



Smart Start for DC

Project N° 101133555

Educational program for non-formal education
in the field of transferable skills with the aim of
fostering the development of dual careers of
young athletes



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1. General section

The general section and the list of modules and learning outcomes are almost completed, while each partner is to fill in the third section – 3. Elaboration of learning modules and outcomes“, separately for each specific module.

After the meeting, a separate (final) template only for the third section will be provided for the consortium.

GENERAL INFORMATION	
Sector	Transversal/transferable skills
Program title	Educational program for acquiring transversal skills of young athletes aged 14 to 19.
Program type	Non formal education – online course.
Set of learning outcomes	<ul style="list-style-type: none"> • assertive communication skills in professional and personal contexts • applying both verbal and non-verbal communication techniques effectively • presentation and public speaking skills • develop and employ interpersonal communication skills • cultural awareness and cultural competence • demonstrate effective diplomacy and negotiation skills • ability to navigate and engage in constructive social interactions in online environments • understanding of diverse social norms and etiquette across cultures • cultivate empathy and perspective-taking skills • developing and promoting self-awareness and coping skills • demonstrate effective emotional communication and develop self-regulation techniques • understanding of mental health concepts • develop the capacity assess oneself and reflect on one’s own progress as well as to provide and receive constructive feedback • develop active listening skills, including active listening techniques • improve listening comprehension abilities



Educational program

	<ul style="list-style-type: none">• broaden the ability to listen effectively to diverse forms of communication• demonstrate the ability to take initiative and take an active role in decision making• proficiency in setting (Specific, Measurable, Achievable, Relevant, Time-bound - SMART) goals, creating strategic plans, and organizing resources effectively to achieve objectives• develop teamwork and collaboration skills• ethical leadership and social responsibility that lead to positive impact on others• develop the ability to foster team cohesion and trust• collaborative problem-solving skills• gain insight into team dynamics and anticipate and address potential issues and conflicts• effective delegation skills• develop focus skills and concentration techniques• planning, organizing, and prioritizing for effective balancing between obligations and responsibilities• utilize visual representation tools• cultivate self-discipline and self-management• understand time management techniques and habits• develop strategies for long-term motivation and sustaining interest in learning• cultivate growth mindset and develop resilience to embrace challenges and turn difficulties into opportunities• enhance ability for self-directed learning• understand the importance of choice and autonomy in motivation and learning• critical thinking skills and strategies• employ metacognitive strategies• develop logical reasoning skills to be able to make valid conclusions (and decisions)• media literacy and fact checking skills by critically evaluating various sources of information• accepting, valuing and promoting diversity and inclusivity• develop awareness of inclusion principles and practices• engage in reflective practices• understand the impact of role modeling in promoting positive behaviors and values
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Educational program

Requirements for the enrollment in the program	Young (student) athletes aged 14 – 19.
Terms and conditions for completing the program	<ul style="list-style-type: none"> • Watch all educational videos as a part of all listed modules • Complete all assessment activities – both after each separate learning unit/module and the final assessment after watching all educational videos
Duration and teaching/learning methods	<ul style="list-style-type: none"> • The complete program is 20 hours long • Each of the 10 modules is 1h30min long (2 school hours) • The assesment is 5 hours long (roughly) in total for all modules – including reflection after each subunit and the assessment through quizz upon the completion of each module <p>Teaching/learning methods used through this program are in the form of the MOOCs (Massive Open Online Course).</p> <p>The MOOCs include - educational videos as the main source of information in two formats – expert videos and voicedover videos that are showing a presentation which includes graphs, infographics, and pictures.</p> <p>Every learning unit is followed by an interactive quiz as an assessment method and upon the completion of all modules there is a final assessment.</p>
Tools, materials and learning environment required for the implementation of the program	<p>A student/participant can learn with their own tempo and in their own environment with the availability of the following tools:</p> <ul style="list-style-type: none"> • A computer, laptop, tablet or smartphone • Access to internet and other software elements such as browser, additional progams/software/drivers necessary to open particular content such as video materials, quiz, etc.
Competencies to be acquired through the program	
<ul style="list-style-type: none"> • assertive communication - proficiently expresses thoughts, needs, and opinions in a clear, direct, and respectful manner, fostering effective communication and collaboration in diverse settings • conflict resolution techniques and problem-solving skills - the ability to identify, address, and resolve conflicts constructively while employing creative problem-solving strategies to achieve mutually beneficial outcomes in challenging situations 	



- recognizing non-verbal communication across various contexts (interpreting and responding to non-verbal cues such as body language, facial expressions, and gestures, enhancing understanding and positive response across diverse contexts.)
- presentation and public speaking – getting rid of the fear and utilizing effective verbal and non-verbal communication techniques to convey information with clarity, confidence, and impact in public settings
- employing negotiation skills and strategic thinking to achieve mutually beneficial agreements and resolutions
- identifying, comprehending, and managing various emotions, including their origins and influences, and employing strategies to lead emotions effectively thus fostering empathy, resilience, and constructive interpersonal relationships
- regulating one's own emotions and effectively communicating feelings and needs in a clear, respectful, and constructive manner with the emphasis on healthy emotional expression
- awareness and recognition of mental health issues, demonstrating knowledge of common disorders, symptoms, and available resources for support - advocating for supportive environments and practices that prioritize mental well-being
- active listening that develops deeper understanding of the speaker and the ability to provide meaningful responses
- identifying and managing obstacles such as distractions, biases, and prejudice that hinder active listening
- taking proactive steps and making informed decisions - autonomy, accountability, and resourcefulness in addressing challenges and pursuing opportunities
- ability to inspire and guide others towards achieving common goals, while effectively managing resources, delegating tasks, and facilitating team collaboration
- establishing clear, measurable, achievable, relevant, and time-bound (SMART) goals
- allocating time efficiently, prioritizing tasks based on their importance and deadlines, and effectively managing resources to optimize productivity and achieve goals
- employing strategies and techniques to sustain attention, minimize distractions, and enhance concentration as well as utilizing visual aids and mental mapping techniques to support organizing information
- sustainable strategies and habits to maintain motivation, trigger curiosity, and sustain interest in continuous learning
- comprehension of the principles and practices of self-directed learning, including setting learning goals, identifying resources, and managing one's own learning process autonomously, fostering independence, adaptability, and lifelong learning skills



Educational program

	<ul style="list-style-type: none">• identifying and researching various sources, analyzing information and critically evaluating absorbed content to make informed decisions• understanding and creating inclusive environments that promote respect for diversity, embracing differences in opinions, backgrounds, and individual characteristics
Quality management and quality of the implementation of the program (proposed approach, methods, activities, tools, etc.)	<ul style="list-style-type: none">• integrated survey and/or simple ratings with the option to leave a comment when learners reach particular stage/phase of the program• evaluation form (questionnaire) upon the completion of the program• tracking the data about the progress, time, abandoning of the program• pilot testing – given that this is a new and innovative educational program.
Date of the final version of the program	16. 07. 2024. – first version to be submitted to EACEA.



2. Modules and learning outcomes

No.	MODULE TITLE	SET OF LEARNING OUTCOMES	DURATION (HOURS)		
			LEARNING PROCESS	PRACTICE/ ASSESSMENT	TOTAL
1.	Communication skills	<ul style="list-style-type: none"> • assertive communication skills in professional and personal contexts • applying both verbal and non-verbal communication techniques effectively • presentation and public speaking skills • develop and employ interpersonal communication skills • cultural awareness and cultural competence 	1h20min	25min	1h45min
2.	Social interaction	<ul style="list-style-type: none"> • demonstrate effective diplomacy and negotiation skills • ability to navigate and engage in constructive social interactions in online environments • understanding of diverse social norms and etiquette across cultures • cultivate empathy and perspective-taking skills 	1h30min	25min	1h55min



Educational program

3.	Emotional intelligence	<ul style="list-style-type: none"> • developing and promoting self-awareness and coping skills • demonstrate effective emotional communication and develop self-regulation techniques • understanding of mental health concepts • develop the capacity assess oneself and reflect on one's own progress as well as to provide and receive constructive feedback 	1h30min	25min	1h55min
4.	Listening skills	<ul style="list-style-type: none"> • develop active listening skills, including active listening techniques • improve listening comprehension abilities • broaden the ability to listen effectively to diverse forms of communication 	1h30min	30min	2h
5.	Leadership skills	<ul style="list-style-type: none"> • demonstrate the ability to take initiative and take an active role in decision making • proficiency in setting (Specific, Measurable, Achievable, Relevant, Time-bound - SMART) goals, creating strategic plans, and organizing resources effectively to achieve objectives • develop teamwork and collaboration skills • ethical leadership and social responsibility that lead to positive impact on others 	1h20min	30min	1h50min



Educational program

6.	Teamwork and collaboration	<ul style="list-style-type: none"> • develop the ability to foster team cohesion and trust • collaborative problem-solving skills • gain insight into team dynamics and anticipate and address potential issues and conflicts • effective delegation skills 	1h15min	25min	1h55min
7.	Time management	<ul style="list-style-type: none"> • develop focus skills and concentration techniques • planning, organizing, and prioritizing for effective balancing between obligations and responsibilities • utilize visual representation tools • cultivate self-discipline and self-management • understand time management techniques and habits 	1h30min	35min	2h5min
8.	Desire for continuous learning and application of knowledge	<ul style="list-style-type: none"> • develop strategies for long-term motivation and sustaining interest in learning • cultivate growth mindset and develop resilience to embrace challenges and turn difficulties into opportunities • enhance ability for self-directed learning • understand the importance of choice and autonomy in motivation and learning 	1h30min	35min	2h5min



Educational program

9.	Critical thinking	<ul style="list-style-type: none"> • critical thinking skills and strategies • employ metacognitive strategies • develop logical reasoning skills to be able to make valid conclusions (and decisions) • media literacy and fact checking skills by critically evaluating various sources of information 	1h5min	25min	1h30min
10.	Respect for diversity	<ul style="list-style-type: none"> • accepting, valuing and promoting diversity and inclusivity • develop awareness of inclusion principles and practices • engage in reflective practices • understand the impact of role modeling in promoting positive behaviors and values 	1h30min	45min	2h15min



3. Elaboration of modules and learning outcomes

3.1. Communication skills

MODULE TITLE	Communication Skills
Module objectives (description of the module)	<p>This module is designed to enhance the communication skills of young athletes, focusing on effective and assertive interactions in both professional and personal contexts. The objectives of the module include:</p> <ul style="list-style-type: none"> • Developing assertive communication skills to articulate thoughts clearly and confidently. • Mastering both verbal and non-verbal communication techniques. • Enhancing presentation and public speaking abilities. • Cultivating interpersonal communication skills for better team dynamics. • Building cultural awareness and competence to interact successfully in diverse environments.
Key terms	<i>Assertive Communication, Verbal and Non-verbal Communication, Public Speaking, Interpersonal Skills, Cultural Awareness, Cultural Competence</i>
Practice/assessment methods	<p>Self-assessment quizzes: Multiple choice, true/false, and short answer questions to evaluate understanding.</p> <p>Role-playing scenarios: Simulated interactions to foster interpersonal and cultural competence.</p> <p>Self-reflection essays: Reflect on communication experiences and improvements.</p> <p>Peer reviews: Provide and receive feedback on communication styles and effectiveness.</p>
References, resources and specific teaching materials	Recommended resources/references:



