcomes both for students and for teachers

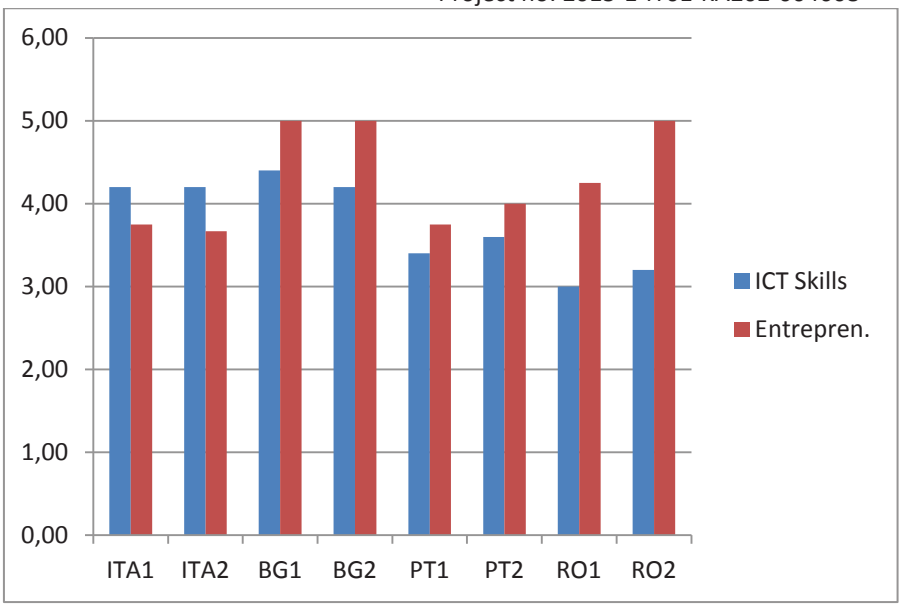
The monitoring activity was about evaluating four different items:

- Students' learning objectives
- Teachers' learning objectives (self-evaluation)
- Analysis of the process of change in students (as single students and in groups)
- Analysis of the individual skills developed by a sample of students

Learning objectives - students	Learning objectives - teachers	Change induced (students)	Individual skills (sample)
• ICT	• ICT	• As single	• Communication

• Entrepreneurship	• Storytelling • Entrepreneurship • Agrifood focus	students • As a work team	& Team work • Managing information • Setting Goals & Tasks

In the next pages we will offer an overall view of the results, presenting aggregated data through graphics and summative charts, with the main purpose of comparing results for each country, for the teachers' and students' category, as well as the single learning outcomes. It is important to say that each school ran two different experimentations as hypervideos were two as well. For each item to be evaluated in the monitoring tool, the team of teachers was asked to assign a score from 1 to 5, according to the Likert Scale criteria, where score = 1 means the lowest grade of achievement or agreement about what is asked or said in the question or statement, while score = 5 means the top grade. In the graphics readers will find evidence of aggregated results for each group of students and for each country (for example Italy 1 and Italy 2 and so on for the others). For each graphic there will be a caption or an explanatory comment for a correct interpretation of data according to F.A.S.T.E.S.T. project methodology and criteria.



Graphic 1- Students' learning objects for each group/country

Graphic 1 shows the achievement of the **students' learning objects** both in the **ICT skills** area and in the so called "**Entrepreneurial Skills**", according to their teachers' evaluations. On average ICT skills scored lower than "Entrepreneurial Skills", so it is allowed to say that ICT skills are tougher to learn for students, compared to the entrepreneurial soft skills. Italy is the only exception, where both groups obtained higher scores in ICT skills (4,20 for ICT skills vs 3,66-3,75 for "Entrepreneurial Skills"). In graphic 2 the gap among the two skills is clear. Despite ICT skills are clearly harder to reach compared to Entrepreneurial Skills, the average score of 3,78 is not far away from the threshold of level "good" (score 4).

Graphic 3 offers the overall panorama showing the students' achievements in the ICT skills, with details about the each specific learning object. Skills harder to achieve or to perform are "Creating Hypervideos" & "Digital manipulation to transform videos into hypervideos", while "Digital shooting" is the easiest, probably as students are digital natives.

