

MASTERS

TEACHING MATERIAL



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GÖPPINGEN



Střední škola průmyslová,
technická a automobilní
Jihlava

Teaching material

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This document represents a guideline for teachers and trainers in terms of defining the need for MASTERS mobile app, its functionality and use. It consists of 4 parts: Theoretical introductory into the mobile learning and existing teaching methods, Clear description of teaching goals, the description of the MASTERS app and how to use it and description of the learning nuggets.

In the first part, Theoretical introductory into the mobile learning and existing teaching methods, you'll get an insight into mobile learning itself, what it is, advantages and disadvantages of m-learning as well as overview of existing teaching methods used in m-learning environment.

Second part deals with the description of teaching goals that are extracted from ESC materials and divided into modules A, B and C.

The third part is dedicated to helping teachers familiarize themselves with the MASTERS m-learning app and tips on how to use it, while the fourth part, describes learning nuggets as small pieces of content used in interactions between content and students.

1. Introduction into mobile learning

Change in paradigm of traditional teaching process has been much talked about subject amongst researchers and practitioners in the past 15 years or respectively since the introduction of Internet and wireless technology became omnipresent. Reason for that arises from the need to reexamine the existing teaching methods and their effectiveness on today's modern students and ever rising requirements of employers.

Educational system has remained almost the same, in its original form, from the first time it has been introduced in almost all parts of the world. Teaching methods were mostly focused on transferring knowledge in formal setting through teacher student discourse moderated by the teacher. Usually, teacher presents teaching material while students listen, take notes and participate. That approach is usually described as teacher-oriented. Although traditional methods of teaching were effective in the former educational setting, today's methods should be adapted to fast changes in social, economical and educational environment. Skills ones needed to equally participate in labor market are supplemented with digital ones.

Certainly, as the need for implementation of any new, digital enabled, methods of learning arise, reevaluation of pedagogical approaches must be considered. This is a new circumstance for both teachers and students where a common ground must be found for best utilization of new mobile technologies. Existing school curriculum can be adapted to better suit student needs through mediation of mobile devices and teachers who prescribe appropriate forms of interaction (Sharples, 2006).

A key requirement for the future is the need to prepare students to participate in the information society, where knowledge is the most crucial factor in the social and the economic development of a country (Spathis, 2004).

UNESCO is working to respond to the challenges of particular educational contexts; supplement and enrich formal schooling; and, in general, make learning more accessible, equitable and flexible for students everywhere and they give their definition of Mobile learning which involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT), to enable learning anytime and anywhere. Learning can unfold in a variety of ways: people can use mobile devices to access educational resources, connect with others, or create content, both inside and outside classrooms (UNESCO, 2017).

M-learning needs to be distinguished between e-learning. Peters (2007) states that m-learning is a subset of e-learning, a step toward making the educational process “just in time, just enough and just for me”.

Advantages and motivating factors

The need to have virtual space for sharing and communication matches the youth culture of making friends, following fashions, and organising a social life. Schools try to manage technology in a way that fits traditional classroom teaching through teacher mediation and knowledge communication. This clashes with the teenage culture of peer collaboration and knowledge sharing (Sharples, 2006).

Six reasons why mobile learning might be motivating was suggested by Jones et.al. (2006): control (over goals), ownership, fun, communication, learning-in-context, continuity between contexts.

On the basis of mobile learning perspectives reviewed, there could be created a list of main views of m-learning. These views are (Rikala, 2013.):

- accessible & usable (e.g., portable, light-weight, bite-sized, effective, easy to use),
- contextual & situated (e.g., time, context and location-awareness),
- flexible & adaptable (e.g., possibility to spontaneous learning anytime and anywhere),
- formal vs. informal (e.g., educational contexts vs. real life contexts),
- interactive (e.g., enhances different ways to communicate and interact with other people, information, or systems),

- personalized (e.g., awareness of learner's attitudes, perceptions, personal needs and goals),
- technology vs. pedagogy (e.g., technology driven view vs. learner-centred view),
- authenticity (e.g., authentic "real-life" tasks and processes),
- collaboration (e.g., learning activities with peers),
- ubiquitous.

Limitations

As there are many advantages in m-learning application we can still identify some limitations and weaknesses that mobile devices as a learning tool present. They have shown some usability problems. Author Kukulska-Hulme (2007) summarized these problems as follows:

- 1) physical attributes of mobile devices, such as small screen size, heavy weight, inadequate memory, and short battery life;
- 2) content and software application limitations, including a lack of built-in functions, the difficulty of adding applications, challenges in learning how to work with a mobile device, and differences between applications and circumstances of use;
- 3) network speed and reliability; and
- 4) physical environment issues such as problems with using the device outdoors, excessive screen brightness, concerns about personal security, possible radiation exposure from devices using radio frequencies, the need for rain covers in rainy or humid conditions, and so on.

Of course, as mobile technologies advance, these limitations become less emphasized.

Existing teaching methods in m-learning environment

Partners from MASTERS project (Austria, Czech Republic and Germany) held the World café's at the start of 2016. Purpose was to use the World café's as a platform for conducting expert interviews with project stakeholders (teachers, principals, parents, developers).

The interviews were organized at three locations. They consisted of 5 questions. One of the questions was: What teaching methods do you think m-learning can implement and thus improve learning outputs of students/pupils?

Intention was to use this opportunity to find out how would teachers and other stakeholders find MASTERS m-learning app useful in implementation of new teaching methods in their classes and beyond.

The results are shown in the following Picture 1:

Picture 1: Teaching methods that can be implemented through m-learning

Teaching methods implementation

- Learn through games: Scored placement test - Ranking - Final test
- Interaction features - Teacher, App, Teambuilding
- Videos for motivation
- Visualized learning tracks- popup texts
- Compact learning nuggets
- Cooperative Elements: partial solutions form whole solution
- Incentives for regular revision
- Reviewing homework effectively
- Regular revision of learning content
- Individual learning rate
- Test with content-influenced feedback
- Peer-Learning
- Game based learning
- Competitive Learning
- Group challenges

- Economic calculators
- Graphs
- Brainstorming
- Revival of lessons
- Problem tasks
- Multiple choice tests
- Practising
- Creative thinking development
- Illustration, imagination
- Mind mapping
- Practical oriented
- Glossary and lexicon for students can improve their basic knowledge fast and easy
- Wrapping learning content into games and different learning aspects

Erasmus + MASTERS Q5: What teaching methods do you think m-learning can implement and thus improve learning outputs of students/pupils?
Base: Expert interview at World café's

Source: MASTERS final study report

These teaching methods are repeatedly confirmed by other authors as well (Yao-Ting, 2016) : Different teaching methods, including lectures, cooperative learning (students were divided into groups and completed learning tasks collaboratively, e.g., [Chang et al., 2010](#) ; [Huang et al., 2012](#)), inquiry-oriented learning (using problem-, project-, or inquiry-based methods with mobile devices for learning, e.g., [Chen, 2010](#) ; [Lowther et al., 2003](#)), self-directed study (teachers/researchers did not designate or implement specific teaching scenarios for students to follow, students use mobile devices for self-paced learning, e.g., [Chen and Li, 2010](#) ; [Chen et al., 2013](#)), computer-assisted testing/assessment (using mobile devices for formative assessment or quizzes in classroom or outdoors, e.g., [Agbatogun, 2012](#)), and mixed methods thereof.

MASTERS m-learning app

MASTERS will provide a cutting-edge mobile application and integrate the usage of this app into the daily operations of schools. Teaching, knowledge checks or interaction between pupils and teachers as well as pupils and their peers will be enabled with the ease of using a mobile smartphone. It generates more interest and adds flexibility to young people's life.

The MASTERS project aims to transfer entrepreneurial learning from VET classrooms to daily lives of pupils via the use of a mobile application. We want to develop new teaching

approaches including mobile content, customized learning content and a MASTERS app, all based on the successfully implemented ESC (Entrepreneurs Skills Certificate).