<p>required for the implementation of the module</p>	<p>Books:</p> <ul style="list-style-type: none"> • "Crucial Conversations" by Kerry Patterson • "Nonviolent Communication" by Marshall Rosenberg • Parker, Barbara. J. (2001). <i>Tea you can trop a mouse on</i>. Volumes 1 and 2. Hubbards, NS: The Wee Society. • Pease, A & B. (2004). <i>The definitive book of body language</i>. New York: Random House • Pincus, M. (2004). <i>Managing Difficult People</i>. Avon, MA: Adams Media <p>Articles:</p> <ul style="list-style-type: none"> • "Effective Communication in Sports Teams" - Sports Management Review • "Cultural Competence in Diverse Team Environments" - International Journal of Intercultural Relations • College of the North Atlantic (2006). <i>Interpersonal communication skills and conflict resolution</i>. St. John's, NL: College of the North Atlantic and Municipal Training and Development Corporation. • <i>Communications (Interpersonal)</i>. Retrieved from: www.managementhelp.org • Frank, F., & Smith, A. (1999). <i>The community development handbook. A tool to build community capacity</i>. Ottawa, ON: Human Resources Development Canada. • Hodge, K., Danish, S., & Martin, J. (2012). Developing a conceptual framework for life skills interventions. <i>The Counseling Psychologist</i>, 1-28. • Jonker, L., Elferink-Gemser, M. T., Toering, T. T., Lyons, J., & Visscher, C. (2010). Academic performance and self-regulatory skills in elite youth soccer players. <i>Journal of Sports Sciences</i>, 28, 1605-1614. • Lawley, J., & Tompkins, P. (2000) <i>Metaphors in mind: transformation through symbolic modelling</i>. Lisburn UK, The Developing Company.
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- MacNamara, A., & Collins, D. (2010). The role of psychological characteristics in managing the transition to university. *Psychology of Sport and Exercise*, *11*, 353–362.
- **ACT Positive. (2022). Module 8: Communication Skills.** Retrieved from ACT Positive.
- **Addimando, F. (2024). Communication Strategies: The Fuel for Quality Coach-Athlete Relationships and Athlete Satisfaction.** *Frontiers in Psychology*. Retrieved from Frontiers in Psychology.
- **Athlete Assessments. (n.d). Importance of Communication in Sports.** Retrieved from Athlete Assessments.
- **Coombs, D. S., & Harker, J. (2021). Why the Need for Strategic Sport Communication?.** *Routledge*. Retrieved from Routledge.
- **22 Ways to Improve Your Communication Skills in the Workplace.** Retrieved from Coursera.
- **Active Listening: Enhancing Communication Skills.** Retrieved from Coursera.
- **Effective Communication Techniques.** *Physiopedia*. Retrieved from Physiopedia.
- **European Commission. (n.d). Principles of Good Governance in Sport.** Retrieved from EU Sport.
- **European Commission. (2022). Communicating about your EU-funded project.** Retrieved from REA European Commission.
- **European Parliament. (2021). Texts adopted - EU sports policy: assessment and possible ways forward.** Retrieved from European Parliament.
- **Federico, C., & Peris, D. (2022). Effective Communication Strategies in Sports Coaching.** *European Journal of Sports Science*. Retrieved from European Journal of Sports Science.
- **Gührs, M., & Nowak, C. (2014). Das konstruktive Gespräch. Ein Leitfaden für Beratung, Unterricht und Mitarbeiterführung mit Konzepten der Transaktionsanalyse.** *SpringerLink*. Retrieved from SpringerLink.
- **Human Kinetics. (n.d). International Journal of Sport Communication.** Retrieved from Human Kinetics.



	<ul style="list-style-type: none"> • Johnson, P. (2021). <i>Effective Communication in Team Sports</i>. <i>SportsRec</i>. Retrieved from SportsRec. • Navarro, J. (2020). <i>The Power of Nonverbal Communication</i>. <i>TEDxManchester</i>. Retrieved from TEDxManchester. • Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). <i>Crucial Conversations: Tools for Talking When Stakes Are High</i>. Retrieved from Amazon. • Practice School. (n.d.). <i>Module 4: Active Listening and Open Communication</i>. Retrieved from Practice School. • Röhner, J., & Schütz, A. (2011). <i>Psychology of Communication</i>. Retrieved from Springer. • SIRC. (2020). <i>Non-verbal Communication in Sport</i>. <i>The Sport Information Resource Centre</i>. Retrieved from SIRC. • Skills You Need. (n.d.). <i>Communication Skills PDF</i>. Retrieved from Skills You Need. <p>Tools, materials, and other to be used for the implementation of the module:</p> <ul style="list-style-type: none"> • Hardware: Computers or tablets with internet access for accessing digital materials and participation in online workshops. • Other Materials: Case studies on communication, video recordings for self-assessment, presentation aids like slides and pointers.
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Set of learning outcomes	Set of learning outcomes that this module refers to (can be multiple). For example – <u>assertive communication skills in professional and personal contexts</u>.
Learning outcomes	
1. Effectively express thoughts, needs, and opinions in a clear, direct, and respectful manner.	
2. Apply verbal skills to articulate ideas clearly and use non-verbal cues to enhance understanding and engagement.	
3. Develop confidence and competence in public speaking settings, utilizing effective speech techniques and visual aids.	
4. Enhance ability to communicate within teams and build relational dynamics that support collaborative environments.	



5. Understand and respect cultural differences, adapting communication styles to various cultural contexts to foster inclusivity and cooperation.

Learning methods and the methodology of achieving learning outcomes

The "Communication Skills" module employs a blend of modern educational techniques designed to maximize engagement and reinforce learning effectively. The methods include:

1. **MOOCs (Massive Open Online Courses):**
 - **Expert Videos:** Presentations by communication experts which cover theoretical aspects and practical insights.
 - **PowerPoint Voiceovers:** Detailed presentations to explain concepts visually and auditorily, enhancing the retention of information.
2. **Interactive Activities:**
 - **Role-playing Exercises:** Simulated scenarios that allow learners to practice communication skills in a controlled environment.
3. **Case Studies:**
 - Real-world examples are provided to analyze successful and unsuccessful communication strategies, helping learners understand practical applications of the concepts taught.
4. **Quizzes:**
 - Short quizzes at the end of each topic to assess understanding and reinforce learning.

Learning units/topics	<p>Unit 1: Foundations of Effective Communication</p> <p>Subunits:</p> <ol style="list-style-type: none"> 1. Fundamentals of Communication/Principles of Assertive Communication: Understanding and practicing assertiveness. 2. Verbal and Non-verbal Skills: Developing skills for clear and effective verbal and body language communication. <p>Unit 2: Advanced Communication Skills</p> <p>Subunits:</p> <ol style="list-style-type: none"> 1. Public Speaking Techniques: Techniques for engaging and persuading audiences.
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	<p>2. Interpersonal and Cultural Communication: Strategies for effective interpersonal communication and cultural competence.</p>
<p>Methods and examples of assessment of learning outcomes</p>	
<p>Multiple Choice Questions (MCQs):</p> <ul style="list-style-type: none"> • Purpose: Test understanding of key concepts and theories. • Example: What is the primary goal of assertive communication? <ul style="list-style-type: none"> ○ A) To dominate the conversation ○ B) To passively agree to everything ○ C) To express thoughts and feelings clearly and respectfully ○ D) To manipulate others <p>True/False Questions:</p> <ul style="list-style-type: none"> • Purpose: Quickly assess knowledge of factual statements and dispel common misconceptions. • Example: Non-verbal communication includes gestures, posture, and facial expressions. (True/False) <p>Fill-in-the-Blanks:</p> <ul style="list-style-type: none"> • Purpose: Evaluate the learners' ability to recall and apply specific terminology and phrases learned during the module. • Example: Assertive communication is important because it allows individuals to express their needs and rights without _____ others. <p><u>Learning Assessment Through Quiz</u></p> <p>A module concludes with a quiz designed to assess specific learning outcomes. These quiz serves multiple purposes:</p> <ul style="list-style-type: none"> • Reinforcement of Learning: Quizzes are interspersed with explanations or feedback on answers, which helps reinforce what the students have learned and correct any misunderstandings immediately. • Measurement of Competence: By testing the learners on a variety of question types, instructors can gauge the learners' comprehension and ability to use the skills in different contexts. 	



<ul style="list-style-type: none"> • Adaptive Learning: Based on quiz performance, learners might be directed to review specific parts of the module, ensuring that they achieve a comprehensive understanding before moving on.
Adaptation of learning experiences for students/persons with disabilities
<ul style="list-style-type: none"> • HTML Semantic Tags: Ensuring all online materials are accessible via screen readers. • Alternative Formats: Providing materials in multiple formats (audio, video, text). • Assistive Technologies: Utilizing tools like speech-to-text and text-to-speech software.

3.2. Social interaction

MODULE TITLE	Social Interaction
Module objectives (description of the module)	<p>Social interaction is any communication process between members of a society. Examples of social interaction include cooperation, conflict, social exchange, coercion and adaptation.</p> <p>In sociological terms, it is defined as the process of mutual influence exerted by individuals on each other during a social encounter.</p> <p>'Social Interaction' is a very sensitive process for young athletes during adolescence when they are often involved in social groups. The successful social interaction of young athletes in individual and team sports affects their sports career and life skills. Successful social interaction among athletes reflects positive social interactions and skills.</p> <p>Promoting open communication, active listening and empathy increases cohesion within the team by encouraging understanding and appreciation of each other's perspectives. Moreover, emphasizing common ground, accepting disagreements as normal and showing personal care contribute to building strong interpersonal connections beyond the boundaries of the sports team. Adaptability in behavior and understanding of individual differences further enhance successful social interactions between young athletes, facilitating effective teamwork and mutual respect.</p> <p>It highlights the contrast between virtual and live social interactions among young people. While social media platforms serve as virtual spaces to connect and maintain relationships, school, training sessions and face-to-face interactions remain important avenues for communication among athletes. The integration of both virtual and live</p>



	<p>interactions contributes to the overall social experience of young athletes by facilitating diverse opportunities for social engagement.</p> <p>This module aims to achieve the following outcomes in young athletes:</p> <ul style="list-style-type: none"> • Demonstrate effective diplomacy and negotiation skills • Ability to navigate online environments and engage in constructive social interactions • Understanding different social norms and etiquette across cultures <p>Developing empathy and perspective-taking skills</p> <p>This module will strengthen the athletes' chances of a second career by providing them with a network of effective social interactions skills as they continue their sporting career.</p>
<p>Key terms</p>	<p><i>Social intelligence, empathy, dialogue, negotiation, social norms, perspective taking, etiquette, diplomacy, communication, respect for differences, conflict, active listening,</i></p>
<p>Implementation/evaluation methods</p>	<p>Self-assessment exams: Multiple choice, true/false and short answer questions to assess comprehension.</p> <p>Role-playing exercises: Scenarios where students practice leadership roles.</p>
<p>References, resources and specific teaching materials required for the implementation of the module</p>	<p>Suggested references/references:</p> <p>WEBSITES</p> <ul style="list-style-type: none"> ✓ https://opentextbc.ca/introductiontosociology2ndedition/chapter/chapter-22-social-interaction/ ✓ https://helpfulprofessor.com/social-interaction-types-and-examples/ ✓ https://www.diledibiyat.net/yazi/sosyal-etkilesim-ve-iletisim ✓ https://evansonslabs.com/2023/06/19/importance-of-social-interaction/ ✓ https://www.spordamanset.com/2019/12/spor-ve-sosyallesme.html ✓ https://www.temelsporbeceri.com/cocuklarda-temel-spor-beceri-egitimlerinin-sosyal-gelisime-etkisi/ ✓ https://www.girisimcigazetesi.com/basari-icin-perspektif-alma-becerisi-gelistirmek-315#:~:text=Perspektif%20alma%20tan%C4%B1m%C4%B1%20olduk%C3%A7a%20basit.ak%C4%B1%20durumu%20hakk%C4%B1nda%20veri%20toplamaktay%C4%B1z. <p>RELATED ARTICLES, SCIENTIFIC PUBLICATIONS, BOOKS</p>