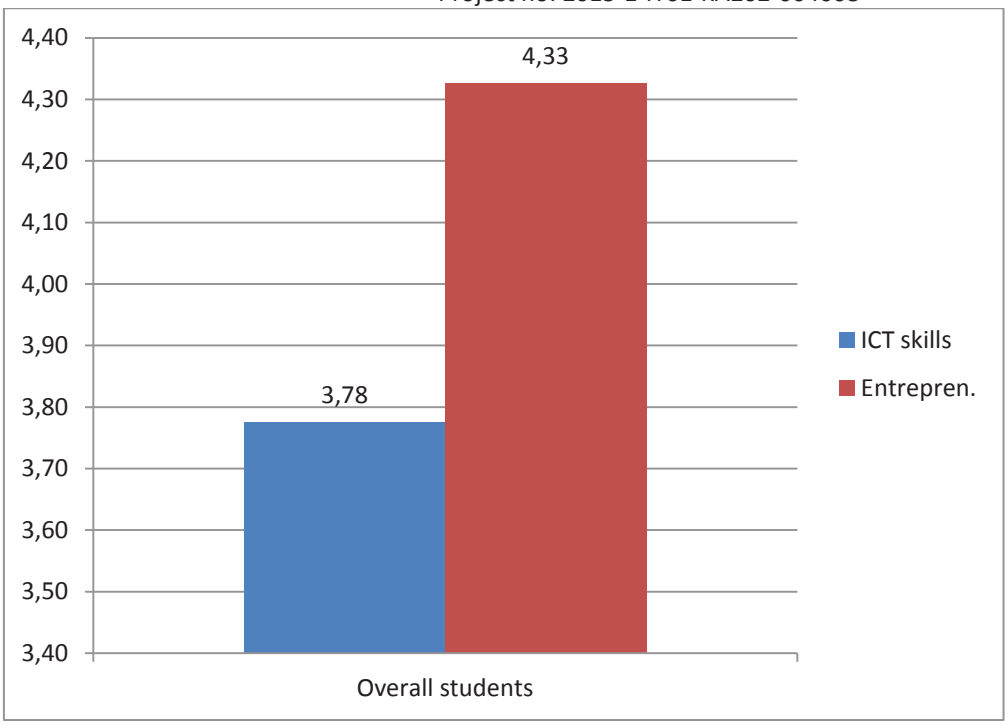
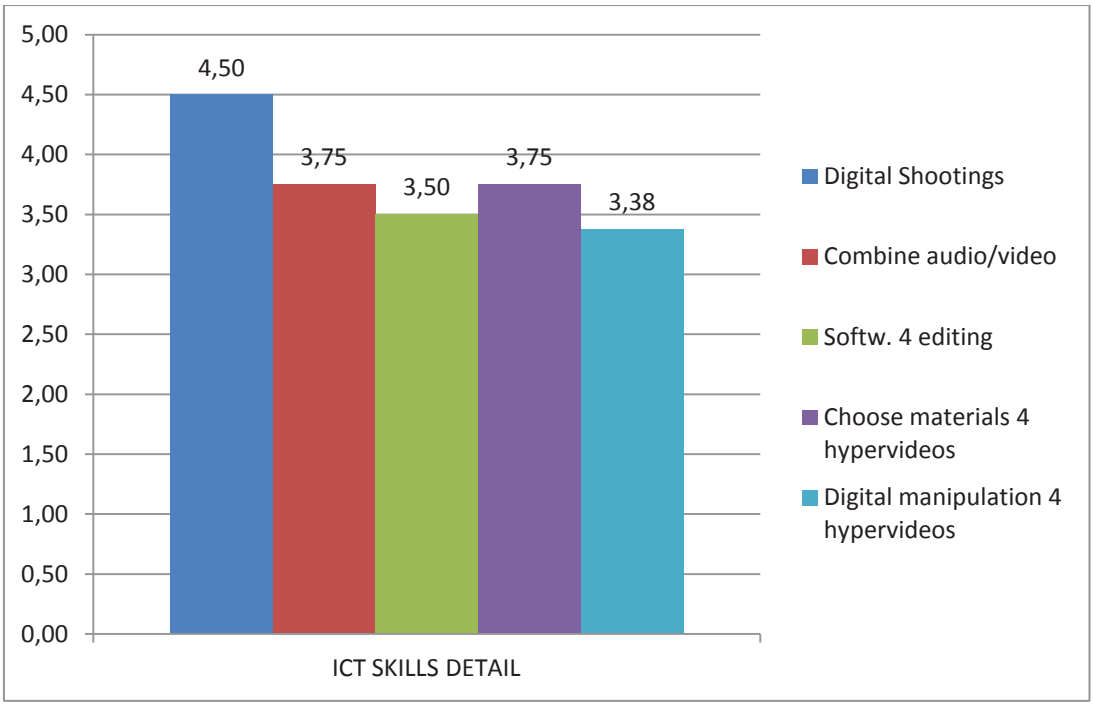
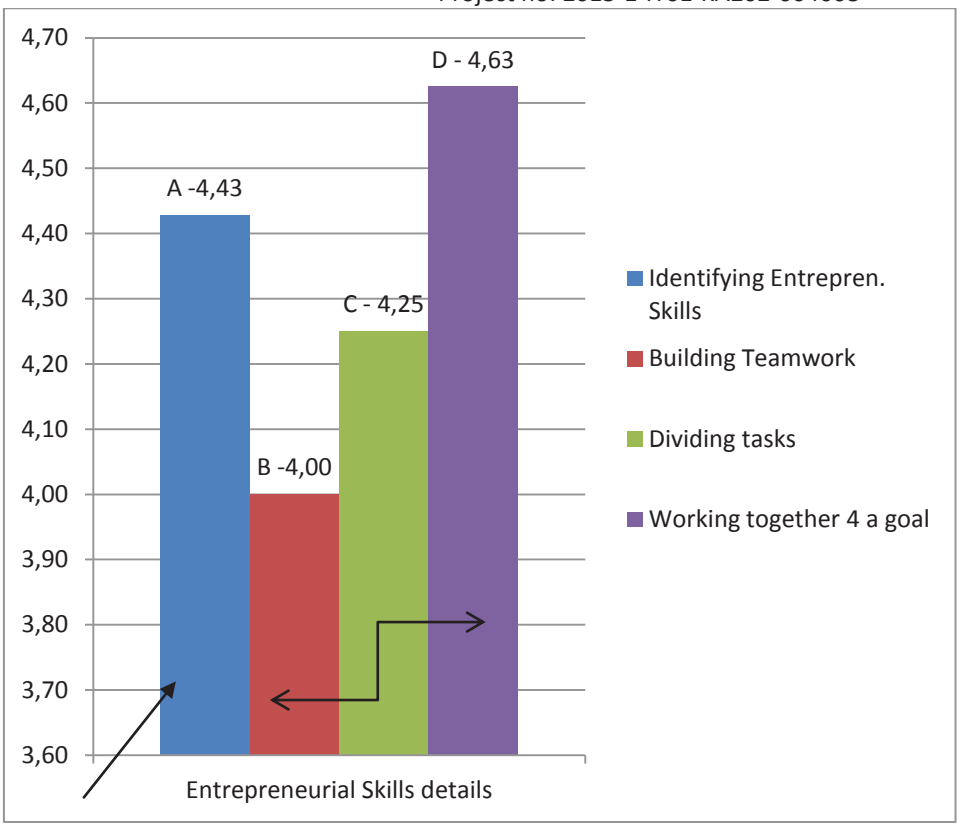


Grafico 2 – General overview of students' learning objects



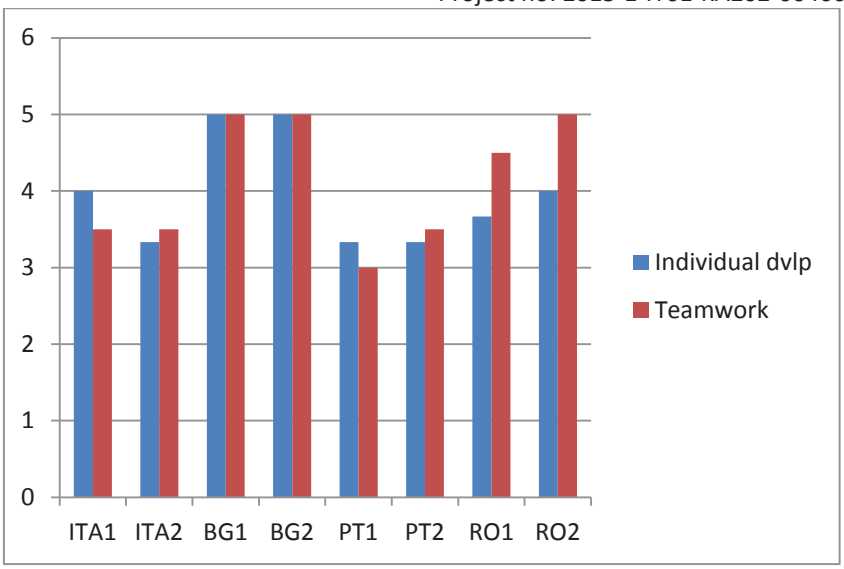
Graphic 3 – Details of learning objectives of ICT skills area



Graphic 4 – General overview of students' entrepreneurial skills

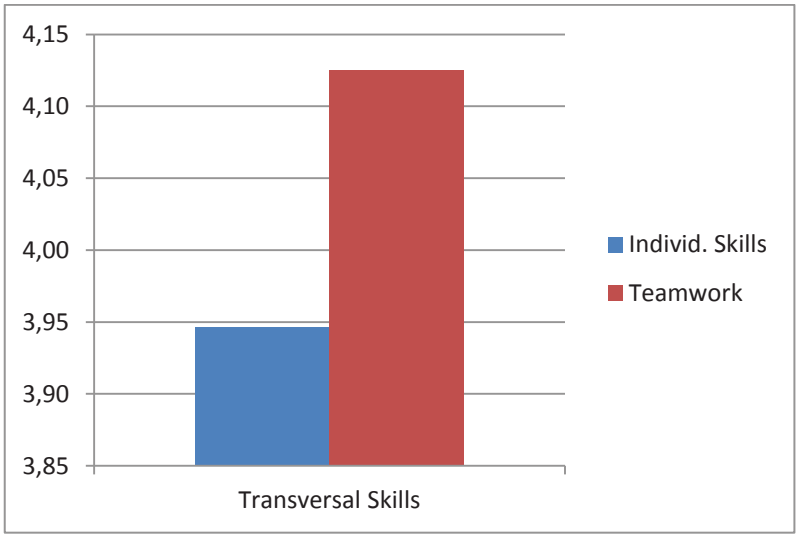
Graphic 4 shows Entrepreneurial Skills and the relevant learning objects, together with the average scores considering all students from all countries. It is important to underline the distinction between the entrepreneurial skills "to learn" (Skill "A") and those "to be performed" or "enacted" (Skills B-C-D). On average we can state that "performing" is harder than "learning" for students (the score of skill "A" equal to 4,43 is above the arithmetic mean of skills "B-C-D" equal to 4,29). Nonetheless, the easiest skill to develop is the performative skill "D" which is equal to 4,69, immediately followed by skill "A". Probably this can be explained with the fact that skill "D" *Working together for a goal*, implies working at goals and tasks set by the teachers, whilst students pronely tend to follow instructions.