Pedagogical methodologies & expertise

- **INNOVATION:** New approaches lead to the development of new methodologies. Mobile Learning in schools is still in an experimental stage where this project will add value to the improvement in this area in general as well as for the entrepreneurial context in the field of VET.
- **COMPLEMENT:** Extending the existing educational framework through the integration of entrepreneurial content-based interaction through mobile application support. This enables VET pupils to shape their learning environment more flexible and teachers to engage their classes in a more informal way to overcome traditional barriers. Using the youth's media to transport the knowledge like it is required nowadays.

In summary, the MASTERS project will be able to combine existing frameworks with innovative approaches provided by a proven network which is able to yield subject matter expertise, suitable pedagogical methodologies and state of the art technology to serve VET in three European countries (Austria, Germany and Czech Republic) during the pilot. Therefore, our partners can address the right things at the right point in time to handle existing challenges and prepare for future ones to make the result a success for all our pupils and teachers.

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2. Clear description of teaching goals – extraction from the ESC material

MODULE A

Our Working World

By the end of this chapter, you will know:

- ✓ what the economy is and what it means in reality.
- ✓ how to effectively define and achieve your own aims.
- ✓ what the meaning of work is.
- ✓ the different ways to earn money.
- ✓ what's vital for finding a job and keeping it in the present working world.

By the end of this chapter, you will be able to:

- ✓ better define your present professional goal by having a clearer view of what the working environment of your dream job looks like.

The Economy – A cycle of giving and taking

By the end of this chapter, you will know:

- ✓ who all of the participants in the economy are and who does what for whom.
- ✓ how the State earns money and what it does for it.
- ✓ what money is for.
- ✓ why there are banks and how they earn their money.
- ✓ the different ways of making payments.



- ✓ what a bank account holder has to pay attention to.

By the end of this chapter, you will be able to:

- ✓ complete a bank transfer and read a bank statement.

Economics in Different Fields

By the end of this chapter, you will know:

- ✓ the areas that the economy can be divided into.
- ✓ which sector is the largest employer in Austria and why.
- ✓ what happens in the individual economic sectors.
- ✓ why we in Austria cannot produce all of the goods we need ourselves.

By the end of this chapter, you will be able to:

- ✓ explain why there are retail operations and why we can't buy goods directly from the producers.
- ✓ explain why we have to try and sell as many goods as possible in foreign countries.

From the Idea to the Product

By the end of this chapter, you will know:

- ✓ what a company actually is.
- ✓ the work that needs to be done in a company.
- ✓ how a company is set up.
- ✓ who is responsible for what in a business?
- ✓ why planning, organising and controlling is necessary in a company.
- ✓ what are the possibilities for acquiring the financing that is needed for company operations.

By the end of this chapter, you will be able to:

- ✓ explain what happens in the purchasing, sales and production areas of a business.

Market Management

By the end of this chapter, you will know:

- ✓ why every business in the marketplace has to orient itself towards its customers.
- ✓ what is meant by target group orientation and why it is so important.
- ✓ what we mean by marketing.
- ✓ how the price for a product is established and the factors that can influence the price.

By the end of this chapter, you will be able to:

- ✓ recognise different company target groups.
- ✓ explain why a ham sandwich costs more at a ski hut than in a supermarket.
- ✓ more easily recognise the influence of advertising on our buying behaviour.



Who's the Boss?

By the end of this chapter, you will know:

- ✓ what the characteristics are of an entrepreneur.
- ✓ what the decisive motives usually are for founding a company.
- ✓ what the advantages are to being an entrepreneur.
- ✓ which areas you have to pay particular attention to when founding a company.
- ✓ what the risks you enter into are.
- ✓ why the location of your company is important?

By the end of this chapter, you will be able to:

- ✓ explain why it is so important for the economy that there are as many entrepreneurs as possible.

MODULE B

Economic Activity – The state of the economy

By the end of this chapter, you will know:

- ✓ what the term Gross Domestic Product means (GDP) and its importance to the country.
- ✓ what the individual economic sectors contribute to the GDP and what the GDP is used for.
- ✓ what the National Income is and how it is distributed.
- ✓ that the economy does not grow evenly and what the term economic cycle means.
- ✓ what possibilities the State has to influence the course of the economic cycle.

By the end of this chapter, you will be able to:

- ✓ explain what is meant by value creation.
- ✓ explain the difference between nominal and real magnitudes.
- ✓ name the typical phases of the economic cycle and their characteristics.
- ✓ explain the significance of investments and productivity increases for economic growth.

Money and Its Value – What is the euro worth?

By the end of this chapter, you will know:

- ✓ why there is money, what types there are, and how the value of money is measured.
- ✓ the meaning of the following terms: volume of money, monetary value, internal and external value of a currency, basket of commodities, consumer price index, inflation, deflation and stagflation.
- ✓ in which countries, the Euro is the legal means of exchange and what the prerequisites for this are.
- ✓ what the advantages of a monetary union are.
- ✓ the meaning of the following terms: currency, free floating and fixed currency, exchange rate.
- ✓ who is responsible for monetary and currency policy in Austria and the EU.



By the end of this chapter, you will be able to:

- ✓ explain why a differentiated economy requires money to be used, the various phases money passes through, and why there are fluctuations in the value of money and the consequences this has.
- ✓ understand economic policy articles in newspapers, particularly about inflation, the money supply etc.
- ✓ know how to calculate the conversion of the value of the euro to other currencies and be able to explain how the value of a currency is kept stable.

The National Budget – How does a government manage its finances?

By the end of this chapter, you will know:

- ✓ what is meant by the government.
- ✓ to what extent the government intervenes in the course of the economy.
- ✓ the tasks that the government performs in a country.
- ✓ what the government spends its revenues on.
- ✓ the importance of income distribution.
- ✓ what the most important revenue sources are for the government.
- ✓ what the budget cycle is.
- ✓ the extent of the Austrian government deficit.
- ✓ the impact a high government deficit has.

By the end of this chapter, you will be able to:

- ✓ name the most important government revenue sources.
- ✓ explain the difference between direct and indirect taxes.
- ✓ explain what the budget is.
- ✓ differentiate between the different types of deficits (gross and s and economic deficit)
- ✓ discuss EU convergence criteria and their impact on the creation of the budget.

The World of Business – The global economy

By the end of this chapter, you will know:

- ✓ how foreign trade, domestic trade and EU domestic trade differ from each other.
- ✓ about the data that can be deduced from the balance of payments and current account.
- ✓ who Austria's most important foreign trade partners are.
- ✓ how Austria's foreign trade has developed in recent years and what the future perspectives are.
- ✓ who the most important trade partners are within the EU.
- ✓ who the most important trade partners of the EU are.
- ✓ what fundamental freedoms there are within the EU and what international agreements are important for foreign trade.
- ✓ what barriers there are to trade.
- ✓ what is meant by globalisation. What advantages does it offer and what are the objections of those who oppose it?

By the end of this chapter, you will be able to:

- ✓ explain why countries trade with each other.
- ✓ explain how Austria's foreign trade balance can be interpreted.
- ✓ explain why foreign trade is of particular importance to Austria.
- ✓ explain why the fundamental freedoms within the EU are so important.
- ✓ understand newspaper articles and analyses of international trade so that you can form your own opinion.

In the Centre of Europe

By the end of this chapter, you will know:

- ✓ the motives that lead to the founding of the EU.
- ✓ how the "house of Europe" has grown over the years.
- ✓ how the EU functions.
- ✓ what official executives the EU consists of.
- ✓ what decisions are made at the EU level.
- ✓ what official executives are responsible for what tasks.
- ✓ what political and economic importance membership has for a country like Austria.
- ✓ what roles Austrians play in the EU.
- ✓ what "freedoms" EU membership is associated with.
- ✓ about our new partners in the EU.