	<ul style="list-style-type: none"> ✓ Atan, A. (2016). The effect of family communication skills psychoeducation program on parents' communication skills, couple harmony, marital satisfaction and social emotional adjustment of 5–6-year-old children (Master's thesis). Pamukkale University, Institute of Educational Sciences, Denizli. ✓ Bencuya, C. (2003). The effects of teachers' communication skills training on students. (Master's thesis). Marmara University, Institute of Social Sciences, Istanbul. ✓ Buğa, A., Wise, E. Ö. F. A., & Çekiç, A. (2018). Investigation of university students' social problem solving styles according to their cognitive flexibility levels. Gaziantep University Journal Of Educational Sciences, 2(2). ✓ Barker, L. R. (1999). The social work dictionary. USA: NASW Press ✓ Becker, G. S. (1974). A Theory of Social Interactions. Journal of Political Economy, 82(6), 1063-1093. JSTOR. ✓ Tomova, L., et al. Acute social isolation evokes hunger-like midbrain craving responses. Nat Neurosci 23 (12), 1597-1605 (2020). ✓ Eime RM, Young JA, Harvey JT, et al. A systematic review of the psychological and social benefits of sport participation for adults: informing the development of a conceptual model of health through sport. Int J Behav Nutr Phys Act 2013;10:1-14. ✓ Karakaş, S. (2017). Prof. Dr. Sirel Karakaş Psychology Dictionary ✓ Social Media with Interdisciplinary Approach 2: From Journalism to Public Relations, Human Resources to Health Communication- January 1, 2021, Ali Emre Dingin ✓ Strategies for Managing Conflict in Human Relationships, Groups and Organizations - 3 January 2017, Collective ✓ How to Be Very Successful in Human Relations - January 1, 2012, Leil Lowndes (Author), Tunç Tuncay Bilgin (Translator) ✓ How to Instantly Connect with People - February 5, 2014, Leil Lowndes (Author), F. Gökhan Tuna (Translator) <p>Tools, materials and others to be used in the implementation of the module:</p> <p>A tablet, phone, laptop or personal computer with basic requirements for video content and an internet connection fast enough to create high quality video. In addition, text processing tools or physical materials (pen, paper) are provided for the completion of additional tasks provided throughout this module.</p>
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Set of learning outcomes	<ul style="list-style-type: none"> • Demonstrate positive social interactions, effective diplomacy and negotiation skills • Develop skills for successful social interaction • Thrive in virtual and live social interactions
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Learning outcomes
1. Understand the concepts of communication, empathy, conflict resolution, active listening, self-confidence, eloquence in speech, respect for differences, diplomacy, courtesy and etiquette, negotiation, etc. and be able to clearly define and explain them
2. To develop positive communication, empathy, conflict resolution and the ability to listen and respect different points of view.
3. Understand and utilize different social norms and etiquette across cultures.
4. Developing digital competencies as well as live interaction skills, developing more holistic social skills
5. Know the different advantages and challenges of virtual and live social interaction and prefer to use live face-to-face communication.
Learning methods and methodology for achieving learning outcomes
<p>Method and Approach:</p> <ul style="list-style-type: none"> • Interactive Video Courses: Combining expert presentations with PowerPoint slides with voice-over. • Do-it-yourself Interactive Activities: Practical exercises and case studies. • Reflective Journals : Encouraging self-reflection on leadership experiences. <p>Methodology:</p> <p>Following the completion of each learning sub-unit, short assessments and feedback will be conducted to track progress on learning records. Each unit will include a mix of theoretical and practical components. The teaching approach emphasizes active learning through interactive activities, real-world scenarios and reflective practice.</p> <p>The teaching/learning methods used in this module are MOOCs, which are video courses covering the topic of Social Interaction. The content combines expert presentations with subdivided power point voiceovers for increased user engagement, attention retention and easy assimilation of the content.</p> <p>This module includes some DIY activities that will not be assessed (or will be assessed by the learners themselves during the rest of the course). These are additional practical activities used to enhance knowledge and facilitate the application of what has been learned. The activities used are various tasks given to the learner throughout the course, such as thinking about a particular answer, reflecting on some real-life situations and examples, and encouraging participants to start their reflective journals.</p> <p>The module starts with the introduction and ends with the conclusion and summarization of all the main points and this principle is also used for the main learning units because in this way the learner's experience and application of knowledge is developed.</p>



Students/participants will also be shown additional readings that can deepen their knowledge on a particular topic and the references used for the module content will be provided as a reference upon completion of the module and for further reading for students interested.

The expected total duration of the module is 1 hour 30 minutes, with each learning unit being approximately 45 minutes long. This includes watching/reviewing the content and participating in the learning assessment and thus successfully completing the module.

Learning units/topics	<p>This module covers 2 main learning units which are further subdivided into sub-units. The learning units are:</p> <ul style="list-style-type: none"> • Unit 1: Social Interaction and Positive Social Interaction • Unit 2: Virtual and Live Social Interaction Skills and tips for successful social interaction
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Methods and examples of assessment of learning outcomes

Assessment of the learning outcomes is facilitated by examinations upon completion of each sub-unit of the module (1-3 questions) and upon completion of the whole module.

In addition to this, students will go through some DIY tasks throughout the module and will be asked to reflect on the learning process and some real life scenarios and situations. This is part of the self-assessment and practice throughout the course.

Adaptation of learning experiences for students/persons with disabilities	HTML semantic tags for assistive technologies such as screen readers.
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3.3. Emotional intelligence

MODULE TITLE	EMOTIONAL INTELLIGENCE
Module objectives (description of the module)	<p>This module aims to enhance the emotional intelligence of young athletes by developing self-awareness, coping skills, effective emotional communication, and self-regulation techniques. It also covers understanding mental health concepts, assessing personal progress, and providing and receiving constructive feedback. The module will equip participants with the necessary skills to manage their emotions, communicate effectively, and foster healthy relationships both in their personal and professional lives.</p>



This module, "Emotional Intelligence for Young Athletes," is designed to provide participants with a comprehensive understanding and practical skills to enhance their emotional intelligence. Emotional intelligence (EI) is critical for personal development, effective communication, and building strong interpersonal relationships, all of which are essential for success both on and off the field.

Key Objectives:

1. Developing Self-awareness and Coping Skills:

- **Self-awareness:** Participants will learn to identify and understand their own emotions. This involves recognizing emotional triggers and understanding the impact of emotions on behavior and decision-making. Through activities like self-reflection exercises and journaling, participants will gain insights into their emotional patterns and how they influence their interactions.
- **Coping Skills:** The module will introduce various strategies to manage stress and emotional challenges. Participants will explore techniques such as mindfulness, deep breathing, and physical activities to cope with pressure and maintain emotional balance. Practical exercises and case studies will help participants apply these strategies in real-life situations.

2. Enhancing Emotional Communication and Self-regulation:

- **Emotional Communication:** Effective communication of emotions is vital for resolving conflicts and building strong relationships. This section will teach participants how to express their emotions clearly and constructively using "I" statements and active listening techniques. Role-playing scenarios will provide opportunities to practice these skills in a supportive environment.
- **Self-regulation:** Participants will learn techniques to manage their emotional responses, maintain composure under stress, and regulate their emotions in various situations. Methods such as cognitive restructuring, emotional labeling, and stress-reduction practices will be covered. Guided activities and simulations will help participants practice and refine these techniques.

3. Understanding Mental Health Concepts:

- **Mental Health Awareness:** The module will cover common mental health issues such as anxiety, depression, and stress, providing participants with the knowledge to identify symptoms and



	<p>understand the importance of mental well-being. Educational videos and articles will be used to present this information.</p> <ul style="list-style-type: none">○ Support Resources: Participants will learn about the resources available for mental health support, including counseling services and hotlines. Discussions will address the stigma associated with mental health issues and the benefits of seeking help. <p>4. Assessing Personal Progress and Providing Constructive Feedback:</p> <ul style="list-style-type: none">○ Self-assessment: Regular self-assessment exercises will enable participants to reflect on their progress, identify areas for improvement, and set goals for further development. These assessments will be documented in journals and discussed in peer groups.○ Constructive Feedback: Training on how to give and receive feedback constructively will be provided. Participants will practice techniques like the "sandwich method" and active listening during peer review sessions, enhancing their ability to engage in meaningful feedback exchanges. <p>5. Managing Conflicts and Making Collaborative Decisions:</p> <ul style="list-style-type: none">○ Conflict Resolution: Participants will learn strategies for managing conflicts assertively and collaboratively. Techniques such as negotiation, mediation, and finding common ground will be taught through role-playing and case studies.○ Decision Making: The module will cover frameworks for making clear and confident decisions while considering the needs and perspectives of others. Group decision-making exercises will help participants practice making inclusive and ethical decisions. <p>6. Enhancing Empathy and Building Positive Relationships:</p> <ul style="list-style-type: none">○ Empathy Development: Activities such as empathy mapping and perspective-taking exercises will help participants understand and share the feelings of others, fostering deeper connections.○ Interpersonal Skills: Training will focus on building trust, showing appreciation, and resolving interpersonal conflicts. Group activities and discussions will allow participants to apply these skills in real-life contexts, enhancing their ability to form and maintain positive relationships. <p>Structure and Delivery:</p>
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	<ul style="list-style-type: none"> • MOOCs (Massive Open Online Courses): The primary content delivery method will be through MOOCs, including video lectures, expert presentations, and voiceover PowerPoint slides. These materials will provide foundational knowledge and practical insights. • Interactive Activities: Participants will engage in interactive activities such as role-playing, case studies, and DIY exercises. These activities are designed to reinforce learning and provide hands-on experience in applying emotional intelligence skills. • Quizzes and Assessments: Each module will conclude with quizzes to assess understanding and retention. A final comprehensive assessment will evaluate overall progress. • Reflective Practices: Regular journaling and self-assessment exercises will encourage participants to reflect on their learning journey and personal growth. <p>This module aims to equip young athletes with the emotional intelligence skills necessary to navigate the complexities of their personal and professional lives. By developing self-awareness, emotional communication, self-regulation, and empathy, participants will be better prepared to manage their emotions, build strong relationships, and achieve their goals.</p>
Key terms	<p><i>Emotional Intelligence, Self-awareness, Coping Skills, Emotional Communication, Self-regulation, Mental Health, Constructive Feedback, Empathy, Conflict Resolution, Stress Management, Emotional Resilience, Mindfulness, Active Listening, Reflective Practices, Interpersonal Skills, Emotional Hygiene, Leadership, Emotional Competence</i></p>
Practice/assessment methods	<p><u>Practice/Assessment Methods</u></p> <p>1. Self-reflection Exercises:</p> <ul style="list-style-type: none"> • Daily Reflection Logs: Participants will maintain a daily log to reflect on their emotional experiences throughout the day. This log will include prompts such as "What emotions did I experience today?", "What triggered these emotions?", and "How did I respond to these emotions?". • Weekly Summary Reports: At the end of each week, participants will write a summary of their reflections, noting patterns in their emotional responses, areas for improvement, and strategies that worked well. <p>2. Role-playing Scenarios:</p>



	<ul style="list-style-type: none">• Simulated Interactions: Participants will engage in role-playing exercises to practice emotional communication and self-regulation in controlled scenarios. These simulations will be designed to mimic real-life situations they might encounter, such as dealing with a difficult teammate or managing stress during a competition.• Peer Feedback: After each role-playing session, participants will receive feedback from their peers and instructors on their performance, focusing on their use of emotional intelligence skills. <p>3. Case Studies:</p> <ul style="list-style-type: none">• Analysis of Real-world Situations: Participants will analyze case studies that illustrate the application of emotional intelligence in various contexts. These case studies will cover topics such as conflict resolution, leadership, and stress management. <p>4. Interactive Quizzes:</p> <ul style="list-style-type: none">• Knowledge Checks: After each module, participants will complete interactive quizzes to assess their understanding of the material. The quizzes will include multiple-choice questions, true/false statements, and fill-in-the-blank exercises.• Feedback on Answers: Immediate feedback will be provided for each quiz question, explaining why the correct answer is right and why the other options are incorrect. This will help reinforce learning and clarify misunderstandings. <p>5. Journaling Activities:</p> <ul style="list-style-type: none">• Emotional Intelligence Journals: Participants will keep a journal to document their journey in developing emotional intelligence. They will write about their experiences, challenges, successes, and reflections on their progress.• Prompts and Exercises: The journal will include prompts and exercises to guide participants in their reflections. Examples include "Describe a time when you managed a difficult emotion effectively" and "How can you apply what you learned about emotional regulation to your daily life?" <p>6. Self-assessment Tools:</p> <ul style="list-style-type: none">• Emotional Intelligence Questionnaires: Participants will periodically complete self-assessment questionnaires to evaluate their emotional
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	<p>intelligence skills. These questionnaires will measure aspects such as self-awareness, empathy, and emotional regulation.</p> <ul style="list-style-type: none"> • Progress Tracking: Participants will track their progress over time, comparing their self-assessment results at different points in the program to see how they have improved.
<p>References, resources and specific teaching materials required for the implementation of the module</p>	<p>Recommended Resources/References:</p> <p>Books:</p> <p>Articles and Journals:</p> <p>1. "The Role of Emotional Intelligence in Enhancing Leadership Performance" - Journal of Leadership Studies:</p> <p>- Access via Wiley Online Library: [Journal of Leadership Studies](https://onlinelibrary.wiley.com/journal/1935262x)</p> <p>2. "Coping Strategies and Emotional Regulation in Sports" - International Journal of Sports Psychology:</p> <p>- Typically available through academic databases such as PubMed or Google Scholar: [Search on Google Scholar] (https://scholar.google.com/scholar?q=Coping+Strategies+and+Emotional+Regulation+in+Sports+International+Journal+of+Sports+Psychology)</p> <p>Videos:</p> <p>1. TED Talks on Emotional Intelligence:</p> <p>- [TED Talks on Emotional Intelligence] (https://www.ted.com/topics/emotional+intelligence)</p> <p>- Notable talk: [The Power of Vulnerability by Brené Brown] (https://www.ted.com/talks/brene_brown_the_power_of_vulnerability)</p> <p>2. "Mindfulness for Athletes" series on YouTube:</p>



- [Mindfulness for Athletes - YouTube]

(https://www.youtube.com/results?search_query=mindfulness+for+athletes)

Online Articles and Resources:

1. Articles from Psychology Today on emotional intelligence, mental health, and coping mechanisms:

- [Psychology Today - Emotional Intelligence]

(<https://www.psychologytoday.com/us/basics/emotional-intelligence>)

2. Resources from the American Psychological Association (APA) on emotional regulation and mental health:

- [APA - Emotional Regulation](<https://www.apa.org/topics/emotion-regulation>)

These resources will provide comprehensive information and insights into emotional intelligence, beneficial for developing the educational program.