Relating to the research about the **change induced in students**, teachers wanted to assess the transformative process in students taking part in the experimentation, considering both the attitude and personal motivation towards studies and school education, and the ability and the willingness of the groups to self-organization and to build a team working for a common goal.



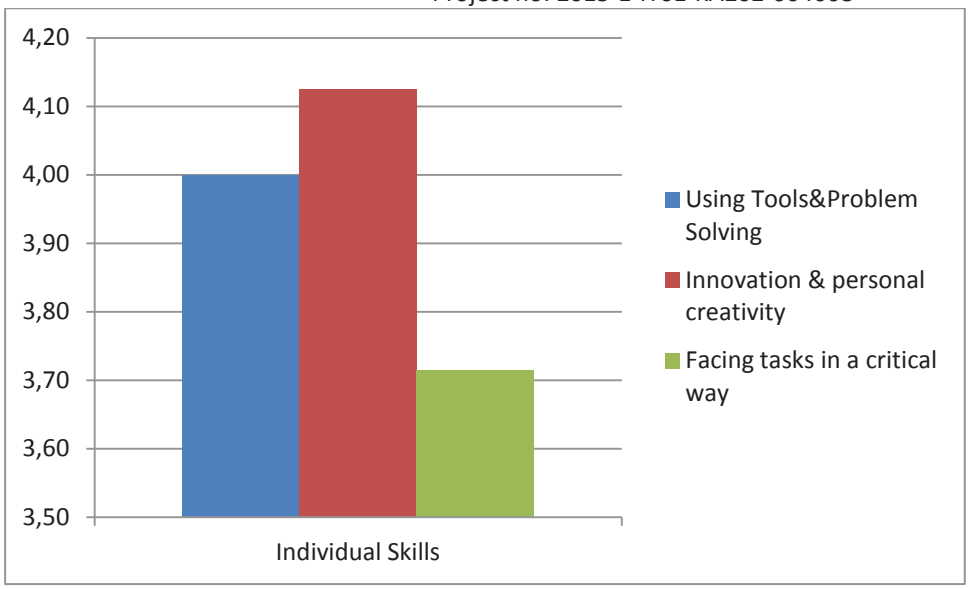
Graphic 5 – Analysis of the change induced in students (considering different groups and countries)

On average the ability of **working in team** (general score equal to 4,12) seems easier to develop and put into practice than to the **individual skills** (general score equal to 3,94)



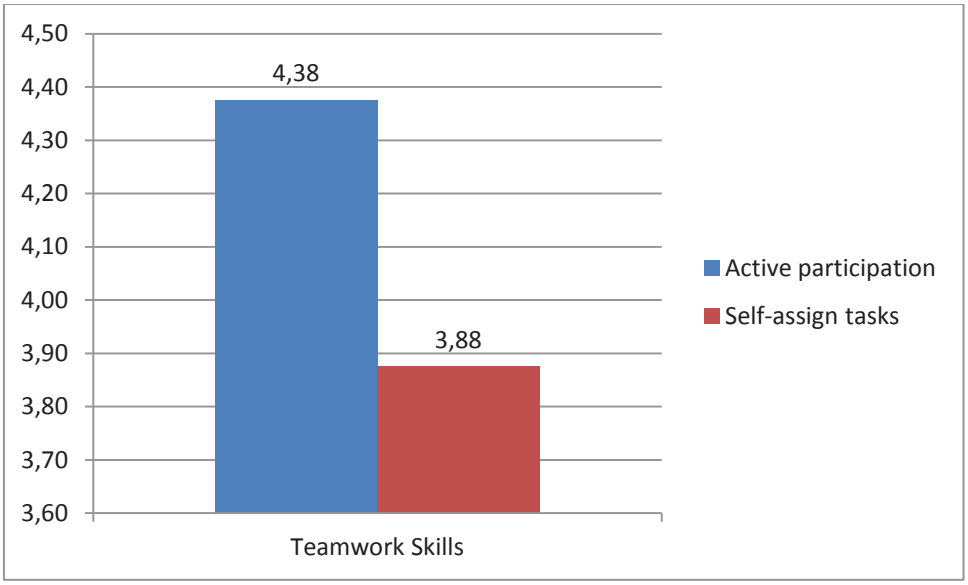
Graphic 6 - Teamwork vs Individual Skills in Students

On the other hand graphics 7 & 8 highlight the effects of the **change induced in the students**, as evidence of the transformative process, that we can see both in the individual skills and in the ability to work in teams. In graphic 6, it is notable that the individual skills with the highest rate are creativity and the ability to implement innovative solutions (average score equal to or above 4), while facing tasks in a critical way is harder (average score equal to 3,71).



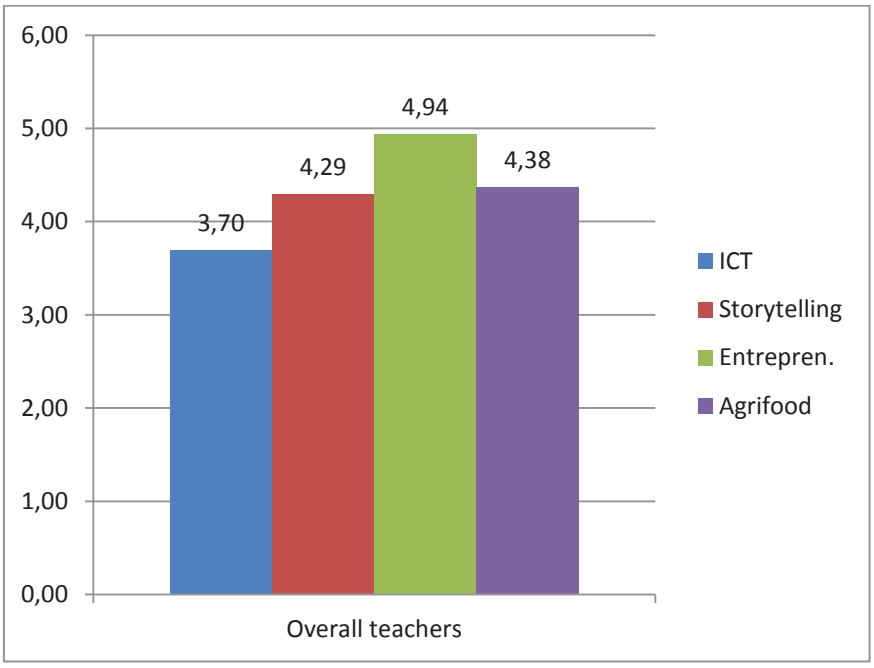
Graphic 7 –Effects of the change induced on the individual skills

Graphic 8 shows the effects of the change induced on the ability to work in team, which basically consists of: active participation on one hand, and the ability to self-assign tasks on the other hand. As it was expected, teachers teachers assessed an high level of active participation (average score equal to 4,38), while the self-assignment of tasks seems harder for the group of students (average score equal to 3,88).