By the end of this chapter, you will be able to:

- ✓ evaluate the different perspectives of EU membership.
- ✓ explain and understand how the EU has developed.
- ✓ explain what EU tasks have been taken over by which official executives.

MODULE C

From an Idea to a Market Opportunity

In this chapter, you will find out...

- ✓ the importance of business ideas for the economy.
- ✓ how new business ideas are discovered and developed.
- ✓ the opportunities and risks that are involved in the implementation of a business idea.
- ✓ that, as part of the wider economy, all of us are able to realise our own ideas.
- ✓ the various kinds of employment on offer.
- ✓ the opportunities as well as the risks that self-employment brings with it.
- ✓ how businesses are classified according to size.
- ✓ what the business landscape in Austria looks like.

By the end of this chapter, you will be able to....

- ✓ distinguish between the various kinds of available employment.
- ✓ evaluate the opportunities and risks of self-employment.



Success through Marketing - Focus on the customer

In this chapter, you will find out...

- ✓ that there's more to marketing than advertising.
- ✓ the target groups and the developments in your own sphere of business that have to be considered, if you are to run a business successfully and responsibly.
- ✓ the customer behaviour of consumers and organisations.
- ✓ how you access vital information about the market to help you make the correct business decisions.
- ✓ that marketing requires long-term planning and the ways you go about marketing a product.
- ✓ the different instruments that make up the marketing mix and the things you have to consider when drawing up a marketing plan.

By the end of this chapter, you will be able to...

- ✓ explain the fundamental ideas and concepts of marketing and apply them to practical marketing situations.
- ✓ understand marketing as the starting point for customer orientation.
- ✓ draw up a market research plan to show the decision-making process of an actual case.
- ✓ establish the central task of a company and formulate its goals.
- ✓ select the target group of a service or new business idea.
- ✓ take decisions on the various areas of product, distribution, price and communications policy.

Organising a Business – Cooperating with others

In this chapter, you will learn...

- ✓ what a company or business is.
- ✓ the significance of cost-effectiveness and efficiency.
- ✓ the various meanings of the concept of organisation.
- ✓ the sensible way to organise a business.
- ✓ the successful way to manage a business.

By the end of this chapter, you will be able to...

- ✓ explain and apply methods of organisational structure.
- ✓ explain and apply methods of operational structure and business process organisation.
- ✓ explain and implement the management of organisations.
- ✓ explain and apply methods of self-organisation.

The Business Plan – The fundamentals of financing

In this chapter, you will learn...

- ✓ what you have to take into consideration when implementing your business idea.
- ✓ what the term “strategic objective” means.



- ✓ why it is a good idea to draw up a business plan.
- ✓ about the problems that can arise when drawing up a business plan.
- ✓ what the building blocks of a good business plan are.
- ✓ the financing instruments at your disposal.
- ✓ how qualitative objectives can be represented quantitatively.

By the end of this chapter, you will be able to...

- ✓ explain why you need a lot of time to realise a business plan.
- ✓ explain the different components that make up a business plan.
- ✓ explain why potential investors and banks demand you draw up a business plan.
- ✓ draw up a financial plan.
- ✓ define costs and draw up a performance budget.
- ✓ explain the relationships between these various methods of budgeting.

The Fundamentals of Law for Entrepreneurs

In this chapter, you will learn...

- ✓ how immaterial goods are legally protected (trademark and design protection, patent and copyright laws).
- ✓ about the legal conditions that have to be fulfilled in order to pursue a trade (trade and industry law).
- ✓ about the legal possibilities of joining forces with other people in order to run a business collectively (company law).
- ✓ about legal matters arising from the employer-employee relationship as well as the employer's duty of care towards the employee (labour and social security laws).

By the end of this chapter, you will know...

- ✓ an awareness of the problems arising from legal matters.
- ✓ important basic knowledge of business-related legal areas.
- ✓ basic proficiency in solving legal problems using case studies.

Business Communication – Communication and business conduct

In this chapter you will learn...

- ✓ what communication is and the different kinds of communication there are.
- ✓ about the best format for business cards.
- ✓ what a memo is.
- ✓ what a business letter is and how it should be set out.
- ✓ how to use electronic forms of communication in a professional way.

By the end of this chapter, you will know...

- ✓ how a business can professionally communicate with customers, suppliers, banks and other stakeholders.
- ✓ the most professional format for business letters, memos, business cards and emails.

3. Description of the MASTERS app

The aim of this material is to guide teachers how to use the mobile application in class or outside class.

For each chapter with existing learning nuggets, there should be a detailed description how to use the specific nugget including examples, time determined to the activity etc.

Module A

1. Our work environment

- 1.1. The title of the chapter
- 1.2. The title of the chapter

Topic

Maslow pyramid

The learning nugget type

Drag & drop

How to use

1. Within a group discussion in class the students can discuss about the importance of each need for life and work and for themselves. Then they guess the hierarchy by Abraham Maslow. After getting the correct answers they can discuss again about the reasons why each need is assigned to the respective grade.

Time: 30 minutes

2. ...
3. ...

Masters App

Installation

Installation guide for Android and iOS. After integration in stores.

System requirements

Android from version 6

iOS from version 8

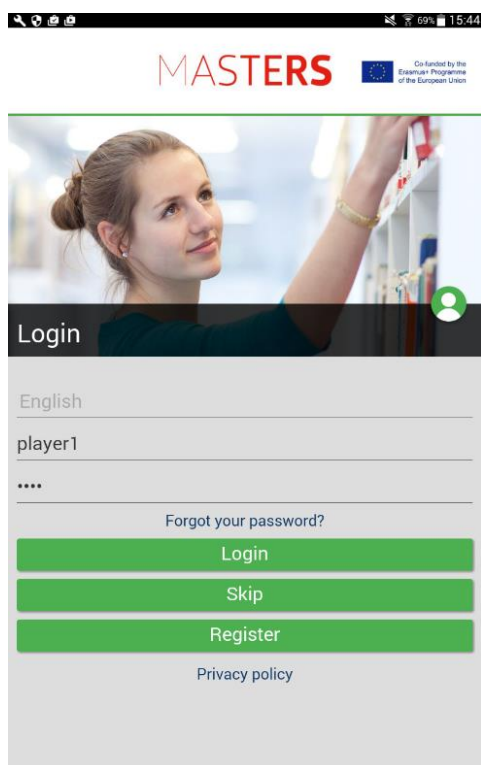
Resolution: 1024*768 – 1920*1080

Recommended devices:

Smartphone - Huawei P9 Lite or iPhone5s

Tablet - Galaxy Tab 4 10.1

Handling and contents



Login

On the login page, you can start the app by entering the users name and password. The following additional options are available:

Language

Choose the wanted language. Please consider that each language has its own server. You will need a new user and you start from the beginning.

Forgot Password

Opens a pop-up where you enter your username.

Afterwards you will receive your login data by email.

Skip

The app starts without log in. Thereby a reduced set of functions is available

- No quiz
- No nugget rating

Register

Gives you the opportunity to create an MASTERS account.

Privacy Policy

Opens the privacy policy.

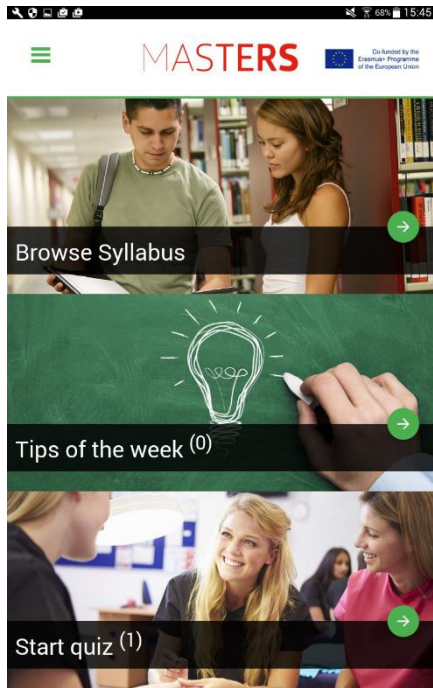


Co-funded by the
Erasmus+ Programme
of the European Union

MASTERS

Homepage

On the home page you can reach the main app functions:



Browse within the syllabus

Opens the syllabus with the available learning nuggets.