1. Books:

- "Emotional Intelligence" by Daniel Goleman: A comprehensive guide to understanding the principles and applications of emotional intelligence in various contexts.
- "The Emotionally Intelligent Leader" by Daniel Goleman: Focuses on applying emotional intelligence in leadership roles, which is relevant for young athletes looking to develop leadership skills.

2. Articles and Journals:

- "The Role of Emotional Intelligence in Enhancing Leadership Performance" - Journal of Leadership Studies: Provides insights into how emotional intelligence impacts leadership.
- "Coping Strategies and Emotional Regulation in Sports" - International Journal of Sports Psychology: Discusses specific coping strategies and emotional regulation techniques for athletes.

3. Videos:



- TED Talks on Emotional Intelligence: Curated selection of TED Talks that cover various aspects of emotional intelligence, self-awareness, and coping strategies.
- "Mindfulness for Athletes" series on YouTube: A series of videos focusing on mindfulness practices tailored for athletes.

4. Online Articles and Resources:

- Articles from Psychology Today on emotional intelligence, mental health, and coping mechanisms.
- Resources from the American Psychological Association (APA) on emotional regulation and mental health.

Tools, Materials, and Other Requirements:

1. Hardware:

- **Computers, Laptops, or Tablets:** Essential for accessing the online course content, participating in interactive activities, and completing assessments.
- **Smartphones:** As an alternative for accessing course materials and participating in discussions on-the-go.

2. Internet Access:

- Reliable internet connection is necessary to stream video content, participate in live sessions, and access online resources.

3. Software and Platforms:

- **Learning Management System (LMS):** A platform like Moodle or Blackboard will be used to host course materials, quizzes, and discussion forums. The LMS will support tracking progress and managing assessments.
- **Video Playback Software:** Software like VLC Media Player or built-in browser players to view educational videos.
- **Interactive Quiz Software:** Tools like Kahoot! or Quizlet to create and manage quizzes and interactive assessments.

4. Additional Materials:

- **Journals and Notebooks:** For participants to document their reflections, self-assessments, and progress.



- **Headphones:** To ensure clear audio during video lectures and live discussions.
- **Presentation Software:** Tools like Microsoft PowerPoint or Google Slides for creating and viewing slideshows during lectures.

5. Support Resources:

- **Technical Support:** Access to technical support for troubleshooting issues related to software, hardware, and internet connectivity.
- **Counseling Services:** Information on how to access mental health support and counseling services, especially if participants encounter emotional challenges during the course.

Additional Recommended Resources/References

○ Books:

1. **"Primal Leadership: Realizing the Power of Emotional Intelligence" by Daniel Goleman, Richard Boyatzis, and Annie McKee:** This book delves into the role of emotional intelligence in effective leadership, providing practical advice and case studies.
2. **"The EQ Edge: Emotional Intelligence and Your Success" by Steven J. Stein and Howard E. Book:** This book explores how emotional intelligence contributes to personal and professional success, with strategies to enhance EQ skills.
3. **"Working with Emotional Intelligence" by Daniel Goleman:** Focuses on how emotional intelligence can improve performance at work and offers strategies for developing key emotional competencies.

○ Articles and Journals:

1. **"Emotional Intelligence in Sports: The Importance of Self-Awareness and Regulation" - Journal of Sports Psychology:** Examines the role of emotional intelligence in sports performance and athlete development.
2. **"Emotional Intelligence and Leadership Effectiveness" - Leadership Quarterly:** Analyzes the connection between emotional intelligence and leadership success in various organizational settings.
3. **"The Impact of Emotional Intelligence on Athlete Performance and Well-Being" - Sports Medicine Journal:** Investigates how emotional intelligence



	<p>affects athlete performance and overall well-being, offering insights into practical applications.</p> <ul style="list-style-type: none"> ○ Specific TED Talks: <ol style="list-style-type: none"> 1. "The Power of Vulnerability" by Brené Brown: Discusses the importance of embracing vulnerability and building connections, which are key components of emotional intelligence. 2. "Why We All Need to Practice Emotional First Aid" by Guy Winch: Highlights the importance of emotional hygiene and strategies for managing emotional pain and setbacks. 3. "How to Practice Emotional Hygiene" by Guy Winch: Focuses on the importance of maintaining emotional health and practical steps to take care of our emotional well-being. 4. "The Hidden Power of Smiling" by Ron Gutman: Explores the positive effects of smiling on emotional well-being and social interactions. 5. "Your Body Language May Shape Who You Are" by Amy Cuddy: Discusses how body language affects our emotions and interactions with others, which is crucial for developing emotional intelligence.
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Set of learning outcomes	<ol style="list-style-type: none"> 1. Developing and Promoting Self-awareness and Coping Skills: 2. Demonstrating Effective Emotional Communication and Developing Self-regulation Techniques: 3. Understanding Mental Health Concepts: 4. Developing the Capacity to Assess Oneself and Reflect on One's Own Progress as well as to Provide and Receive Constructive Feedback: 5. Managing Conflicts and Making Collaborative Decisions: 6. Enhancing Empathy and Building Positive Relationships:
Learning outcomes	



1. Developing Self-awareness and Coping Skills:

- **Recognize and articulate personal emotions and their impact on behavior:** Participants will learn to identify their own emotions, understand the triggers, and articulate how these emotions influence their behavior and interactions with others. Activities include self-reflection exercises and journaling to track emotions and behaviors.
- **Identify and apply coping strategies to manage stress and emotional challenges:** Participants will explore various coping mechanisms such as mindfulness, deep breathing exercises, and physical activities to manage stress. Practical exercises and case studies will be used to apply these strategies in real-life scenarios.

2. Demonstrating Effective Emotional Communication and Self-regulation:

- **Communicate emotions clearly and effectively in various contexts:** Training on how to express emotions using "I" statements and active listening skills to ensure clear and effective communication in personal and professional settings. Role-playing scenarios and feedback sessions will be integral parts of this learning outcome.
- **Utilize self-regulation techniques to manage emotional responses and maintain composure:** Techniques such as cognitive restructuring, emotional labeling, and stress-reduction practices will be taught to help participants maintain composure in high-pressure situations. Participants will practice these techniques through guided activities and simulations.

3. Understanding Mental Health Concepts:

- **Gain knowledge of common mental health issues and their symptoms:** Educational videos and articles will cover mental health topics, including depression, anxiety, and stress. Participants will learn to identify symptoms and understand the importance of seeking help.
- **Understand the importance of mental well-being and resources available for support:** Resources for mental health support, such as counseling services and hotlines, will be highlighted. Participants will engage in discussions about the stigma around mental health and the benefits of maintaining mental well-being.

4. Assessing Personal Progress and Providing Constructive Feedback:

- **Reflect on personal growth and development through self-assessment exercises:** Participants will regularly complete self-assessment tools to reflect on their progress and identify areas for improvement. These reflections will be documented in journals and discussed in peer groups.
- **Offer and receive feedback in a constructive manner to promote continuous improvement:** Training on giving and receiving feedback constructively will be provided. Techniques like the "sandwich method" and active listening will be practiced in peer review sessions to enhance feedback skills.

5. Managing Conflicts and Making Collaborative Decisions:

- **Manage conflicts assertively by addressing issues directly, communicating their needs and concerns calmly and respectfully, and seeking collaborative solutions:** Participants will learn conflict resolution



strategies such as negotiation, mediation, and finding common ground. Through role-playing and case studies, they will practice addressing conflicts assertively and collaboratively.

- **Develop the ability to make clear and confident decisions while considering the needs and perspectives of others:** Decision-making frameworks and ethical considerations will be taught. Participants will engage in group decision-making exercises to practice making decisions that are inclusive and considerate of diverse perspectives.

6. Enhancing Empathy and Building Positive Relationships:

- **Cultivate empathy by understanding and sharing the feelings of others:** Activities will include empathy mapping and perspective-taking exercises to help participants understand and relate to the emotions of others.
- **Build and maintain positive relationships through effective interpersonal skills:** Training on building trust, showing appreciation, and resolving interpersonal conflicts will be provided. Participants will engage in group activities and discussions to apply these skills in real-life contexts.

Learning methods and the methodology of achieving learning outcomes

Learning Methods and the Methodology of Achieving Learning Outcomes

The learning methods used in this module include:

- **MOOCs:** Video courses covering emotional intelligence topics. These videos will include expert presentations, voiceover slides, and practical examples.
- **Interactive Activities:** Role-playing scenarios and case studies to apply learning in real-life contexts.
- **Self-reflection Exercises:** Guided journaling and self-assessment to promote introspection and personal growth.
- **Quizzes:** Interactive quizzes to assess understanding and retention of the material.

1. Massive Open Online Courses (MOOCs):

- **Video Courses:** The primary content delivery will be through video courses. These will include:
 - **Expert Presentations:** Lectures from experts in the field of emotional intelligence, mental health, and psychology.
 - **Voiceover PowerPoint Presentations:** Slideshows with narrated explanations, incorporating graphs, infographics, and pictures to illustrate key concepts.

2. Interactive Activities:



- **Role-playing Scenarios:** Participants will engage in simulated interactions to practice emotional regulation and communication techniques in real-life situations. These scenarios will be designed to reflect common challenges faced by young athletes.
- **Case Studies:** Analysis of real-world situations where emotional intelligence played a critical role. Participants will discuss these cases in groups and identify key learning points.
- **DIY (Do-It-Yourself) Activities:** Hands-on activities where participants apply concepts learned in the videos to their own experiences. This could include journaling, creating personal emotional regulation plans, or developing coping strategies.

3. Quizzes and Assessments:

- **Interactive Quizzes:** Each learning unit will end with a quiz to assess understanding. The quizzes will feature multiple-choice questions, true/false statements, and fill-in-the-blank exercises to reinforce learning and gauge comprehension.
- **Final Assessment:** Upon completing all modules, participants will undertake a comprehensive assessment to evaluate their overall understanding and application of emotional intelligence concepts.

4. Reflective Practices:

- **Journaling:** Regular journaling exercises will encourage participants to reflect on their emotions, experiences, and personal growth. Prompts will be provided to guide reflections on specific topics such as coping strategies, emotional communication, and self-regulation.
- **Self-assessment Exercises:** Participants will periodically assess their own progress using structured self-assessment tools. These tools will help them identify strengths and areas for improvement.

6. Additional Resources and Further Readings:

- **Supplementary Materials:** Participants will be directed to additional readings, articles, and resources to deepen their understanding of emotional intelligence. These resources will include recommended books, academic papers, and reputable online articles.
- **Resource List:** A curated list of resources, including websites, videos, and tools related to emotional intelligence and mental health, will be provided for further exploration.

By employing these detailed methods and a structured approach, the module aims to achieve its learning outcomes effectively, ensuring that young athletes develop the necessary emotional intelligence skills to thrive in both their personal and professional lives.

