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LEARNING UNIT PLAN

DALFYS

DAta Literacy competences For Young students towards STEAM education
2020-1-IT02-KA226-SCH-095305

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| Title | Data Literacy in Virtual Enterprise Promotion Policy |
| Outcome | Creating digital content (promotional materials, promotional banners, Canva and PowerPoint presentations, a website that allows the presentation of the company and the purchase of products with online payment, creation of QR codes) |
| Target (indicate the age of students) | 17-19 years old |
| Pre-requisites (indicate what student should know before starting this learning unit contents) | <ul style="list-style-type: none"> • Independent collection and processing of information • Working autonomy • Correlation of theoretical training with practical training • Use of digital technology • Knowledge of how to use the Microsoft Office package |
| Period of application (indicate when you start and when you end the learning unit) | October 2022-November2022 |
| Assessment (how does this lesson relate to assignments/homework/readings) | Process evaluation: questionnaire, journal, project, portfolio Product evaluation: creating digital content |
| Goals of the unit | Determining, achieving and evaluating ways to promote the company's image among consumers |
| Competence/s | <p><i>Discipline-specific competences (entrepreneurial skills):</i></p> <ul style="list-style-type: none"> • Enforcing marketing policies • Application of negotiation and contracting techniques • Managing a company <p><i>DALFYS competences</i></p> <ul style="list-style-type: none"> • Digital content development <p><i>Knowledge:</i></p> <p>The learner...</p> <ul style="list-style-type: none"> • knows how to select digital content. • knows how to develop digital content. |

- literacy and the related competencies.
- has a positive attitude towards copyright and licenses of digital content
- knows how to integrate and re-elaborate digital content.
- knows how copyright and licenses work.

Skills:

The learner is able to deal with...

- media literacy.
- Internet literacy
- digital resources literacy
- copyright and licenses literacy

Attitudes:

The learner...

- is proactive and motivated to create and edit digital content in different formats.
- is willing to critically analyze the information in order to determine its relevance, suitability and reliability.

values media

Teamwork: Collaboration

Knowledge:

The learner...

- knows that communication skills are needed in the digital environment, as in any other field.
- knows the importance of interactivity in the process of acquisition and development of data literacy skills.
- knows how to intermingle collaboration, research tools and critical thinking in order to get effective solutions to problems/ specific tasks in a creative online environment.
- Knows how to transfer the most effective interactive problem-solving strategies to various other digital environment contexts.

Skills:

The learner is able to...

- create effective communication-based strategies for solving problems/ specific tasks involving data literacy skills.
- actively get involved in collaborative activities which require good communication and digital skills, as well as creativity, critical thinking and mastery of research tools in an online environment
- continuously enhance their data literacy skills level by perfecting their communicative digital work strategies.
- transfer communication-based strategies to various school, work and life contexts.

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| | <p>Attitudes: The learner...</p> <ul style="list-style-type: none"> • is open to the concept of communicative solving of data literacy tasks. • is curious and interested in acquiring and enhancing communicative digital work strategies. • is willing to transfer these strategies to various contexts. <p>Problem solving Knowledge: The learner...</p> <ul style="list-style-type: none"> • knows if there is a problem. • knows different problem-solving techniques or knows who or what to address in case of a problem. • knows how to transfer problem-solving knowledge to other situations and challenges • knows which resources can be used to come to a solution <p>Skills: The learner is able to...</p> <ul style="list-style-type: none"> • define the concrete problem and its background. • analyze the problem situation • plan and reason towards solutions to the problem • discover new, complex solutions by themselves • apply problem-solving techniques <p>Attitudes: The learner...</p> <ul style="list-style-type: none"> • feels that problem-solving competences are valuable. • is eager to find good solutions • is autonomous and responsible • is intrinsically motivated to solve problems | |
| Evaluation | process evaluations and product evaluations | |
| Description of the steps | | |
| 1st step | | |
| Name of the teacher: Elena Chirilo | | |
| Subject: Economics - Marketing | | |
| Knowledge | Skills | Attitudes |
| Description of promotion methods and techniques | Applying promotion techniques | Rational argumentation for the responsible use of interactive media |
| Promotion, advertising | | |
| Means of promoting the company's image / product sales | | |
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| Content: | Promotion techniques | |