Tips of the week

Opens the inbox with the available messages.

Start quiz

Starts the quiz.

All functions can also be accessed via menu (top left).

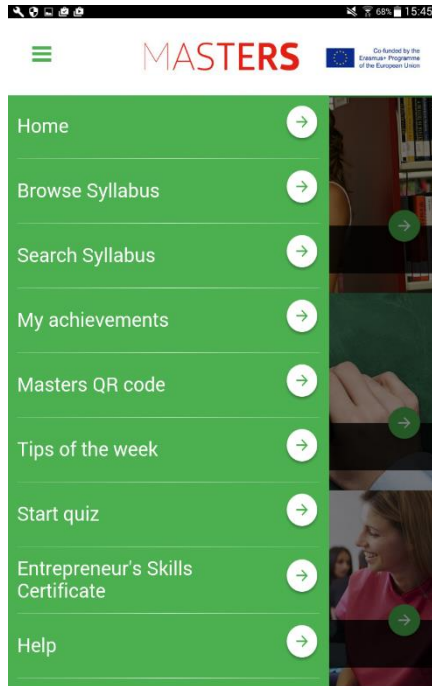


Co-funded by the
Erasmus+ Programme
of the European Union

MASTERS

Menu

Using the menu, the following contents are available:



[Browse within the syllabus](#)

Opens the syllabus.

[Search the syllabus](#)

Opens the search function.

[My achievements](#)

Shows the achievements.

[Masters-QR-Code](#)

Opens the QR Code Scanner. You can scan the QR code within the documents. The corresponding learning nugget will be opened.

[Tips of the week](#)

Opens the inbox with the available messages.

[Start quiz](#)

Starts the quiz.

[Entrepreneurial Skills Certificate®](#)

Contains further information about the ESC.

[Help](#)

Opens the help PDF.

[Settings/profile](#)

Opens the settings.

[Imprint](#)

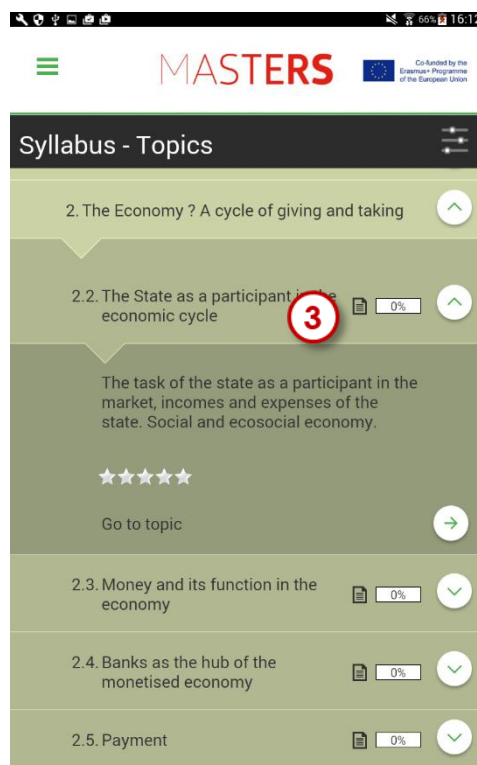
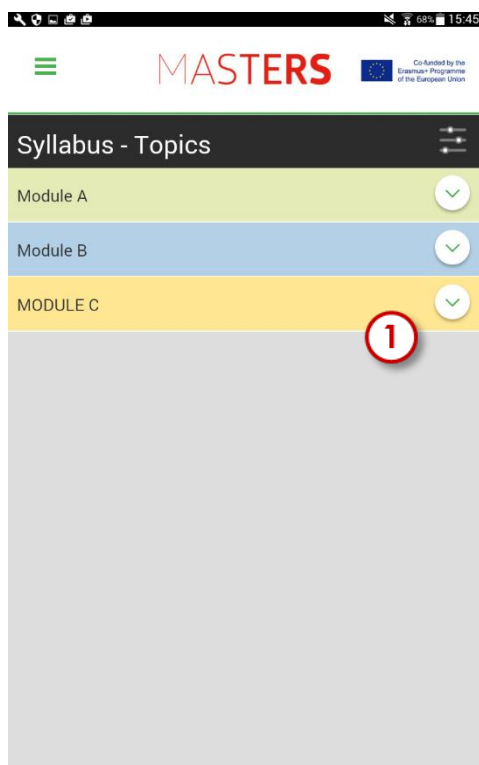
Shows the imprint.

[Log out](#)

Quits the app.

Syllabus

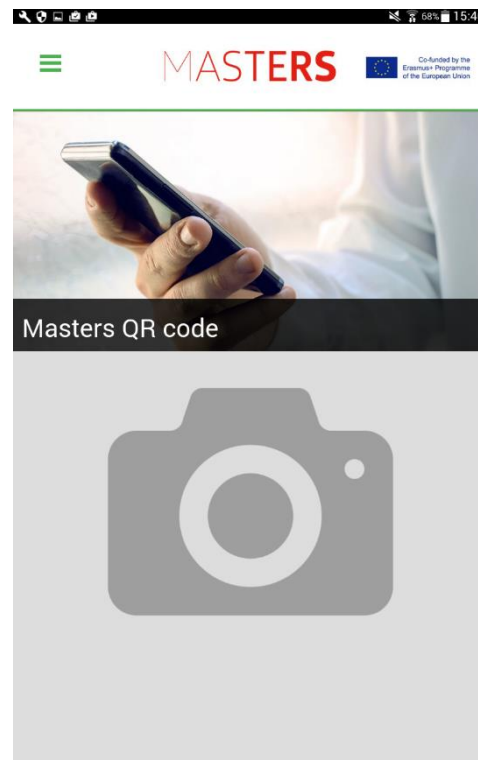
Open the syllabus with the integrated learning nuggets. Similar to the Entrepreneurial Skills Certificate® the syllabus is divided into three modules. Click the title to navigate through the syllabus.



- ① Click on the „arrow down“ to see an extendable list with the module topics.
- ② A click on the stars opens a pop-up where you can rate the learning nugget.
- ③ To start the learning nugget, click the „arrow right“ or „page“ icon.
- ④ The progress bar shows your learning result.

Masters-QR-Code

Click the „camera“ icon of the QR code scanner to start the integrated camera.
Scanning a valid QR code opens the corresponding learning nugget.



Tips of the week



Messages

Teachers or group managers can write and send messages to their classes/groups.

1

No longer required or outdated messages can be deleted with the the “trashcan” icon.

Entrepreneurial Skills Certificate®



The screenshot shows a mobile device interface with a status bar at the top displaying signal strength, Wi-Fi, 64% battery, and the time 15:48. The website header features a hamburger menu icon, the 'MASTERS' logo, and the Erasmus+ logo with the text 'Co-funded by the Erasmus+ Programme of the European Union'. Below the header is a photograph of three young people (two women and one man) looking at a laptop. Overlaid on the bottom right of the photo is a logo for the 'Entrepreneur's Skills Certificate' (Entrepreneur's Skills Certificate) with a grid containing 'A', 'B', 'C', and 'UP' and the text 'UNTERNEHMER FÜHRERSCHEIN'. Below the photo, the title 'Entrepreneur's Skills Certificate ®' is displayed. The main text reads: 'Well-grounded knowledge of business is indispensable in today's working world'. It then explains that the certificate is an internationally recognized business certificate that can remedy a lack of business knowledge. It states that fundamental knowledge on business and national economics is presented and trained in four separate modules (A, B, C and UP), each of which concludes with a certificate examination. The learning contents are available as books, CD versions and as online e-Learning courses. At the bottom, the URL <http://www.masters-project.eu> is provided.