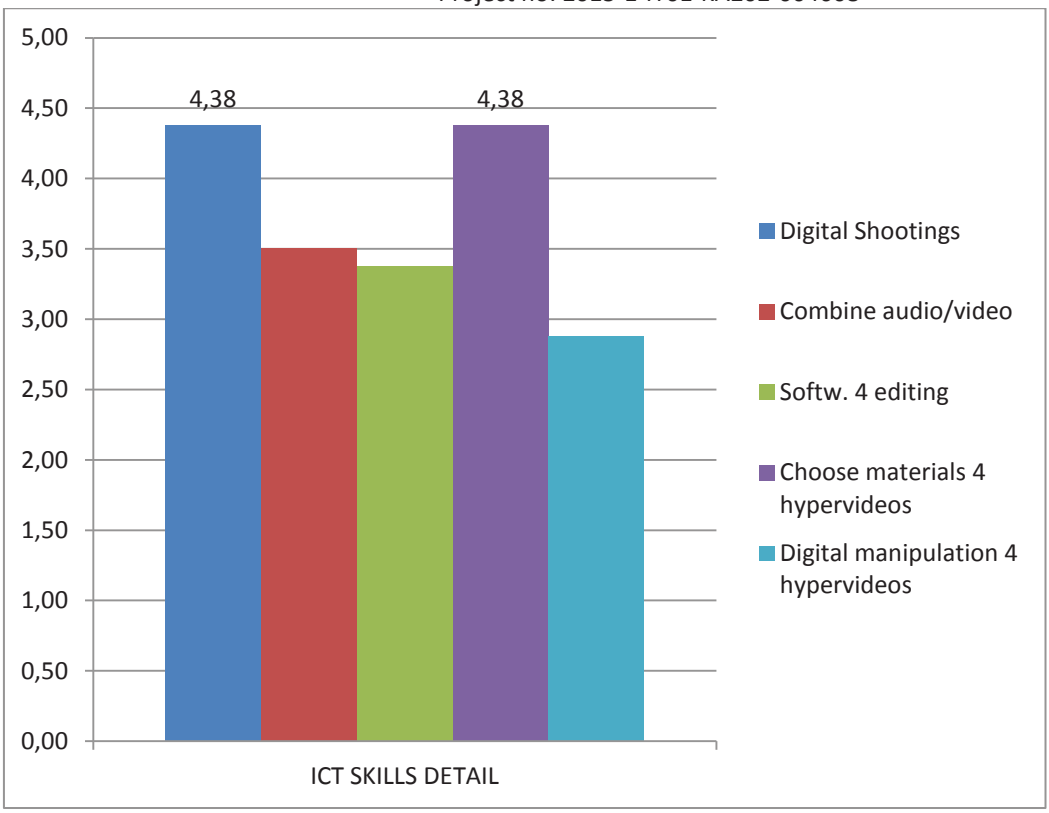
Graphic 8 - Effects of the change induced on the teamwork skills

Considering on the other hand the **teachers' learning objects**, partners identified four different areas of self-evaluation from the teachers themselves. Repeating the same structure of the students' experimentations, each school appointed two groups of teachers monitoring, supervising and evaluating each students' team. Each group of teacher evaluated the students and self-evaluated their own learning process. Graphic 9 shows the four areas for the teachers' self evaluation: ICT and Entrepreneurship as for students, adding Storytelling skills as well as sectorial skills (agroindustrial skills). Also for teachers ICT skills are on average the most difficult to develop, whilst entrepreneurial skills are the easiest. Agro-biz & Storytelling skills are in a halfway position, with agro-biz skills slightly ahead.



Graphic 9 – Overall scenario of teachers' learning objects

Also for teachers, in each of the four areas the tool identifies more abilities, or specific learning objects. Regarding ICT skills, Graphic 10 shows the same items that we identified for students (see Graphic 3). Also for teachers learning how to digital manipulate videos and creating hypervideos is the hardest thing. Making digital shootings is the easiest, thanks to the user-friendliness of smartphones which were widely used for filming. The ability of choosing materials for the creation of the hypervideos comes with the same score (4,38), and it seems an easy skills for teachers probably because of the theroretical research skills that it implies.

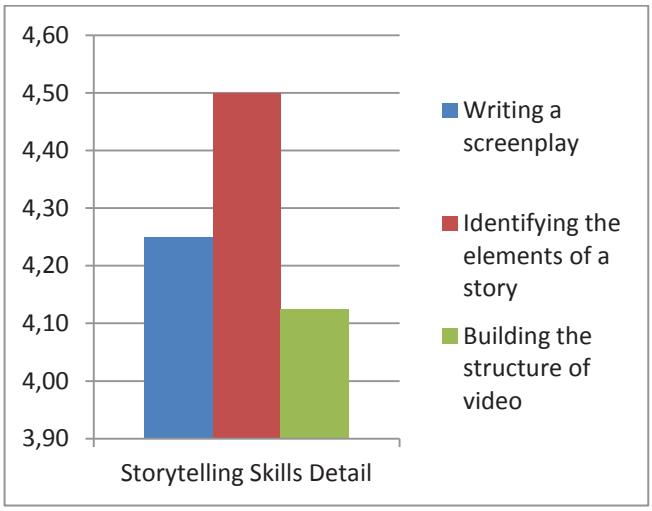


Graphic 10 – Detail of the ICT skills for teachers

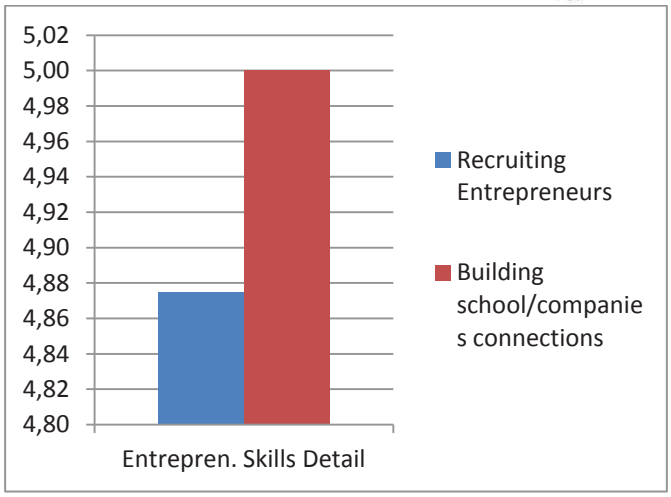
Graphics 11-12-13 instead show the learning objects relating to the "Storytelling" area (Graphic 11), "Entrepreneurship" (Graphic 12) and agroindustrial sectorial skills (Graphic 13). These skills achieved on average very high scores, above level 4, revealing a certain degree of comfort for teachers to confront and self-evaluate themselves on such topics. On average, skills with the lowest score, despite the general trend is positive, are:

- Creating the structure of a video (4,11) in the Storytelling skills
- Creating and implementing innovative didactic methodology (4,37)

The reason for this relies within the experimental didactics, where teachers are forced to abandon traditional and unidirectional programs, and where the process of adaptation to innovation may take longer time and greater efforts.