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| Description of the Activity: | Students will make promotional materials designed to inform and attract customers using interactive media. | |
| Time (indicate how many hours of lessons are needed) | 2 hours | |
| Used resources: | Textbook, virtual enterprise guide | |
| Students accomplishment: | Brochures, leaflets, flyers, promotional banners | |
| Method | Cooperative learning, experiential learning | |
| Tools | Interactive whiteboard, CANVA, PREZI, PPT, platforma ROCT | |
| 2nd step | | |
| Name of the teacher: Elena Chirilo | | |
| Subject: Economics – ICT in Marketing | | |
| Knowledge | Skills | Attitudes |
| Specifying the opportunities offered using the Internet in promoting products | Developing creativity and applying it in various professional contexts, Use of digital tools to produce, present and understand business information, Designing a promotional action/event at the enterprise level | Creative and expressive reporting of one's own points of view to the opinions of work / business partners. Spirit of initiative and responsibility in conducting work tasks. Compliance with the deadlines for conducting the work tasks. |
| Digital content developer, digital content seller | | |
| Content: | Using the Internet to promote products | |
| Description of the Activity: | Students will create a web page, designed to attract customers (A - to make them access the site, I - to arouse their interest, D - to provoke desire, A - to argue them into buying) | |
| Time (indicate how many hours of lessons are needed) | 2 hours | |
| Used resources: | Internet, website, CANVA, PREZI, infographics | |
| Students accomplishment: | Creating the site, creating QR codes that will be inserted on the promotional materials in physical format (scanning the QR code redirects the partner to the digital materials: site, promotional banner) | |
| Method | Cooperative learning, experiential learning, teamwork | |
| Tools | Virtual enterprise laboratory, computer laboratory, video projector, interactive whiteboard, laptop | |

| 3rd step | | |
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| Name of the teacher: Elena Chiriloi | | |
| Subject: Economics - Marketing | | |
| Knowledge | Skills | Attitudes |
| Presentation of market strategies through which the company can gain a competitive advantage | Choosing market strategies based on the position of competitors in the market | Collaboration with team members to anticipate the phenomena of impact on the company's activity |
| Market identification, customer approach, presentation method | | |
| Content: | Virtual enterprise trade show | |
| Description of the Activity: | <p>Students will establish relationships with the participants in the trade show through personal contacts by promoting sales, studying the market, and knowing their own company in relation to the competition and potential buyers.</p> <p>At trade shows and exhibitions, students (employees of training companies) are competing in the following categories:</p> <ul style="list-style-type: none"> - Business idea presentation (PPT), - Website - Promotional catalogue - Promotional materials - Communication in foreign languages | |
| Time (indicate how many hours of lessons are needed) | 4 hours | |
| Used resources: | Virtual enterprise stand, Internet, Google Meet | |
| Students accomplishment: | Digital content developed for trade shows | |
| Method | Cooperative learning | |
| Tools | PC, internet connection, national ROCT network, international CBC network - FeRoM | |
| 4th step | | |
| Name of the teacher: Elena Chiriloi | | |
| Subject: Economics - Negotiation and contracting (in Romanian, English or French) | | |
| Knowledge | Skills | Attitudes |
| Description of how to trade in the sale-purchase processes | Identify the negotiation situations carried out within the sale-purchase processes | Active collaboration with the members of the negotiation team for finalizing the commercial transactions |
| Online business transactions, documents required to complete transactions (sale-purchase), | | |

| accounting software, interculturality | | |
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| Content: | Trading in the online sale-purchase process | |
| Description of the Activity: | Students will fill in the necessary documents to complete the online transactions. They will keep records of entries and exits in a Journal Register made in Excel. A group of students will check the correctness of the drafting of documents. | |
| Time (indicate how many hours of lessons are needed) | 3 hours | |
| Used resources: | Accounting documents (order form, tax invoice, receipt, payment order – editable document), Smart bill accounting software | |
| Students accomplishment: | Correct archiving of documents required for commercial transactions, making a profit | |
| Method | Cooperative learning, learning by doing, problematization | |
| Tools | Spreadsheets, drive - for the storage of documents | |
| 5th step | | |
| Name of the teacher: Elena Chirilo | | |
| Subject: Economics - Virtual enterprise management | | |
| Knowledge | Skills | Attitudes |
| Description of the company's business evaluation process | Planning the evaluation of the activity according to the material, informational, financial and human resources | Active involvement in the evaluation activity of the company. Assuming responsibility within the group. |
| SWOT analysis, cost-efficiency, liquidity, profitability | | |
| Content: | The activity evaluation process | |
| Description of the Activity: | The activity is carried out in groups. Each group evaluates its work by drawing up an activity report. Each group also evaluates the work of the other groups. Feedback is recorded in a Google Form. | |
| Time (indicate how many hours of lessons are needed) | 2 hours | |
| Used resources: | Documents certifying the work performed (documents in | |

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| | physical or cloud format) |
| Students accomplishment: | Complete website, product offer, and rankings obtained |
| Method | Cooperative learning, learning by doing, problem situations, teamwork, and individual study. |
| Tools | Assessment sheet, self-assessment sheet, appreciation sheet |