Entrepreneur's Skills Certificate ®

Well-grounded knowledge of business is indispensable in today's working world

Do terms such as allocation, convergence criteria or time-to-market means nothing to you? The Entrepreneur's Skills Certificate®, an internationally recognized business certificate, can remedy this. Fundamental knowledge on business and national economics is presented and trained in four separate modules (A, B, C and UP), each of which concludes with a certificate examination. The learning contents are available as books, CD versions and as online e-Learning courses.

<http://www.masters-project.eu>

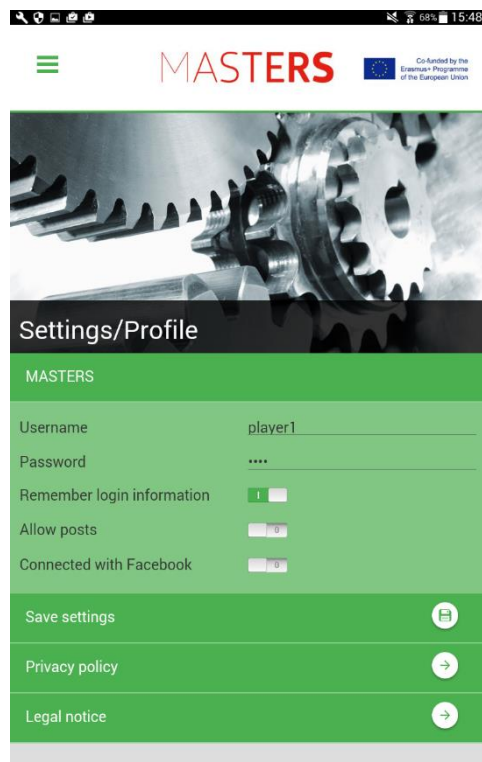
Here you find additional information about the Entrepreneurial Skills Certificate®.

Help

Opens the help PDF.

Settings/profile

Opens the settings with the following configuration options:



Username/password

Here you enter the valid MASTERS login data.

Save login data

The login data will be saved and automatically inserted when the app starts.

Permit posts

Allows to post messages on Facebook on behalf of the user. Important: The user has to log in with his Facebook data.

Connect to Facebook

If this option is selected the user can login with the Facebook login data.

Important: The MASTERS login data must be saved in the settings/profile.

Save settings

Click the „floppy“ icon to save the settings.

Privacy Policy

Opens the privacy policy.

Imprint

Opens the imprint.



Tip of the week backend

To create messages for user groups or classes follow the steps given below:

1. Open the following URL with your PC browser
<http://masters-app-en.mit.de/>

MASTERS

2. Type in your log in data.
3. The homepage shows your registration information.
4. The "tip of the week" tab enables you to create, edit or delete tips.

- 1 Create a new tip.
- 2 Edit an existing tip.
- 3 Delete an existing tip.



Create a new tip.

The button „new tip“ opens the edit mask for new tips.

The screenshot shows a web form titled "Edit tip of the week (ID: 71)". It contains several input fields and buttons. Red circles with numbers 1 through 7 are overlaid on the form to indicate specific elements:

- 1: The title input field.
- 2: The content input field, which includes a rich text editor toolbar with options like bold, italic, underline, font color, background color, list, link, and code.
- 3: The "Valid to" date input field, which currently shows "2016/12/31".
- 4: The "Assigned groups" section, which lists "G1/2/1" and "G2/2/1" with checkboxes to select or deselect them.
- 5: The "Preview" button.
- 6: The "Cancel" button.
- 7: The "Save" button.

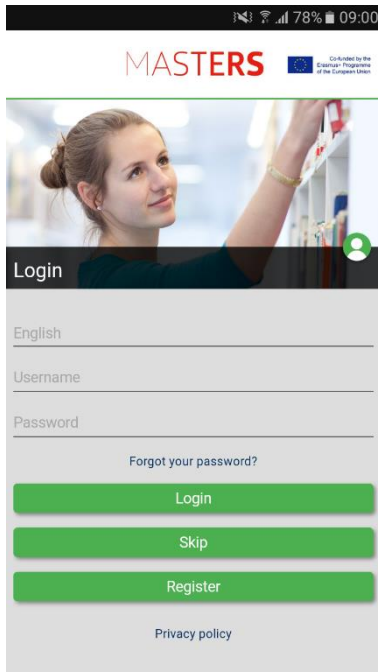
- 1 Enter the tip title.
- 2 Use the WYSIWYG editor to write the tip text.
- 3 Define the expiration date. At this date the tip will be automatically deleted.
- 4 Here you can choose the groups to which you want to send the tips. Simply click on the hook or the X.
- 5 Use the „preview“ button to see a preview how the tip will look like in the app.
- 6 The "cancel" button delete the tip.
- 7 Use „save“ to save the tip and send it to the selected groups.

How to use the quiz

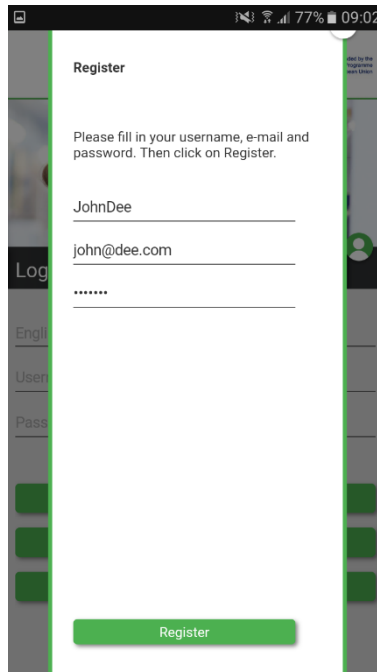
Registration

For using the quiz you have to be logged in.

If you still do not have an account, please use the button “Register”



The screenshot shows the MASTERS app interface. At the top, there is a header with the MASTERS logo and the Erasmus+ logo. Below the header is a large image of a woman. Underneath the image is a 'Login' button. Below the login button are three input fields: 'English', 'Username', and 'Password'. Below the password field is a link that says 'Forgot your password?'. At the bottom of the login section are three green buttons: 'Login', 'Skip', and 'Register'. At the very bottom is a link for 'Privacy policy'.

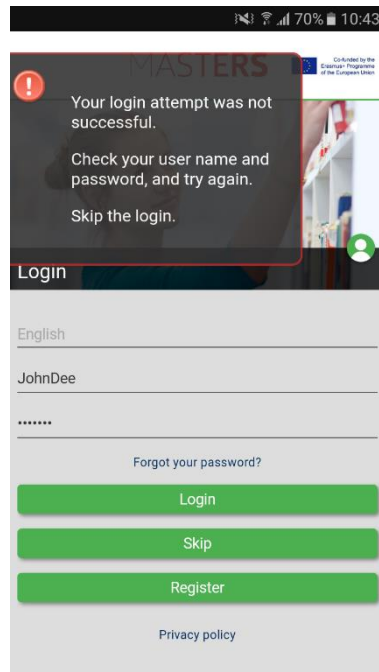
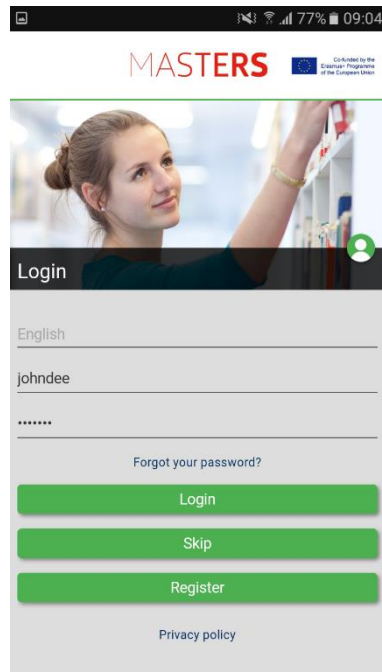


The screenshot shows the MASTERS app registration screen. At the top, there is a header with the MASTERS logo and the Erasmus+ logo. Below the header is a large image of a woman. Underneath the image is a 'Register' button. Below the register button is a text prompt: 'Please fill in your username, e-mail and password. Then click on Register.' Below the prompt are three input fields: 'JohnDee', 'john@dee.com', and a password field with six dots. At the bottom of the registration section is a green button labeled 'Register'.