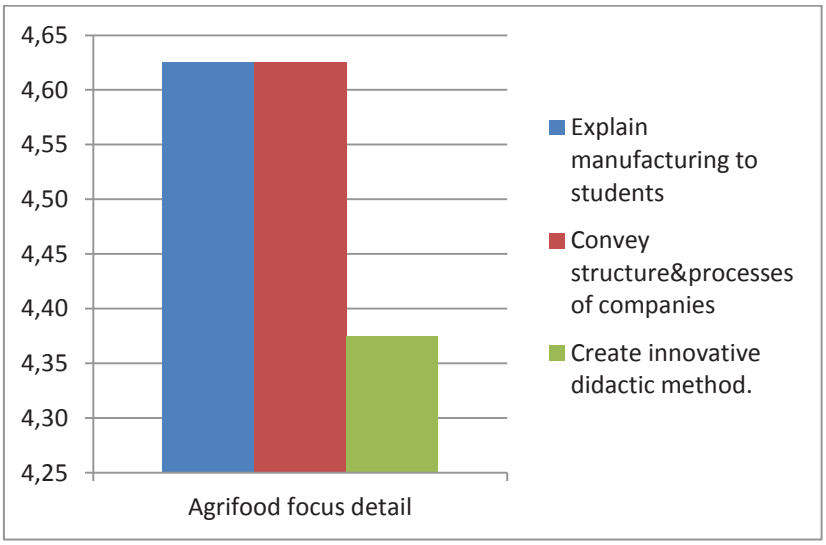


Graphic 11- Details of the Storytelling skills for teachers



Graphic 12 - Details of the entrepreneurial skills for teachers

In Graphic 12, it is notable to highlight the average top scores of teachers in both skills (building school/companies connections on one side, and recruiting entrepreneurs on the other side). Nonetheless, the most complicated issue was how to motivate entrepreneurs to take part in the experimentation, being effective and successful in engaging companies.



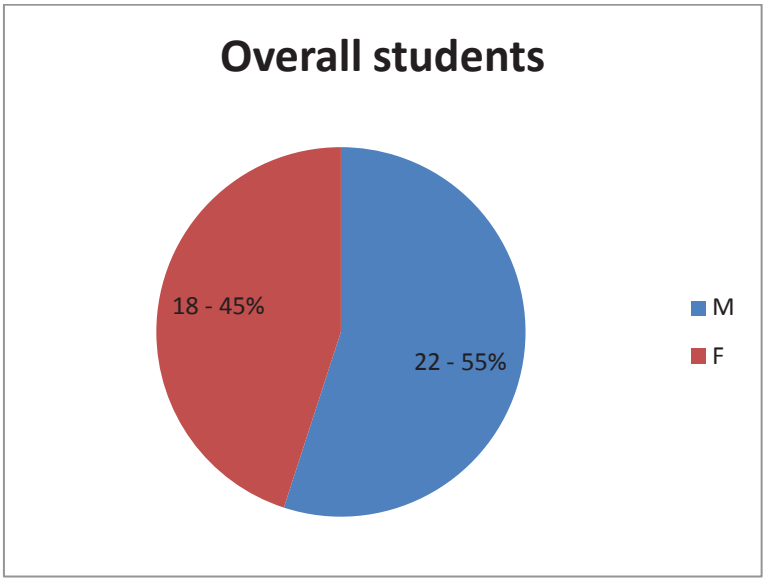
Graphic 13 – Details of the sectorial skils for teachers

About the **individual assessment** of the performance of the single students in the experimentation, it was agreed to evaluate a sample of students, choosing 25% of total students involved according to the following criteria:

- 10 students out of 40 total students in Italy
- 10 students out of 40 total students in Bulgaria

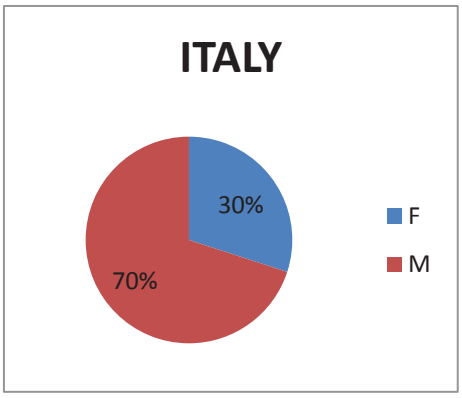
- 10 students out of 40 total students in Romania
- 10 students out of 40 total students in Portugal

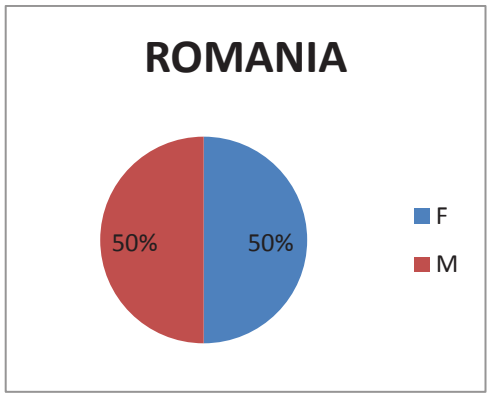
Each school was set free to manage the distribution of gender, age and profile of sampled students. From the graphics below it is possible to obtain some useful data for the students' monitoring.

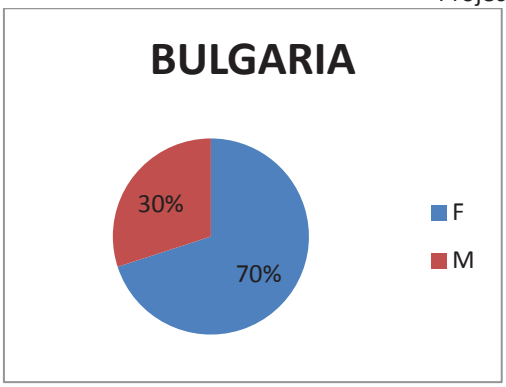


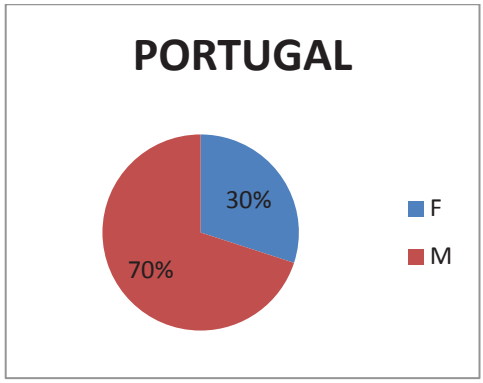
According to the sample, total number of boys is slightly above the girls (55% vs 45%). While Romania has an equal proportion of sampled boys and girls, Italy and Portugal have more boys, Bulgaria has more sampled girls instead.