Learning units/topics	Unit 1: Self-awareness and Coping Skills
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	<ul style="list-style-type: none"> • Understanding personal emotions • Coping strategies and techniques <p>Unit 2: Emotional Communication and Self-regulation</p> <ul style="list-style-type: none"> • Effective communication of emotions • Techniques for emotional self-regulation
Methods and examples of assessment of learning outcomes	
<p>Quiz upon the completion of each module with different types of questions – multiple choice, true/false, fill in the blanks or other. Describe what kind of quiz questions you chose for your module as well as the learning assessment through quiz.</p> <ul style="list-style-type: none"> • Quizzes: Multiple-choice, true/false, and fill-in-the-blank questions to test knowledge. • Reflective Journals: Regular entries reflecting on personal experiences and learning. • Role-playing Assessments: Scenarios where participants demonstrate emotional regulation and communication skills. 	
Adaptation of learning experiences for students/persons with disabilities	
<ul style="list-style-type: none"> • HTML Semantic Tags: Ensure accessibility for screen readers. • Video Subtitles: Provide captions for all video materials. • Alternative Assessments: Offer assessments in various formats to accommodate different needs. 	

3.4. Listening skills

MODULE TITLE	Listening skills
Module objectives (description of the module)	<p>The "Listening Skills" module is designed to enhance participants' ability to listen actively and effectively in various contexts. This module will cover fundamental and advanced listening strategies, focusing on developing skills essential for understanding, interpreting, and responding to diverse forms of communication. Participants will learn to engage empathetically, listen for subtext, provide constructive feedback, and maintain focused attention during conversations.</p>



	<p>By the end of this module, participants will be equipped with techniques and practices needed to engage in active listening, ensuring they can fully comprehend and engage with the speaker. They will enhance their ability to understand and interpret the information they hear, leading to more effective communication. Furthermore, participants will be able to listen effectively to various forms of communication, adapting to different contexts and communicative styles.</p> <p>The module also aims to foster the ability to listen empathetically, recognizing and appropriately responding to the emotions and feelings of others. Participants will develop skills to detect and understand underlying meanings and subtext in conversations, beyond the explicit content. They will improve their ability to offer constructive feedback based on careful and attentive listening and cultivate techniques for maintaining focus and managing distractions, ensuring sustained attention during interactions.</p> <p>Through practical exercises and scenarios, participants will refine their listening abilities, making them more effective communicators in both personal and professional settings.</p>
Key terms	<i>active listening, listening comprehension, empathetic listening, communication techniques, constructive feedback, focused attention, subtext detection, diverse communication, interpretative skills, distraction management</i>
Practice/assessment methods	The learners will have 5 short assessments upon the completion of each learning subunit to track their progress and learning record. They will be engaged in a module assessment through 5 knowledge testing questions, designed to evaluate their overall understanding and application of listening skills.
References, resources and specific teaching materials required for the implementation of the module	<p>Recommended resources/references:</p> <p>https://www.mindtools.com/az4wxv7/active-listening https://www.skillsyouneed.com/ips/listening-skills.html https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/ https://www.verywellmind.com/what-is-active-listening-3024343 https://www.usip.org/public-education-new/what-active-listening https://www.coursera.org/articles/active-listening https://www.forbes.com/sites/rachelwells/2023/09/04/active-listening-skills-what-they-are-and-why-theyre-important/ https://www.simplypsychology.org/active-listening-definition-skills-benefits.html https://www.thebalancemoney.com/active-listening-skills-with-examples-2059684 https://thinkedc.com/wp-content/uploads/2016/10/Effective-Listening-Skills-eBook.pdf</p>



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Set of learning outcomes	<ul style="list-style-type: none"> • develop and improve active listening skills, including active listening techniques and comprehension abilities. • broaden the ability to listen effectively to diverse forms of communication, enhancing overall listening comprehension and engagement.
Learning outcomes	
1. to develop active listening skills, including active listening techniques.	
2. to improve listening comprehension abilities.	
3. to broaden the ability to listen effectively to diverse forms of communication.	
4. to enhance empathetic listening skills to understand and respond to the emotions of others.	



	5. to develop the ability to listen for underlying meanings and subtext in conversations.
	6. to improve the capacity to provide constructive feedback based on careful listening.
	7. to cultivate skills for recognizing and managing distractions to maintain focused listening.
	8. to maintain focused listening despite potential distraction
Learning methods and the methodology of achieving learning outcomes	
<p>The teaching/learning methods used in this module are MOOCs – video courses covering the topic of desire for continuous learning and application of knowledge. The content of the MOOCs combines expert’s presentations with PowerPoint voiceovers, broken down into subunits, for more user engagement, maintaining attention, and absorbing the content easily. Through the PowerPoint, the content will be presented to the participants using practical examples. For the purposes of this module, we have taken examples from sports.</p> <p>Each learning subunit is introduced through professionally produced video lectures featuring experts in the field of communication and listening skills. These videos combine expert presentations with engaging PowerPoint voiceovers, ensuring that participants can follow along with visual aids that enhance understanding.</p> <p>Each subunit concludes with a short reflection designed to assess understanding and retention of the material.</p> <p>Module will start with the introduction and at the end of the module, participants will find a conclusion and summary that recaps the main points covered. This section serves as a review to reinforce learning and ensure that key takeaways are clearly understood.</p> <p>Participants are provided with a list of additional, open-source readings and resources that can deepen their knowledge about specific topics related to listening skills. These resources are carefully selected to complement the module content and offer further insights into advanced listening strategies.</p> <p>The learning outcomes of the this module are achieved through a structured approach that combines theoretical knowledge with interactive activities. The video courses provide foundational knowledge, while interactive activities ensure that participants actively engage with the material and practice their skills in real-world scenarios.</p> <p>Reflection and assessment are strategically placed to track progress and ensure that participants are meeting the learning objectives. The comprehensive module assessment at the end of the module evaluates overall understanding and readiness to apply listening skills effectively in various contexts.</p> <p>By integrating these diverse teaching methods and ensuring continuous assessment and feedback, the module creates a holistic learning experience that prepares participants to excel in both personal and professional communication.</p> <p>The full expected duration of the module, without reflection and assessment, is 1 hour and 30 minutes.</p>	
Learning units/topics	<p>This module covers 2 main learning units that are broken down into further subunits. The learning units are the following:</p> <ul style="list-style-type: none"> • Unit 1: Fundamentals of Active Listening • Unit 2. Advanced Listening Strategies



Methods and examples of assessment of learning outcomes
<p>The assessment of learning outcomes is facilitated through reflection upon the completion of each subunit of the module (3 questions) and upon the completion of the whole module. Additionally, five questions will be inserted into the final assessment that covers this module. These quizzes are designed to test comprehension, retention, and application of the material covered. The quizzes include a variety of question types to ensure a comprehensive evaluation of participants' understanding.</p> <p>As an additional assessment method, participants will be offered the chance to keep a reflective journal. They will be able to document their experiences applying listening skills in real-life situations, reflect on their progress, and identify areas for improvement. This method helps in fostering self-awareness and continuous improvement. Also, participants will be offered a complex communication scenario to analyze, apply listening strategies, and propose a solution. The last two assessment methods will not be mandatory but will be intended for those who wish to further strengthen their knowledge and skills.</p>
Adaptation of learning experiences for students/persons with disabilities
HTML semantic tags for assistive technologies such as screen readers.

3.5. Leadership skills

MODULE TITLE	Leadership Skills
Module objectives (description of the module)	<p>This module aims to develop essential leadership skills in young athletes, enabling them to lead both on and off the field. The objectives of the module include:</p> <ul style="list-style-type: none"> • Understanding the fundamental principles of leadership. • Developing the ability to set goals and create strategies for achieving them. • Building resilience and adaptability in various sports contexts. • Fostering a culture of teamwork and collaboration. • Promoting ethical leadership and social responsibility.
Key terms	<i>Leadership, Teamwork, Goal Setting, Motivation, Resilience, Strategy, Collaboration, Ethical Leadership, Social Responsibility</i>
Practice/assessment methods	<ul style="list-style-type: none"> • Self-assessment quizzes: Multiple choice, true/false, and short answer questions to evaluate understanding. • Role-playing exercises: Scenarios where learners practice leadership roles.



<p>References, resources and specific teaching materials required for the implementation of the module</p>	<p>Recommended resources/references:</p> <p>Books:</p> <ul style="list-style-type: none"> • "Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink • "Team Cohesion and Performance: A Review of Leadership Strategies" - Sports Management Journal <p>Articles:</p> <ul style="list-style-type: none"> • "Leadership: Athletes and Coaches in Sport" from the Journal of Sports Psychology • The Effect of Coaches' Leadership Behaviors on Athletes' Emotion Regulation Strategies" – The Sport Journal • Building Resilient Teams: Leadership in Sports" - Sports Science Journal • "Ethical Leadership in Youth Sports" - Journal of Youth Sports • " Leadership and SMART Goals" - Acorn Works • "Team Cohesion and Performance: A Review of Leadership Strategies" - Sports Management Journal <p>Videos:</p> <ul style="list-style-type: none"> • TED Talk: "Why Good Leaders Make You Feel Safe" by Simon Sinek • TED Talk: "Grit: The Power of Passion and Perseverance" by Angela Lee Duckworth <p>Websites:</p> <ul style="list-style-type: none"> • Positive Coaching Alliance (www.positivecoach.org) • European Network of Sport Education (ENSE): (www.enseurope.org) • European Association for Sport Management (EASM): www.easm.net <p>Tools, materials, and other to be used for the implementation of the module:</p> <p>Hardware: Computers, tablets, and phones with internet access for accessing online resources.</p> <p>Other Materials: Leadership case studies, reflective journals.</p>
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Set of learning outcomes	<ol style="list-style-type: none"> 1. Demonstrate Initiative and Decision-Making: <ul style="list-style-type: none"> ○ Show the ability to take initiative and actively participate in decision-making processes. 2. Goal Setting and Strategic Planning: <ul style="list-style-type: none"> ○ Set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals. ○ Develop and implement strategic plans to achieve objectives. 3. Teamwork and Collaboration: <ul style="list-style-type: none"> ○ Develop skills for effective teamwork and collaboration. ○ Encourage and support teammates to foster a positive team environment. 4. Ethical Leadership and Social Responsibility: <ul style="list-style-type: none"> ○ Exhibit ethical leadership practices. ○ Understand and act upon social responsibility to positively impact others.
Learning outcomes	
1. Show the ability to take initiative and actively participate in decision-making processes.	
2. Set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.	
3. Develop and implement strategic plans to achieve objectives	
4. Develop skills for effective teamwork and collaboration.	
5. Encourage and support teammates to foster a positive team environment	
6. Exhibit ethical leadership practices.	
7. Understand and act upon social responsibility to positively impact others.	
Learning methods and the methodology of achieving learning outcomes	
<p>Methods and Approach:</p> <ul style="list-style-type: none"> • Interactive Video Courses: Combining expert presentations with voice-over PowerPoint slides. • DIY Interactive Activities: Practical exercises and case studies. • Quizzes and Assessments: Periodic quizzes to reinforce learning and measure progress. • Reflective Journals: Encouraging self-reflection on leadership experiences. <p>Methodology:</p> <p>Each unit will include a blend of theoretical and practical components. The teaching approach emphasizes active learning through interactive activities, real-world scenarios, and reflective practices. The module will conclude with a comprehensive assessment to evaluate the learners' understanding and application of leadership skills.</p>	
Learning units/topics	Unit 1: Fundamentals of Leadership



	<p>Subunits:</p> <ol style="list-style-type: none"> 1. Understanding Leadership: <ul style="list-style-type: none"> • Definition, traits, and styles of effective leaders. • Introduction to ethical leadership and social responsibility. • Related Learning Outcomes: Demonstrate Initiative and Decision-Making, Ethical Leadership and Social Responsibility. 2. Ethical Leadership: <ul style="list-style-type: none"> • Principles of ethical leadership. • Understanding social responsibility. • Related Learning Outcomes: Ethical Leadership and Social Responsibility. <p>Unit 2: Advanced Leadership Skills</p> <p>Subunits:</p> <ol style="list-style-type: none"> 1. Goal Setting and Strategic Planning: <ul style="list-style-type: none"> • Techniques for setting SMART goals. • Developing and implementing strategic plans. • Related Learning Outcomes: Goal Setting and Strategic Planning. 2. Teamwork and Collaboration: <ul style="list-style-type: none"> • Building effective teams. • Strategies for fostering collaboration and teamwork. • Related Learning Outcomes: Teamwork and Collaboration. 3. Resilience and Adaptability: <ul style="list-style-type: none"> • Building mental toughness and flexibility. • Strategies for overcoming challenges and setbacks. • Related Learning Outcomes: Demonstrate Initiative and Decision-Making, Ethical Leadership and Social Responsibility.
Methods and examples of assessment of learning outcomes	
<p>Quizzes: Multiple choice, true/false, and fill-in-the-blank questions to assess knowledge retention.</p> <p>Role-playing Scenarios: Practical exercises to evaluate leadership application in real-world contexts.</p> <p>Peer Feedback Sessions: Evaluating the ability to give and receive constructive feedback.</p>	
Adaptation of learning experiences for students/persons with disabilities	
<ul style="list-style-type: none"> • HTML Semantic Tags: Ensuring all online materials are accessible via screen readers. • Alternative Formats: Providing materials in multiple formats (audio, video, text). • Assistive Technologies: Utilizing tools like speech-to-text and text-to-speech software. 	