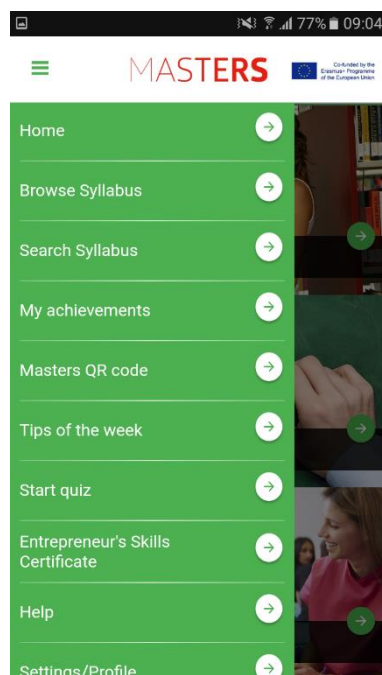
Please make sure to use a real existing email-address; otherwise, you will not be able to reset your password in the case it gets lost.

Login

Please type your username in lowercase, even if the name you entered during registration had some uppercase letters.



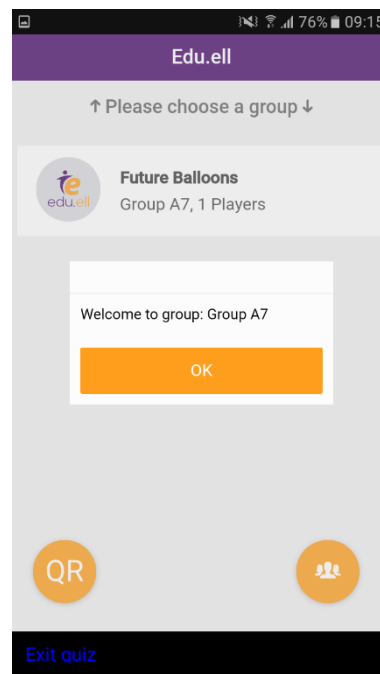
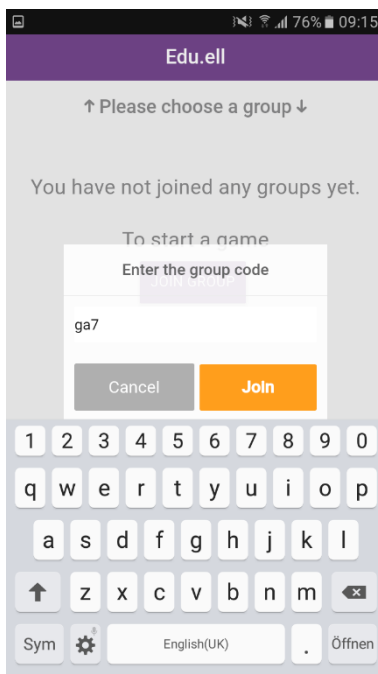
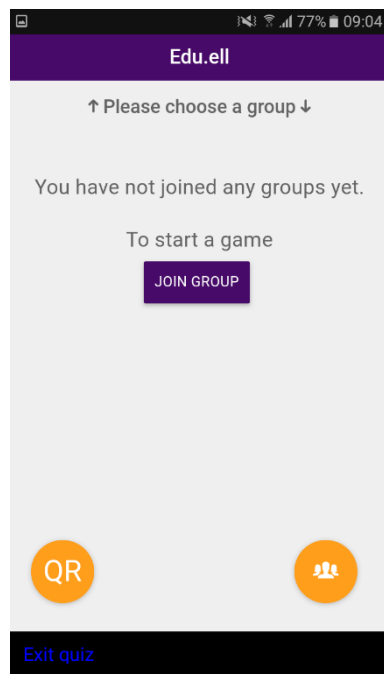
As soon as you are logged in, the menu item “Start quiz” - Yeah, guessed correctly – starts the quiz.



Join a group

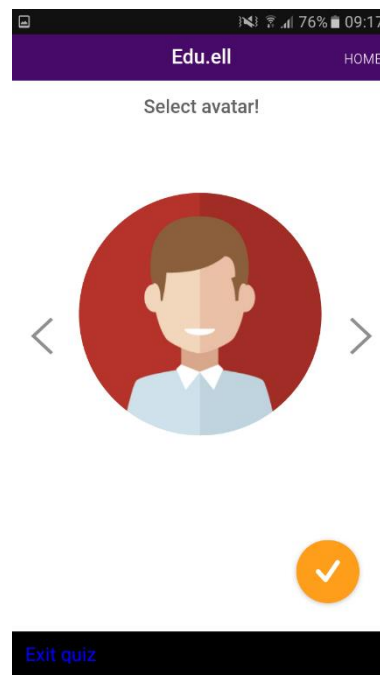
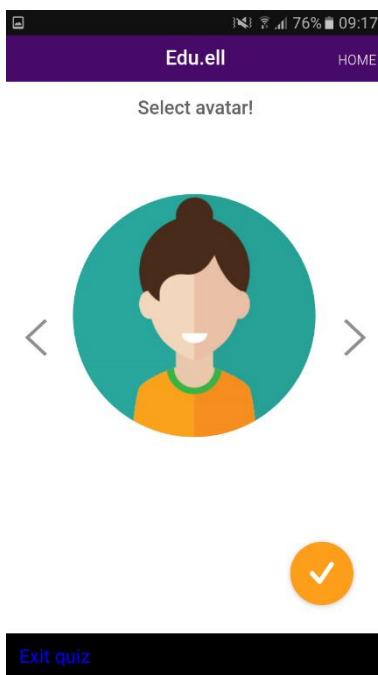
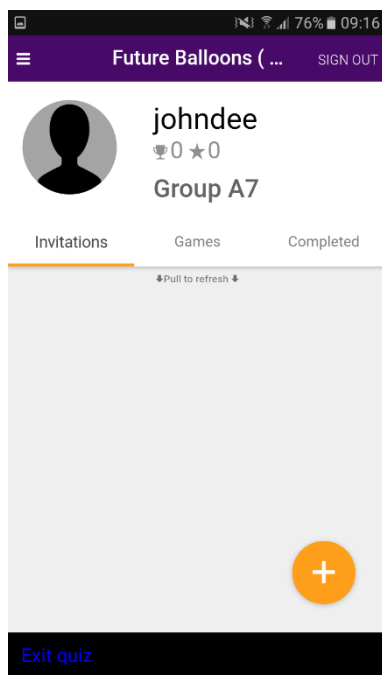
Your “gamemaster” (usually your teacher) has already prepared a group for you.

Please click the “Join Group” button and enter the group code that your gamemaster provided.