Graphic 14 – Overall Boys VS Girls and below, boys and girls distribution in each country

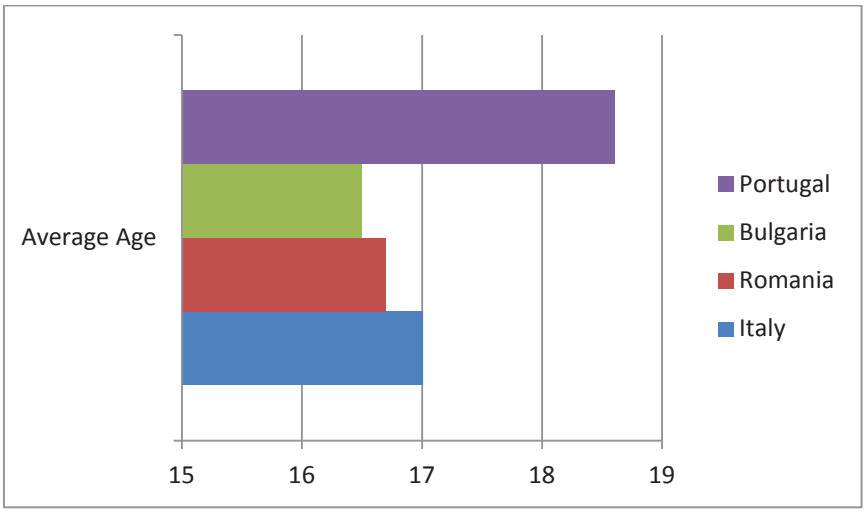








About the age of the students involved, all four schools chose a quite aged and expert target of students, choosing them among those who were attending at least the upper cycle of secondary education (the last three years). From Graphic 15, we can see that Portugal involved students attending the last year of the school cycle, Bulgaria and Romania concentrated on students from the third year, aged about 16-17. Italy instead selected for both groups students aged 17, attending the fourth year of the school cycle.



Graphic 15 – Average age of the students in each country

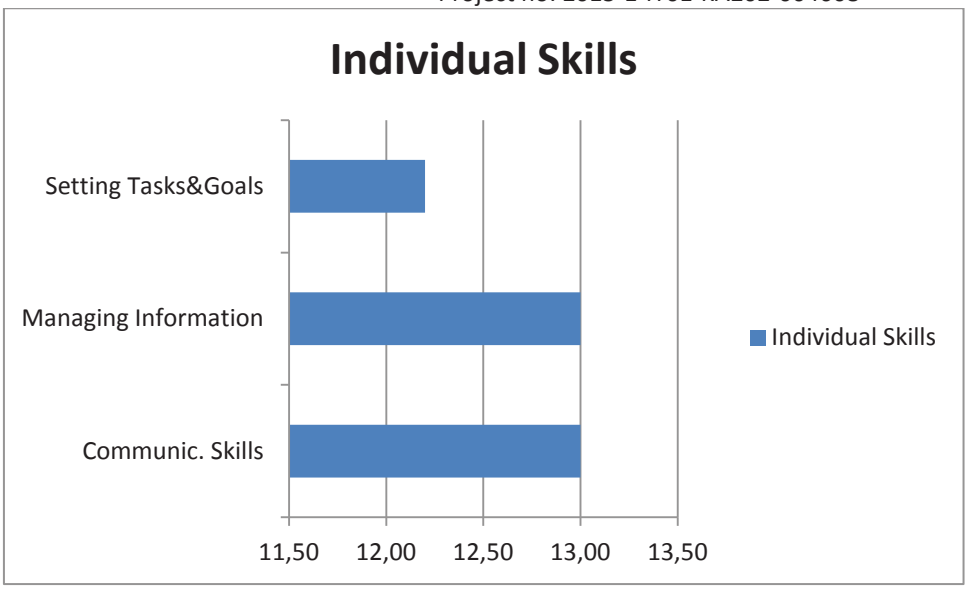
The following graphic shows the articulation of the learning objects relating to the individual skills according to three different abilities:

- Ability to work in team & communication skills
- Ability to find and manage information and materials for work
- Ability to identify and set goals and to share them with the group of work

According to the criteria identified by the team of P3 Bocchialini, who created the monitoring grid, the three abilities are listed in increasing order in terms of evaluation of the individual skills, and each of them is given a certain amount of "points" as it follows below:

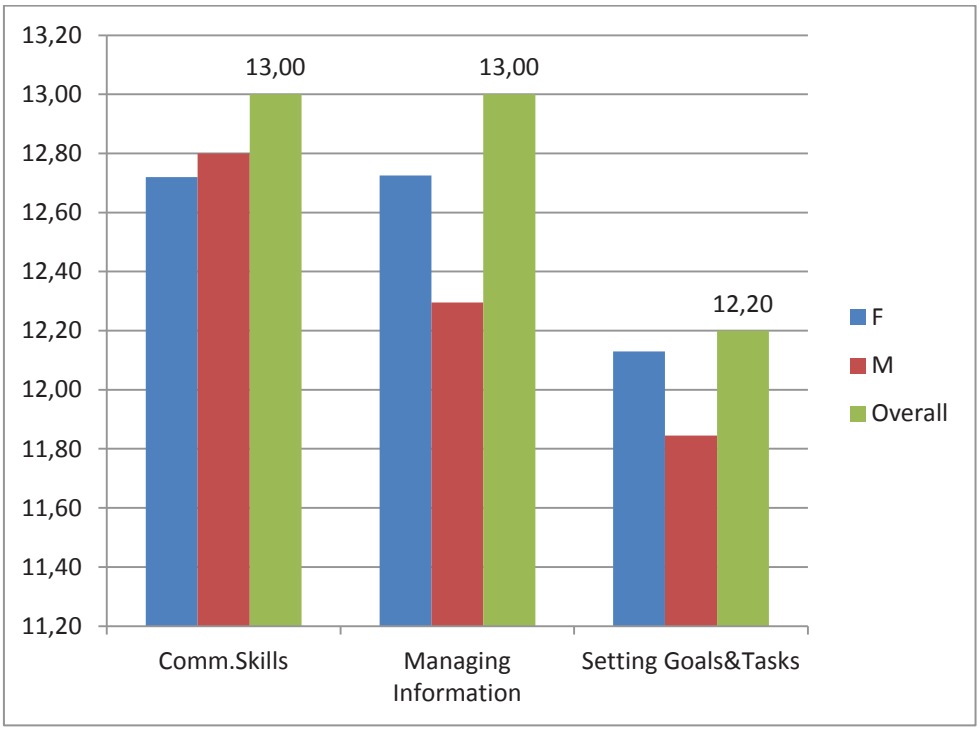
Ability to work in team & communication skills	Points 4
Ability to find and manage information and materials for work	Points 8
Ability to identify and set goals and to share them with the group of work	Points 12

In the evaluation phase, it was decided to evaluate on each ability each of the sampled students, with a score from 1 to 4 – where score = 1 stands for a poor evaluation, score = 2 stands for a fair one, score = 3 means a good evaluation and finally score = 4 means an excellent one. The assigned score was then multiplied for the points relevant to each ability, and the sum of all partial scores at last gave the final individual score which indicates the overall level of the individual performance. For further details about how the calculations worked, please see below the monitoring grid (Appendix III). Here it is useful to draw some conclusions about the general level of performance of students, with diverse evaluations about the single learning objects and evaluated abilities. Graphic 16 shows a synthetic analysis of results on average achieved by all countries involved, from which we can notice a greater difficulties from the students' side to perform the ability "Setting and sharing goals for the team of work" – as this is the most complex one as well as the one with the most points for the calculation of the scores.