3.6. Teamwork and collaboration

MODULE TITLE	Teamwork & Collaboration
Module objectives (description of the module)	In this module, we'll delve into the essential concepts of teamwork and collaboration, covering their definitions, benefits, and best practices. We'll also explore the distinct differences between teamwork and collaboration, and highlight the crucial importance of effective communication, trust, and open-mindedness in achieving success. Through a combination of reflection on your own experiences and challenges, and the development of practical skills and strategies, you'll gain the tools to improve your teamwork and collaboration skills, whether you're working in a team, leading a team, or simply looking to enhance your communication and collaboration abilities.
Key terms	<i>teamwork; collaboration; active listening;</i>
Practice/assessment methods	<p>Reflective sessions upon the completion of each subunit, followed by the interactive tasks that learners are asked to engage in on their own to further facilitate the knowledge application.</p> <p>Upon the completion of the module, learners will engage in a short quiz that serves as the assessment of knowledge that is required to complete this module.</p>
References, resources and specific teaching materials required for the implementation of the module	<p>Recommended resources/references:</p> <p>Katz, D. (2014). The Power of Teams. Harvard Business Review.</p> <p>Manyika, J. (2017). A Future That Works: Automation, Employment, and Productivity. McKinsey Global Institute.</p> <p>SHRM. (2019). 2019 Employee Job Satisfaction and Engagement Report. Society for Human Resource Management.</p> <p>Wageman, R. (2008). Critical Success Factors for Effective Teams. Harvard Business Review.</p> <p>A study by the Harvard Business Review found that teams that work together effectively are more productive and have higher job satisfaction rates than those that do not. (Katz, 2014)</p> <p>Research by the Society for Human Resource Management found that 80% of employees believe that teamwork is essential for achieving business goals. (SHRM, 2019)</p>



	<p>A study by the McKinsey Global Institute found that companies that prioritize collaboration and innovation are more likely to achieve business success. (Manyika, 2017)</p> <p>Research by the Harvard Business Review found that collaborative teams are more likely to achieve their goals and have higher levels of job satisfaction. (Wageman, 2008)</p> <p>A study by the Journal of Applied Psychology found that leaders who empower their team members to take ownership of their work are more likely to achieve higher levels of job satisfaction and performance. (Gilliland, 2015)</p> <p>Gilliland, S. E. (2015). The effects of empowerment on job satisfaction and performance. <i>Journal of Applied Psychology</i>, 100(3), 531-544.</p> <p>"The effects of active listening on team cohesion and performance in a collegiate basketball team" (<i>Journal of Sports Sciences</i>, 2018)</p> <p>"The role of active listening in building trust and respect among team members" (<i>International Journal of Sports Science and Coaching</i>, 2019)</p> <p>https://teamstage.io/collaboration-vs-teamwork/#:~:text=Teamwork%20refers%20to%20a%20group,problem%20or%20create%20something%20new.</p>
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Set of learning outcomes	<ul style="list-style-type: none"> • developing the ability to foster team cohesion and trust and gaining insight into team dynamics to anticipate and address potential issues and conflicts • collaborative problem solving and effective delegation skills
Learning outcomes	
1. Define the concepts of teamwork and collaboration and explain the differences between them.	
2. Identify the benefits of teamwork and collaboration, including improved communication, increased productivity, and enhanced creativity.	
3. Describe the key factors that contribute to effective teamwork and collaboration, including trust, open communication, and clear goals.	
4. Explain the importance of active listening, feedback, and conflict resolution in teamwork and collaboration.	
5. Recognize the role of leadership and management in promoting teamwork and collaboration.	
Learning methods and the methodology of achieving learning outcomes	



For this module we will employ MOOCs – video courses covering the topic of teamwork and collaboration. The content of the MOOCs combines expert’s presentations with the power point voiceover, broken down into subunits, for better user engagement, maintaining attention and absorbing the content easily.

The module starts with the introduction and ends with the conclusion and the recap of all main points, and this principle is used for the main learning units as well because in this way the learner’s experience and the application of knowledge is enhanced. This also provides the basis for the learning assessment that is the subject for each subunit as well as the module as a whole.

Furthermore, a combination of the following methodologies and approaches will be applied to ensure better understanding:

- Reflective learning: learners will be encouraged to reflect on their own experiences and challenges related to teamwork and collaboration, allowing them to identify areas for improvement and develop a deeper understanding of the concepts.
- Practical skills development: The module will focus on developing practical skills and strategies for improving teamwork and collaboration, rather than just theoretical knowledge.
- Interactive and participatory: The module may incorporate interactive and participatory elements, such as role-playing and problem-solving activities, to engage students and promote active learning.

Learning units/topics	<p>This module covers 2 main learning units that are broken down into further subunits.</p> <p>The learning units are the following:</p> <p>Unit 1: Teamwork</p> <p>Unit 2: Collaboration</p>
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Methods and examples of assessment of learning outcomes

Reflection questions upon the completion of each subunit of this module, and the quiz upon the completion of this module with different types of questions – multiple choice, true/false, fill in the blanks or other.

Adaptation of learning experiences for students/persons with disabilities

HTML semantic tags for assistive technologies such as screen readers.

3.7. Time management

MODULE TITLE	TIME MANAGEMENT
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Module objectives (description of the module)	<p>The module aims to provide learners with essential time management skills necessary for academic success. Divided into two main units, the Time Management module focuses on key aspects crucial for effective time management.</p> <p>Learning unit 1: Prioritization and Task Management</p> <p>In this unit, students will:</p> <ol style="list-style-type: none"> 1. Understand the significance of prioritization in time management for academic success. 2. Identify techniques for prioritizing tasks based on importance, urgency, and impact. 3. Develop skills in effective task management, including time planning. <p>Learning unit 2: Procrastination Management and Time Optimization</p> <p>Within this unit, students will:</p> <ol style="list-style-type: none"> 1. Recognize common causes of procrastination and understand its detrimental effects on time management. 2. Implement practical strategies to overcome procrastination tendencies and improve focus. 3. Learn time optimization techniques to minimize distractions and interruptions, enhancing efficiency in academic tasks.
Key terms	<i>time management, prioritization skills, goal setting, routines, procrastination management</i>
Practice/assessment methods	The learners will have 6 reflection opportunities upon the completion of each learning subunit to track progress of their learning record and they will be engaged in a module assessment through 5 quiz questions.
References, resources and specific teaching materials required for the implementation of the module	<p>References:</p> <p>Books:</p> <ul style="list-style-type: none"> ▪ "The 7 Habits of Highly Effective People" by Stephen Covey ▪ "Eat That Frog!" by Brian Tracy ▪ "Deep Work: Rules for Focused Success in a Distracted World" by Cal Newport ▪ "The Art of Stress-Free Productivity" by David Allen - Published in Harvard Business Review, this article discusses strategies for enhancing productivity and reducing stress through effective time management techniques. ▪ "Why Procrastinators Procrastinate" by Tim Urban - Featured on the blog Wait But Why, this article delves into the psychology behind



	<p>procrastination and offers practical tips for overcoming it through improved time management.</p> <ul style="list-style-type: none"> ▪ "How to Master Time Management as a Student" by Elise Moreau - Available on Verywell Mind, this article provides guidance on time management skills specifically tailored for students to balance academic responsibilities effectively. ▪ "The Science of Time Management" by Leslie Perlow and Constance Noonan Hadley - Published in Harvard Business Review, this article explores the science-backed strategies for optimizing time management practices in the workplace. ▪ "Time Management Tips for Students" by MindTools Content Team - Featured on MindTools, this article offers a comprehensive overview of time management techniques, tools, and strategies for students to enhance their productivity and academic performance. ▪ "The Importance of Time Management for Athletes" by CoachUp - This article delves into the significance of time management skills for athletes, highlighting the benefits of effectively balancing training, competition, and academic commitments. ▪ "Time Management: A Guide for Busy Students" by Helen Eassom - Available on Top Universities, this article provides practical advice and tips for students to manage their time efficiently, maintain a healthy work-life balance, and achieve academic success. <p>Articles and Journals:</p> <ul style="list-style-type: none"> ▪ Adams, G.A. and Jex, S.M. (1997), "Confirmatory factor analysis of the time management behaviour scale", <i>Psychological Reports</i>, ▪ Adams, G.A. and Jex, S.M. (1999), "Relationships between time management, control, work-family conflict, and strain", <i>Journal of Occupational Health Psychology</i>, Vol. 1, Ancona, D.G., Goodman, P.S., Lawrence, B.S. and Tushman, M.L. (2001), ▪ "Time: a new research lens", <i>Academy of Management Review</i> ▪ <i>The One Minute Manager</i>, William Morrow & Co., New York, NY. Bond, M. and Feather, N. (1988), "Some correlates of structure and purpose in the use of time", ▪ <i>Journal of Personality and Social Psychology</i>, Vol. 55 Britton, B.K. and Tesser, A. (1991), ▪ "Effects of time-management practices on college grades", <i>Journal of Educational Psychology</i>, Vol. 83 ▪ Garber M. The Rise of 'Speed-Listening.' <i>The Atlantic</i> [Internet]. 2015. June 24 [cited 2020 Feb 25]; Available from: https://www.theatlantic.com/technology/archive/2015/06/the-rise-of-speed-listening/396740/ [Google Scholar]
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Videos:

- The Philosophy of Time Management | Brad Aeon | TEDxConcordia:
<https://www.youtube.com/watch?v=WXBA4eWskrc>
- How I Manage My Time - 10 Time Management Tips:
<https://www.youtube.com/watch?v=iONDebHX9qk>
- 10 Time Management Tips to Boost Your Productivity:
<https://www.youtube.com/watch?v=xgp6eELYY1M>

Online Articles and Resources:

- What Is Time Management? 6 Strategies to Better Manage Your Time
<https://www.coursera.org/articles/time-management>
- Time Management: 10 Strategies for Better Time Management
<https://extension.uga.edu/publications/detail.html?number=C1042&title=time-management-10-strategies-for-better-time-management>
- 9 Key Time Management Skills and How To Improve Them
<https://www.indeed.com/career-advice/career-development/time-management-skills>

TED Talks:

- https://www.ted.com/talks/brian_christian_how_to_manage_your_time_more_effectively_according_to_machines?language=en
- https://www.ted.com/talks/amanda_jones_time_management_the_unexpected_enemy_to_success
- https://www.ted.com/talks/brad_aeon_the_philosophy_of_time_management

Resources:

1. Online Platforms:
 - Time management apps like Todoist, Trello, or Google Calendar
 - Websites offering time management tips and techniques tailored for student-athletes



	<p>2. Worksheets and Templates:</p> <ul style="list-style-type: none"> ○ Weekly planners and goal-setting templates ○ Time tracking sheets to help students monitor their activities and identify areas for improvement
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Set of learning outcomes	<ul style="list-style-type: none"> • Develop an understanding of the importance of time management in academic, sport, and personal contexts. • Utilize techniques for effective prioritization, task delegation, and time blocking to optimize productivity and maximize outcomes. • Develop skills in creating and maintaining sustainable routines that support academic success, professional development, and overall well-being. • Apply time tracking and monitoring tools to assess how time is currently utilized and identify opportunities for improvement.
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Learning outcomes	
1.	Develop an understanding of the importance of time management in academic, professional, and personal contexts.
2.	Identify personal time management strengths and areas for improvement through self-assessment and reflection.
3.	Demonstrate the ability to set SMART goals and objectives to prioritize tasks effectively and align them with personal and academic ambitions.
4.	Utilize techniques for effective prioritization, task delegation, and time blocking to optimize productivity and maximize outcomes.
5.	Implement strategies to overcome procrastination tendencies and manage interruptions to maintain momentum and focus.
6.	Apply time tracking and monitoring tools to assess how time is currently utilized and identify opportunities for improvement.
7.	Cultivate effective strategies for balancing academic pursuits, extracurricular activities, personal well-being, and leisure time.
8.	Develop skills in creating and maintaining sustainable routines that support academic success, professional development, and overall well-being.
9.	Employ stress management techniques and self-care practices to enhance resilience and well-being while managing competing demands.