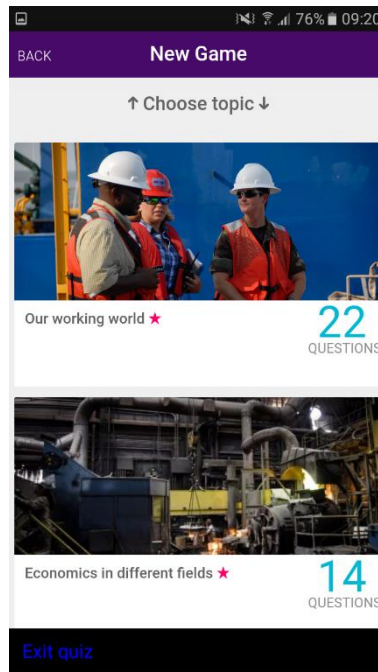
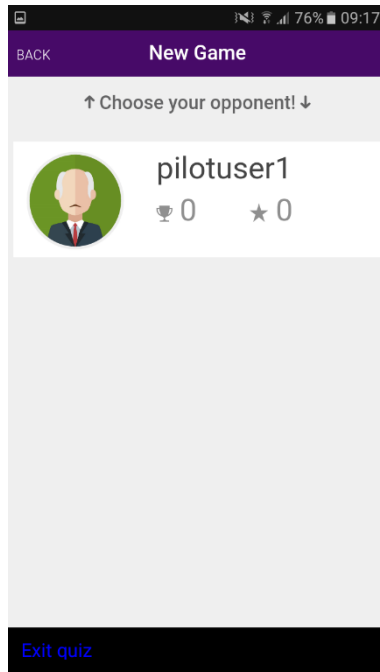
Avatar settings

Your avatar is still very grey. Please click on the grey avatar to change it.



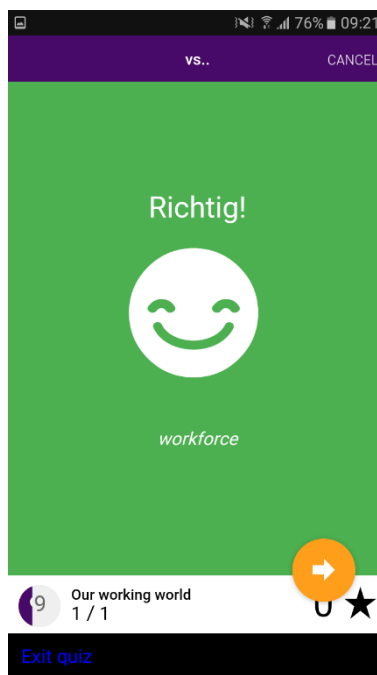
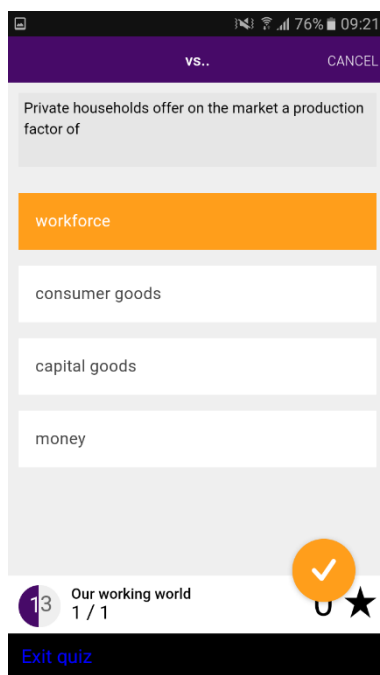
Invite (challenge) somebody

Click the “+” button and select a competitor. Please note that you will see just competitors in your group. Competitions in your group can be about one or more topics. As you start the competition, you may choose the topic!



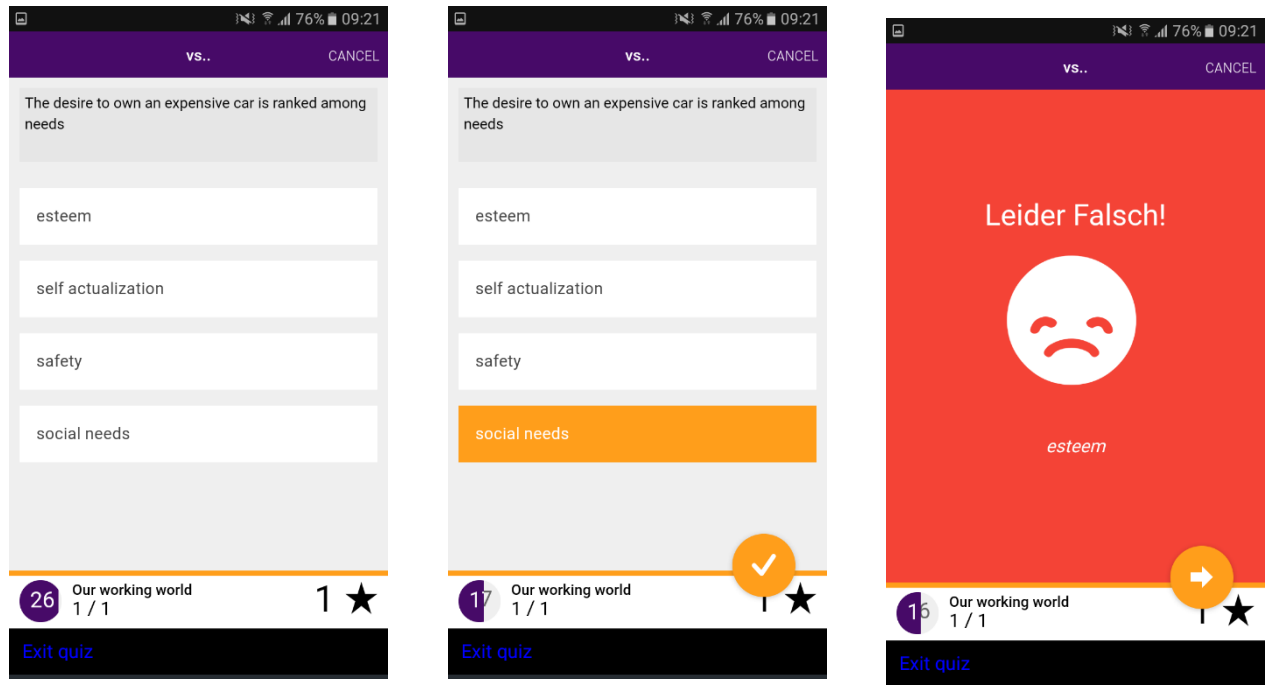
Play a game

You get a configured number of questions; each of them has exactly ONE correct answer. Select it!