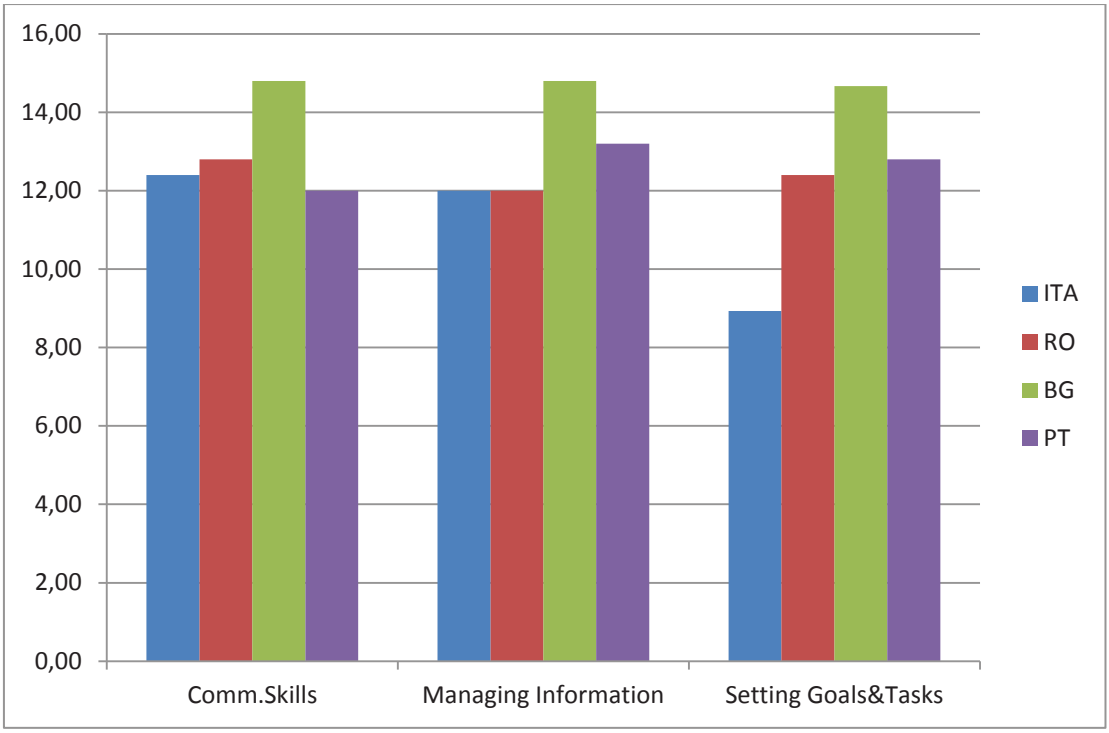
Graphic 16 – General overall results about the achievement of the learning objects relating to individual skills

Results shown by Graphics 16-17 are consistent with scores obtained in the learning objects relating to the change induced, where the ability to self-assign tasks within a group of work showed lower levels of performance. Generally girls tend to perform higher than boys of the same age, with the exception of the ability "Communication Skills" where boys achieve a slightly higher level (see Graphic 17).



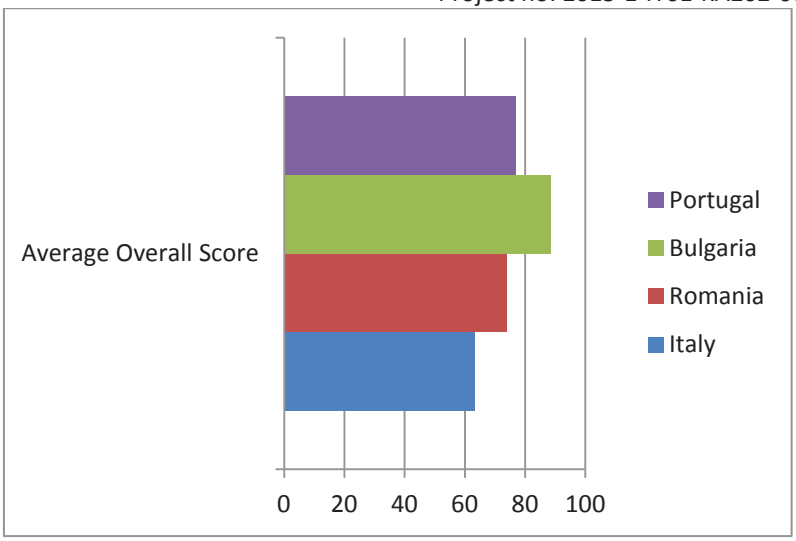
Graphic 17 – Level of achievement of the Individual Skills with Boys/Girls distinction

Also the panorama offered by Graphic 18 is interesting, as we can appreciate the levels of performance in each of the three abilities for each of the four participating countries.

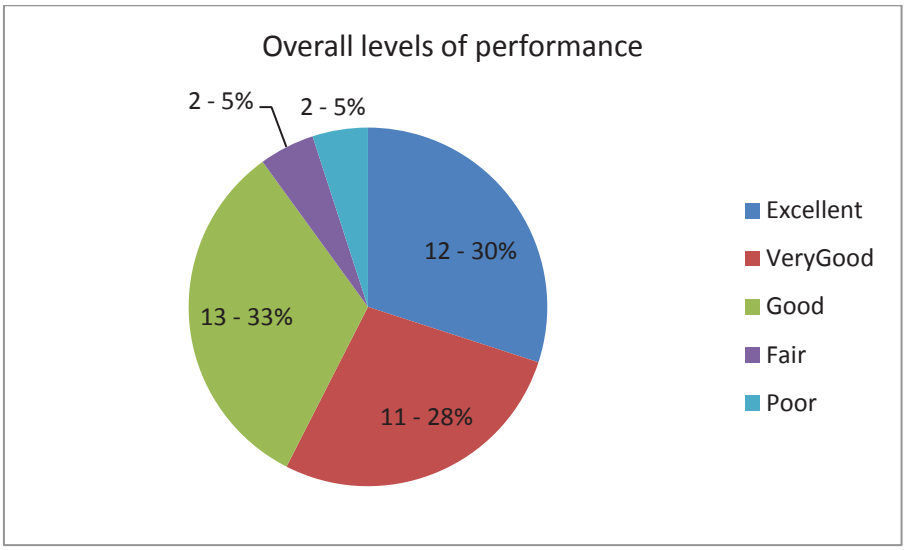


Graphic 18 – Level of achievement of the Individual Skills for each country

It is also interesting to compare at last the overall levels of performance, making distinctions both according to the levels of (from excellent to very good, from good to fair o poor) and according to the country. This is not aimed at creating a ranking among countries or a competition, but at observing the peculiarities in the didactic valorization strategy of each different team of teachers (see below Graphic 19). Bulgaria is the country where teachers were most satisfied about, or evaluated more positively, the work of their students, followed by Portugal and Romania, while Italy has an overall lower score. In any case, it is important to highlight the very good overall level of evaluation (see below Graphic 20): about one third of the performances obtained an excellent evaluation, a little less of a third got a very good one, about another third a good one, so a very small percentage of sampled students obtained a fair to poor evaluation.