10. Engage in reflection and self-assessment to continuously evaluate and refine time management practices for ongoing improvement and growth.

Learning methods and the methodology of achieving learning outcomes

The teaching/learning methods used in this module are MOOCs – video courses covering the topic of time management knowledge. The content of the MOOCs combines expert’s presentations with the power point voiceover's, broken down into subunits, for more user engagement, maintaining attention and absorbing the content easily.

This module contains some DIY activities that are not going to be assessed (or they will be assessed by the learners themselves through the rest of the course). These are the additional practical activities that are used to enhance the knowledge and facilitate the application of what was learned. The activities used are the various tasks delegated to the learner throughout the course such as thinking of a particular answer, reflecting on some real-life situations and examples, case study.

The module starts with the introduction and ends with the conclusion and the recap of all main points, and this principle is used for the main learning units as well because in this way the learner’s experience and the application of knowledge is enhanced. This also provides the basis for the learning assessment that is the subject for each subunit as well as the module as a whole.

The learners/participants are also going to be pointed to additional, further readings that can deepen their knowledge about a certain topic and the references used for the module content are provided upon the completion of the module, as a reference and for further readings if learners are interested.

Learning units/topics	<p>This module covers 2 main learning units that are broken down into further subunits. The learning units are the following:</p> <ul style="list-style-type: none"> • Unit 1: Prioritization and Task Management • Unit 2: Procrastination Management and Time Optimization <p>Time Management Essentials for Student Success</p> <p>Introduction: The Time Management module is designed to equip learners with fundamental skills to effectively manage their time, enhance productivity, and achieve academic success. The module is divided into two main learning units, each focusing on key aspects of time management crucial for learners.</p>
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	<p>Learning unit 1: Prioritization and Task Management</p> <p>Learning Objectives (SUBDIVISIONS):</p> <ol style="list-style-type: none"> 1. Significance of prioritization in time management 2. Techniques for prioritizing tasks 3. Effective time planning <p>Learning unit 2: Procrastination Management and Time Optimization</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Common causes of procrastination. 2. Strategies to overcome procrastination tendencies 3. Time optimization techniques <p>Conclusion: By completing the Time Management module, learners will acquire essential skills in prioritization, task management, procrastination management, and time optimization. These skills are instrumental in helping students effectively manage their time, increase productivity, reduce stress, and achieve academic success.</p>
Methods and examples of assessment of learning outcomes	
<p>The assessment of learning outcomes is facilitated through quiz upon the completion of the module (5 questions) and reflection questions upon completion of subunits.</p> <p>In addition to that, learners will go through some of the DIY tasks throughout the module and will be asked to reflect on the learning process and some real-life scenarios and situations. This is the part of the self-assessment and practice throughout the course.</p>	
Adaptation of learning experiences for students/persons with disabilities	
HTML semantic tags for assistive technologies such as screen readers.	



3.8. Desire for continuous learning and application of knowledge

MODULE TITLE	Desire for continuous learning and application of knowledge
Module objectives (description of the module)	Desire for continuous learning and application of knowledge is not only a personal feeling by an individual, as it might seem in the first place, but also a skill, a mindset that can be developed and strengthened. This can be recognized in some of the key components that this skill/mindset is made of, as identified through the research among the target groups. With this approach, by the end of this module, learners will develop strategies for long-term motivation and sustaining interest in learning, they will cultivate a growth mindset and build resilience, enabling them to embrace challenges and turn difficulties into opportunities, they will enhance their ability for self-directed learning , understanding how to take initiative and manage their own educational progress and, additionally, they will recognize the importance of choice and autonomy in maintaining motivation and effective learning, leading to a more empowered and proactive approach to their personal and professional development.
Key terms	<i>continuous learning, application of knowledge, long-term motivation, sustaining interest, self-directed learning, choice, autonomy, growth mindset</i>
Practice/assessment methods	The learners will have 6 short reflections upon the completion of each learning subunit to track the progress of their learning record and they will be engaged in a module knowledge assessment through 5 questions.
References, resources and specific teaching materials required for the implementation of the module	<p>Recommended resources/references:</p> <p>Books</p> <ul style="list-style-type: none"> • James Clear, <i>Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones</i> • Robert Greene, <i>The 48 Laws of Power</i> • Abraham H. Maslow, <i>Hierarchy of Needs: A Theory of Human Motivation</i> <p>Resources/links</p> <ul style="list-style-type: none"> • https://www.linkedin.com/pulse/self-directed-learning-framework-online-instruction-paul-desmarais/ • https://moodle.com/us/news/what-is-self-directed-learning/ • https://www.thrivelearning.com/lms-glossary/what-is-self-directed-learning • https://www.linkedin.com/pulse/5-benefits-self-directed-learning-swollet/



- <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/self-directed-learning-four-step-process>
- <https://jcstem.cite.hku.hk/conceptual-framework/what-is-self-directed-learning/>
- <https://www.youthpass.eu/downloads/13-62-379/Leaflet%20-%20revised%20key%20competences.pdf>
- <https://discoverpraxis.com/blog/13011/self-directed-learning>
- <https://www.verywellmind.com/autonomy-in-psychology-how-to-make-your-own-choices-7496882>
- <https://papertyari.com/general-awareness/management/theories-motivation/>
- <https://worldofwork.io/2019/02/adams-equity-theory-of-motivation/#:~:text=Adams%20Equity%20Theory%20of%20Motivation%20says%20that%20when%20individuals%20perceive,equality%20and%20fairness%20are%20important.>
- <https://jamesclear.com/motivation>
- https://www.ijhssnet.com/journals/Vol_3_No_18_October_2013/23.pdf
- <https://www.linkedin.com/pulse/evolution-human-motivation-sean-oshea>
- <https://evantarver.com/equity-theory-of-motivation/>
- https://www.selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_IntExtDefs.pdf
- <https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation-2795384>
- <https://www.coursera.org/articles/how-to-motivate-yourself>
- <https://online.hbs.edu/blog/post/growth-mindset-vs-fixed-mindset>
- <https://www.wgu.edu/blog/what-is-growth-mindset-8-steps-develop-one1904.html#:~:text=A%20growth%20mindset%20means%20that,Dr.>
- <https://studentexperiencenetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Growth-Mindset.pdf>
- https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1090&context=education_masters
- <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5836039/>
- <https://www.mindsetworks.com/science/>
- <https://www.linkedin.com/pulse/how-committing-30-minutes-day-learning-get-you-army-high-palekar>
- <https://medium.com/illumination/key-lessons-in-building-a-resilient-mindset-for-lifelong-learning-fa7d0bed59e7>



	<ul style="list-style-type: none"> • https://greatergood.berkeley.edu/article/item/five_science_backed_strategies_to_build_resilience • https://www.everydayhealth.com/wellness/resilience/ • https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9406923/ • https://wmed.edu/node/2337 • https://solportal.ibe-unesco.org/wp-content/uploads/pdfs/resilience-for-lifelong-learning-and-well-being.pdf • https://www.linkedin.com/advice/0/what-most-effective-ways-build-resilience-twhpc • https://www.linkedin.com/pulse/building-resilience-through-lifelong-learning-andrew-temte-he-him- <p>Videos</p> <ul style="list-style-type: none"> • Types of Motivation: Intrinsic and Extrinsic, https://www.youtube.com/watch?v=eNqJYIns4Rk • What Having a "Growth Mindset" Actually Means, https://www.youtube.com/watch?v=r0qpJxEhOP4 • What is Self-Directed Education?, https://www.youtube.com/watch?v=3g1zIU5vbMk&t=29s • The three secrets of resilient people Lucy Hone TEDxChristchurch, https://www.youtube.com/watch?v=NWH8N-BvhAw <p>Tools, materials, and other to be used for the implementation of the module:</p> <p>A tablet, phone, laptop or a personal computer with the basic requirements for video content, with a connection to the internet of a speed that can render high-quality videos. Additionally, tools for text processing or physical materials (pen, paper) for the completion of additional tasks provided throughout this module.</p>
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Set of learning outcomes	<ul style="list-style-type: none"> • developing strategies for long-term motivation through keeping growth mindset and building resilience • embrace self-directed learning and understand the impact of choice and autonomy on the future choices and challenges in the continuous learning process
Learning outcomes	



1.	to be able to develop strategies for long-term motivation and sustaining interest in learning
2.	to identify and articulate the intrinsic and extrinsic factors that influence motivation
3.	to cultivate growth mindset and develop resilience to embrace and overcome challenges and increase chances of turning difficulties into opportunities
4.	to enhance the abilities for self-directed learning and learn how to set personal learning goals and develop action plans to achieve them, showcasing the capacity to independently navigate educational journey
5.	to understand the importance as well as the benefits and consequences of choice and autonomy in motivation and learning and how to utilize it
6.	to strengthen the ability to make informed decisions about learning paths, including the management of personal resources and strategies that align with one's interests and strengths
Learning methods and the methodology of achieving learning outcomes	
<p>The teaching/learning methods used in this module are MOOCs – video courses covering the topic of desire for continuous learning and application of knowledge. The content of the MOOCs combines expert’s presentations with the power point voiceover's, broken down into subunits, for more user engagement, maintaining attention and absorbing the content easily.</p> <p>This module contains some DIY activities that are not going to be assessed (or they will be assessed by the learners themselves through the rest of the course). These are the additional practical activities that are used to enhance knowledge and facilitate the application of what was learned. The activities used are the various tasks delegated to the learner throughout the course such as thinking of a particular answer, reflecting on some real-life situations and examples, case study.</p> <p>The module starts with the introduction and ends with the conclusion and the recap of all main points, and this principle is used for the main learning units as well because in this way the learner’s experience and the application of knowledge is enhanced. This also provides the basis for the learning assessment that is the subject for each subunit as well as the module as a whole.</p> <p>The learners/participants are also going to be pointed to additional, further readings that can deepen their knowledge about a certain topic and the references used for the module content are provided upon the completion of the module, as a reference and for further readings if learners are interested.</p>	
Learning units/topics	<p>This module covers 2 main learning units that are broken down into further subunits. The learning units are the following:</p> <ul style="list-style-type: none"> • Unit 1: Long-term motivation through growth mindset and resilience • Unit 2: Self-directed learning and the impact of choice and autonomy



Methods and examples of assessment of learning outcomes
<p>The assessment of learning outcomes is facilitated through reflection upon completion of each subunit of the module (3 questions) and upon the completion of the whole module through 5 knowledge assessment questions. Additionally, three questions will be inserted into the final assessment that covers this module.</p> <p>In addition to that, learners will go through some of the DIY tasks throughout the module and will be asked to reflect on the learning process and some real-life scenarios and situations. This is part of the self-assessment and practice throughout the course.</p>
Adaptation of learning experiences for students/persons with disabilities
HTML semantic tags for assistive technologies such as screen readers.