Graphic 19 – Average Overall score for each country



Graphic 20 – Overall levels of performance (percentage)

Conclusions

Intellectual Output 2 intended to offer readers - in particular VET teachers, but also project designers, project managers or VET coordinators, including research and training centres, representatives from manufacturers' associations, chambers of commerce, business incubators and managers of FDMP sector companies, or at last students – a panoramic overview of the activities done.

To summarize, the deal was about involving VET secondary schools from the agro-industrial sector in Southern Europe (Italy and Portugal) and Eastern Europa (Romania and Bulgaria) in the creation of digital videos for storytelling purposes, that is to narrate success stories about local companies or entrepreneurs in the FDMP sector, considering the didactic potential of the activity for the enhancement not only of the sectorial and ICT skills of the students, but also to consolidate their affection to education as well as to inspire future self-entrepreneurial ventures in the agroindustrial sector.

This case study describes the implementation of the entire process through three phases:

1) Activation of the team of teachers at school, planning didactical activities (criteria for the choice of students, logistical and pedagogical organization of the experimentations), setting criteria for choosing the companies and recruiting and engaging the entrepreneurs
2) Storytelling & videomaking: curricular or extracurricular school hours focused on the elaboration of a story and of the screenplay, as well as on the filming process and on the editing phase.
3) Digital manipulation and transformation into hypervideos: creation and/or search of digital materials to enrich and "augment" the video making it clickable and surfable. Pupil-led experimentation finalized at the creation of "mini-companies" of students for the enactment of the entrepreneurial skills, with direct teachers' supervision and assessment.

The process was up to now simply described according to the details and actual phases of implementation as well as according to the peculiar experimentations run by the

relevant countries involved. The aim of the Intellectual Output 2 is to offer a descriptive report about what has been done, without pretending, at the moment, to display a model to follow for transferability purposes.

To complete the process, two more F.A.S.T.E.S.T. project's Intellectual Outputs will follow:

- Intellectual Output 3: teacher-led experimentation envisaging the use of hypervideos as didactic tools to be tested on 2 classes or groups of students who did not take part in the videomaking activity (Intellectual Output 2)
- Intellectual Output 4: Methodological guidelines to make F.A.S.T.E.S.T. project a didactic model to be transferable and repeatable in other VET or non-VET educational contexts

Appendix I – Learning Outcomes of Activity C1 Teacher Training

Competencies gained by VET teachers attending the Teacher Training Event held in Bologna from 18th to 22nd April 2016 managed by the technical partner P2 SPELL

Duration: 5 days

Object: Competencies needed to make a video

Learning Objectives	**Abilities**
Writing competencies	Ability to browse, search and filter information Ability to store and retrieve information Ability to concept and write a video script Ability to collaborate with others toward a common goal collective intelligence Ability to schedule and time manage
Digital competencies	Ability to understand and use the basic rules of digital world (image and video) Ability to develop content through technologies Ability to identify different formats of digital files Ability to read and understand different resolution files Ability to create video footage through shooting Ability to integrate and re-elaborate media content Ability to edit and remix media content through professional softwares Ability to recognize and use the basic rules of composition and editing
Networking competencies	Ability to collaborate through digital channels Ability to create and share multimedia products (hypervideo) across multiple modalities and multiple media Ability to share information and content Ability to search for, synthesize and disseminate information networking

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Appendix II - Storyboard – Log

Storyboard

Picture n …	Picture n …
Picture n …	Picture n …

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LOG

Scena	SET	Shot	Cam	Take	Description	Notes	Clip Video	Clip Audio

Appendix III - IO2 A3 Monitoring Grid

Transforming Videos in **Hypervideos**	*Teacher's Tool for Monitoring/Supervising the Pupil-Led Project Work Experimentation*

1 A – General Learning Objectives (students)

ICT Skills The group of students is able to:	Make simple digital shootings ① ② ③ ④ ⑤ Combine audio/video files ① ② ③ ④ ⑤ Use softwares for editing ① ② ③ ④ ⑤ Choose digital materials / files to make the hypervideos ① ② ③ ④ ⑤ Handle digital materials / files to make the hypervideos ① ② ③ ④ ⑤

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Entrepreneurial Skills “to learn” and “to perform/act” <u>The group of students is able to:</u>	Acknowledging and analysing the entrepreneurial skills of the business people they met ① ② ③ ④ ⑤ Build an effective team work ① ② ③ ④ ⑤ Dividing tasks within the group of work ① ② ③ ④ ⑤ Working together for a common goal ① ② ③ ④ ⑤

1 B - General Learning Objectives (teachers)

ICT Skills The group of teachers is able to:	Make simple digital shootings ① ② ③ ④ ⑤ Combine audio/video files ① ② ③ ④ ⑤ Use softwares for editing ① ② ③ ④ ⑤ Choose digital materials / files to make the hypervideos ① ② ③ ④ ⑤ Handle digital materials / files to make the hypervideos ① ② ③ ④ ⑤

Storytelling The group of teachers is able to:	Identifying the basic elements of a story ① ② ③ ④ ⑤ Writing down a screenplay ① ② ③ ④ ⑤ Building the structure of a video according to the screenplay ① ② ③ ④ ⑤

Teaching entrepreneurship <u>The group of teachers is able to</u>:	Search and engage local entrepreneurs ① ② ③ ④ ⑤ Build connections between school and companies ① ② ③ ④ ⑤
Agroindustrial Focus: connection to entrepreneurship <u>The group of teachers is able to</u>:	Introduce the manufacturing world to students ① ② ③ ④ ⑤ Identify the structure and processes of companies ① ② ③ ④ ⑤ Create an innovative didactic methodology ① ② ③ ④ ⑤

2 – Monitoring the changing process

What changes should we await from students?

As single student	Using tools, understanding meanings, finding solutions to problems ① ② ③ ④ ⑤ Personal innovations, creative presentation ① ② ③ ④ ⑤ Facing tasks in a critical way ① ② ③ ④ ⑤
As group work	Participation, sense of responsibility and socialization ① ② ③ ④ ⑤ Ability to self-assign tasks ① ② ③ ④ ⑤

3 - Monitoring the learning process

Assessment of the level of students performance

	LEVELS			
Skills / Dimensions	**Very good – Score 4**	**Good – Score 3**	**Fair - Score 2**	**Poor – Score 1**
Ability to work in team Points 4	*(Multiply Score*Points)*			
Ability to find and organize information & working materials Points 8 *Ability to identify and set goals and share them with the group* Points 12				
Total Score				

Score Rating	Level Evaluation
0/24	very poor / poor
25/47	fair
48/71	good / decent
72/ 96	very good / excellent

Student number:

Gender : M F

Age:

Grid for assessment of the levels and criticalities

Skills / Dimensions	Level achieved
Ability to work in team	
Ability to find and organize information & working materials	
Ability to identify and set goals and share them with the group	
Average level	
Criticalities / problems *Which ones?*	YES/NO

OVERALL EVALUATION OF TASKS

Average level	Overall Evaluation	Criticalities / problems	Final mark

Notes and comments:

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Cisita Parma scarl

R&D Department