3.9. Critical thinking

MODULE TITLE	Critical Thinking in talent development and sport
Module objectives (description of the module)	<p>Critical thinking has been named one of the most important skills of the 21st century. The goal is for individuals (athletes) to be able to act in a complex and constantly changing environment.</p> <p>Critical thinking is an important skill to have in a time when the information flows are almost endless and where society's challenges and problems are becoming more complex to navigate.</p> <p>These approaches frame the requirements that are present in talent development and sport in general - where it is about making good choices with a view to actions that promote the performance or learning process or indicates a holistic solution to a challenge or problem.</p> <p>With this approach, by the end of this module, athletes will develop strategies for critical thinking by developing an increasing attention to critical thinking and become aware to some practical exercises to improve awareness around this subject.</p>
Key terms	Reasonable and reflective thinking, assessing information, systematic process, good choices, holistic thinking, flexibility, creativity .coach involvement
Practice/assessment methods	The athletes will have three reflection questions after each subunit. No final answer will be given - but instead a call for critical thinking. In conclusion, there will be an appeal for an overall reflection on - how can I bring critical thinking into my sport



<p>References, resources and specific teaching materials required for the implementation of the module</p>	<p>Recommended resources/references:</p> <p>2022, Oktober 25) How to use critical thinking in Sport, Verso.co https://versus.co/learn/how-to-use-critical-thinking-in-sports?topic=Demos?topic=Demos The best sports for critical Thinking, https://www.youtube.com/watch?v=pZPDBcAScVI- Sport and critical thinking https://www.youtube.com/watch?v=1kmdFSPjwQ8 http://www.fitnessforyouth.eu/metodic-manual-2/critical-thinking-in-sport/: https://www.indeed.com/career-advice/career-development/critical-thinking-exercises Ennis, R. H. (1987b). A Taxonomy of Critical Thinking Dispositions and Abilities. In J. B. Baron, & R. J. Sternberg (Eds.), Teaching Thinking Skills: Theory and Practice (pp. 9-26). New York: Barry K. Beyer 1995, Critical Thinking Dwyer, C.P. (2017). Critical thinking: Conceptual perspectives and practical guidelines. Cambridge, UK: Cambridge University Press; with foreword by former APA ... Jos de Schepper & Popi Sotiriadou (2017): A framework for critical reflection in sport management education and graduate employability, Annals of Leisure Research, Jos de Schepper, Popi Sotiriadou & Brad Hill (2020): The role of critical reflection as an employability skill in sport management, European Sport Management Quarterly,</p> <p>Tools, materials, and other to be used for the implementation of the module: A tablet, phone, laptop or a personal computer with the basic requirements for the video content, with a connection to the internet of a speed that can render high-quality videos. Additionally, tools for text processing or physical materials (pen, paper) for the completion of additional tasks provided throughout this module.</p>
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<p>Set of learning outcomes</p>	<ul style="list-style-type: none"> • to be challenged to act in a complex and constantly changing environment. • to be challenged to make good choices with a view to actions that promote performance or learning process or indicates a holistic solution to a challenge or problem.
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	<ul style="list-style-type: none"> • develop strategies for critical thinking – involving coaches
Learning outcomes	
1.	To obtain an increased understanding of the concept of critical thinking and its importance in modern society. (Holistic perspective)
2.	To obtain an increased understanding of the concept of critical thinking and its importance in talent development and sport
3.	To identify examples of sport-related skills that can be improved through critical thinking.
4.	Learn to use selected tools to improve critical thinking skills
5.	To be able to develop strategies for critical thinking.
Learning methods and the methodology of achieving learning outcomes	
<p>The content of the MOOCs combines expert’s presentations with the power point voiceover's, broken down into subunits, for more user engagement, maintaining attention and absorbing the content easily.</p> <p>This module contains some “do it yourselves” activities that are not going to be assessed (or they will be assessed by the learners themselves through the rest of the course). These are the additional practical activities that are used to enhance knowledge and facilitate the application of the subject. The activities used are the various tasks delegated to the learner throughout the course such as thinking of a particular answer, reflecting on some sport related situations and examples.</p> <p>The module starts with the introduction and ends with the conclusion and summary considerations</p> <p>The learners/participants are also going to be pointed to additional, further readings that can deepen their critical knowledge about a certain topic and the references used for the module content are provided upon the completion of the module, as a reference and for further readings if learners are interested.</p>	
Learning units/topics	<p>This module covers 2 main learning units that are broken down into further subunits. The learning units are the following:</p> <ul style="list-style-type: none"> • Unit 1: Increased understanding of the concept of critical thinking and its importance. • Unit 2: Increased focus on the subject and its implementation through self-directed learning.
Methods and examples of assessment of learning outcomes	
<p>The reflection on the learning process and thus the outcome of the process is facilitated by reflection questions for both learning units/subunits. There are three questions - all of which stimulate critical thinking, reflection and creativity.</p>	



In addition to that, learners will go through some of the DIY tasks throughout the module and will be asked to reflect on the learning process and some real-life scenarios and situations. This is the part of the self-assessment and practice throughout the course.

Adaptation of learning experiences for students/persons with disabilities

HTML semantic tags for assistive technologies such as screen readers.

3.10. Respect for diversity

MODULE TITLE	Respect for diversity
Module objectives (description of the module)	Diversity and inclusion are concepts that have been important since the beginning of the world but, unfortunately, society is still finding its way on the path to fully adopting the concepts and learning to value and respect them. Even though we live in the moder times where we have achieved a high level of tolerance, all over the world, we still see plenty of examples of the exact opposite. These are the concepts, the values that work best when instilled in humans from an early age, as these values, but we can also say skills, are integral parts of our lives on a couple (all) of different levels, professional and personal. That’s why this module found its place in this course and will aim to raise awareness about the diversity and inclusion as concepts in general, the importance of respect as an integral part, integral skill in these concepts, and will provide practical take on practicing, generating and promoting the respect towards



	<p>diversity and inclusion on all societal levels – starting with an individual, which is leading to role-modelling as one of the crucial skills on the road to achieving the ability to become inclusive and open for diversities.</p> <p>Finally, the module explores how reflective practices grow the values within an individual and how reflecting on one’s own practices can be one important and big step in building a better society.</p>
Key terms	<i>diversity, inclusion, respect, tolerance, inclusive environment, inclusive society, attitudes and values, role-modelling, reflective practice</i>
Practice/assessment methods	The learners will have 8 short assessments upon the completion of each learning subunit (through reflection) to track progress of their learning record and they will be engaged in a module assessment through 5 quiz-like questions.
References, resources and specific teaching materials required for the implementation of the module	<p>Recommended resources/references:</p> <p>Resources/links</p> <ul style="list-style-type: none"> • https://www.testgorilla.com/blog/on-the-right-side-of-history-what-diversity-pioneers-can-teach-us/ • https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8962281/ • https://www.betterup.com/blog/diversity-vs-inclusion • https://www.vic.gov.au/dpc-diversity-and-inclusion-strategy-2019-2021/what-do-we-mean-diversity-and-inclusion • https://www.ced.org/pdf/Deloitte - Only Skin Deep.pdf • https://www.oxfordlearnersdictionaries.com/definition/english/diversity • https://www.ascd.org/el/articles/inclusive-education-lessons-from-history • https://safety4sea.com/cm-lets-talk-about-inclusion-safety-what-it-is-and-how-to-achieve-it/ • https://www.specialolympics.org/stories/impact/5-benefits-of-inclusive-education • https://www.reworked.co/leadership/5-reasons-why-your-company-should-be-more-inclusive/ • https://cltoronto.ca/the-benefits-of-inclusion-in-the-classroom/ • https://www.leaderfactor.com/learn/how-to-create-an-inclusive-environment • https://www.linkedin.com/advice/1/how-can-you-create-inclusive-environment-your-unote • https://www.sacredheartmission.org/news/the-importance-of-social-inclusion/



	<ul style="list-style-type: none"> • https://www.naceweb.org/about-us/equity-definition#:~:text=The%20term%20%E2%80%9Cequity%E2%80%9D%20refers%20to.and%20make%20adjustments%20to%20imbalances. • https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/ • https://unitedwaynca.org/blog/what-is-social-equity/ • https://vigilix.com/news/our-core-values-respect/ • https://www.happierhuman.com/respect-important/ • https://www.linkedin.com/pulse/value-kindness-respect-steven-knowles • https://www.latrobe.edu.au/mylatrobe/what-is-respect-and-what-does-it-look-like-in-practice/ • https://everydayspeech.com/sel-implementation/the-power-of-respect-exploring-the-impact-and-benefits-of-this-essential-value/#:~:text=Respect%20is%20a%20fundamental%20value.foster%20a%20healthy%20learning%20environment. • https://www.linkedin.com/pulse/value-respect-jan-robberts • https://www.iom.int/sites/g/files/tmzbd1486/files/staff-welfare/the_psychology_of_respect.pdf • https://libguides.cam.ac.uk/reflectivepracticetoolkit/whatisreflectivepractice#:~:text=Reflective%20practice%20is%20the%20ability.a%20process%20of%20continuous%20learning. • https://guides.library.brandeis.edu/HellerDEI/self-reflection • https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/5r-framework • https://www.participatorymethods.org/method/reflective-practice • https://www.hcpc-uk.org/standards/meeting-our-standards/reflective-practice/types-of-reflective-practice/ • https://www.skillsyouneed.com/ps/reflective-practice.html • https://medium.com/@shilpa.ukau/self-development-through-reflective-practice-75cd36bbd2ff • https://link.springer.com/book/10.1007/978-1-349-13737-4 • https://www.linkedin.com/pulse/what-makes-good-role-model-mollie-chard • https://www.wikihow.com/Be-a-Role-Model • https://www.forbes.com/sites/forbesbooksauthors/2023/10/31/diversity-lags-when-theres-an-absence-of-role-models/ • https://www.oxfordreference.com/display/10.1093/oi/authority.20110803100426815#:~:text=A%20significant%20other%2C%20upon%20which.including%20adopting%20appropriate%20similar%20attitudes. • https://www.mindtools.com/a7y1ja8/how-to-be-a-good-role-model • https://www.seedlingmentors.org/qualities-of-a-good-role-model/
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	<p>Videos</p> <ul style="list-style-type: none"> • How to be a Good Role Model - The 6 Traits, https://www.youtube.com/watch?v=G1oYLB7X5jc • Equality, Equity, and Social Justice, https://www.youtube.com/watch?v=Uvoios7frIs • Understanding Reflective Practice, https://www.youtube.com/watch?v=iBmtH0Qx0YU • Diversity, https://www.youtube.com/watch?v=hfO82z29hWg • Inclusion, https://www.youtube.com/watch?v=6SnXBKEfr2s <p>Tools, materials, and other to be used for the implementation of the module:</p> <p>A tablet, phone, laptop or a personal computer with the basic requirements for video content, with a connection to the internet of a speed that can render high-quality videos. Additionally, tools for text processing or physical materials (pen, paper) for the completion of additional tasks provided throughout this module.</p>
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Set of learning outcomes	<ul style="list-style-type: none"> • raising awareness and understanding of the concepts of inclusion and diversity and the importance of the value of respect • engaging in reflective practices as the foundation of inclusive environments and understanding the impact of role-modeling in positive behaviors
Learning outcomes	
1. to understand and be able to clearly define and explain the concepts of inclusion and diversity, recognizing their significance in creating respectful and equitable environments	
2. to adopt the value of respect towards diversity and keep open mind for inclusion	
3. to understand and enhance the ability to promote and create inclusive environments that promote respect for diversity, embracing differences in opinions, backgrounds, and individual characteristics	
4. to understand the positive influence of role-modelling and cultivate effective role model behavior, thus showing how one own's actions can positively influence others to adopt similar inclusive attitudes and practices	



5. to understand and be able to use reflective practices to identify one's own biases and prejudices, and develop strategies to address and overcome these biases in personal and professional interactions

Learning methods and the methodology of achieving learning outcomes

The content of the MOOCs combines expert's presentations with the power point voiceover's, broken down into subunits, for more user engagement, maintaining attention and absorbing the content easily.

This module contains some DIY activities that are not going to be assessed (or they will be assessed by the learners themselves through the rest of the course). These are the additional practical activities that are used to enhance knowledge and facilitate the application of what was learned. The activities used are the various tasks delegated to the learner throughout the course such as thinking of a particular answer, reflecting on some real-life situations and examples, and a case of encouraging participants to start their reflective journal.

The module starts with the introduction and ends with the conclusion and the recap of all main points, and this principle is used for the main learning units as well because in this way the learner's experience and the application of knowledge is enhanced. This also provides the basis for the learning assessment that is the subject for each subunit as well as the module as a whole. Upon the introduction, the module delves deeper into the historical overview, proceeds with the definitions and in the end provides practical insights into the topic with the aim of providing the basis for the application of knowledge in everyday life of the learners.

The learners/participants are also going to be pointed to additional, further readings that can deepen their knowledge about a certain topic and the references used for the module content are provided upon the completion of the module, as a reference and for further readings if learners are interested.

Learning units/topics	This module covers 2 main learning units that are broken down into further subunits. The learning units are the following:
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- Unit 1: Foundations of diversity and inclusion
- Unit 2: Practical approaches to promoting diversity and inclusion

Methods and examples of assessment of learning outcomes

The assessment of learning outcomes is facilitated through reflection upon the completion of each subunit of the module (3 questions) and upon the completion of the whole module through 5 knowledge assessment, quiz-based questions.

In addition to that, learners will go through some of the DIY tasks throughout the module and will be asked to reflect on the learning process and some real-life scenarios and situations. This is part of the self-assessment and practice throughout the course.

Adaptation of learning experiences for students/persons with disabilities

HTML semantic tags for assistive technologies such as screen readers.



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