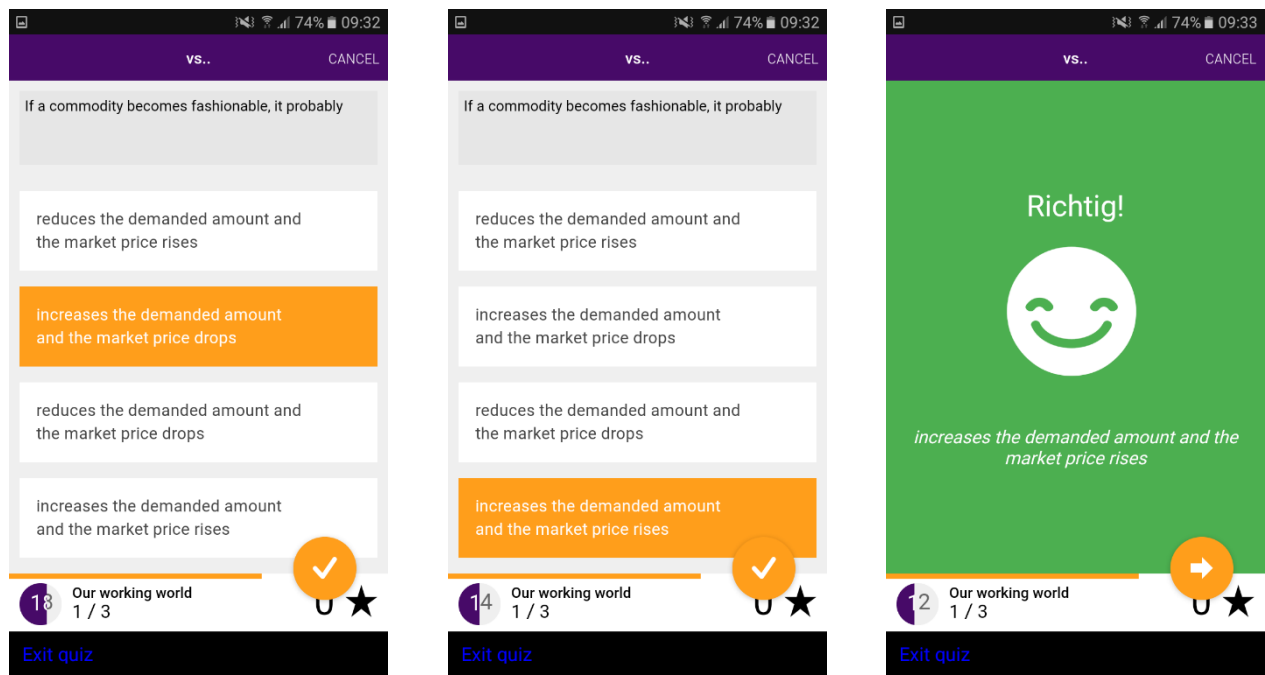


You will get immediate feedback if your answer was correct or wrong, easily recognizable by green or red color. (As soon as the programmers have time they'll change the feedback texts to English as well)

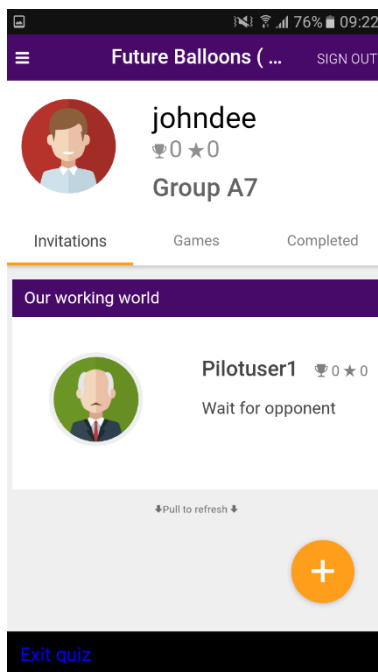
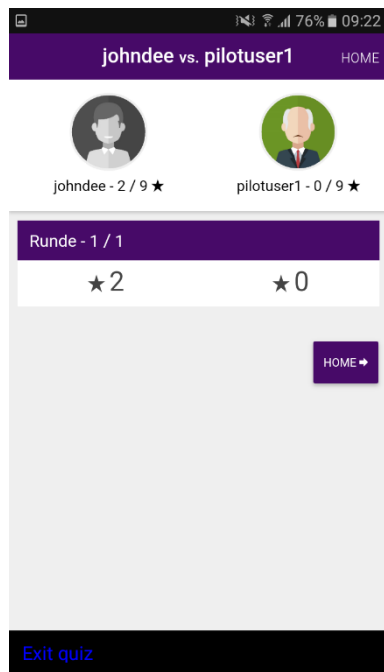
You probably will never see the following screen: a feedback if a selection was wrong



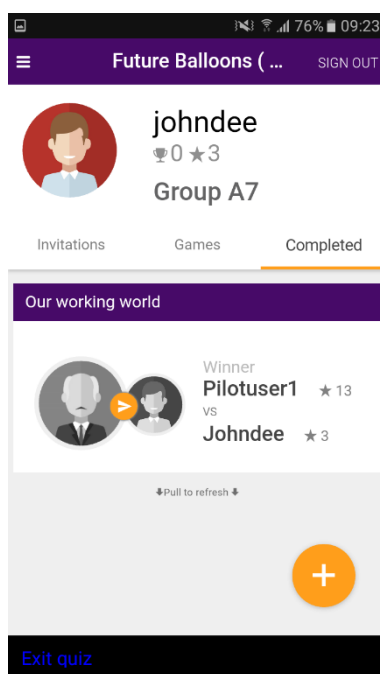
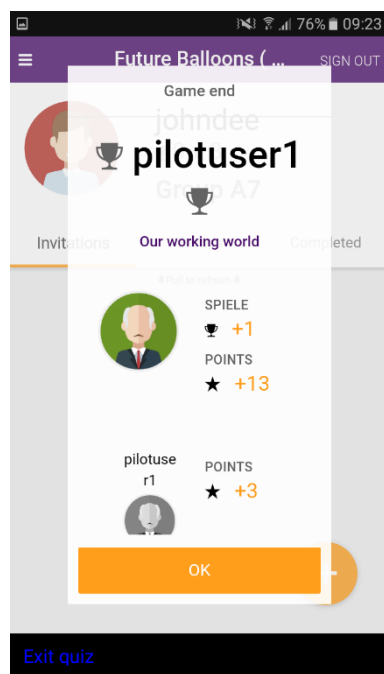
Be aware: your answer will be rated just when you click the "tick" symbol. You still can change your opinion within the given time.



Now let's wait for the opponent. He or she will get exactly the same questions, so the game is totally fair!

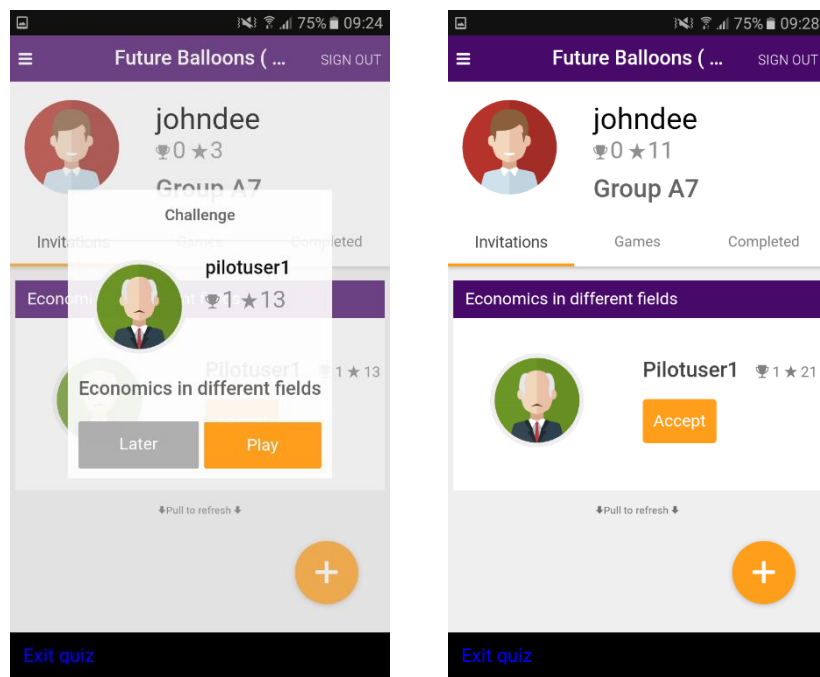


Okay, this time the opponent won. You are notified and you can see the completed games in the section "Completed".



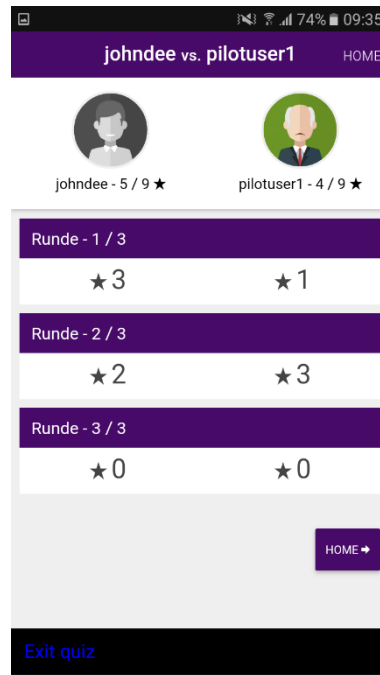
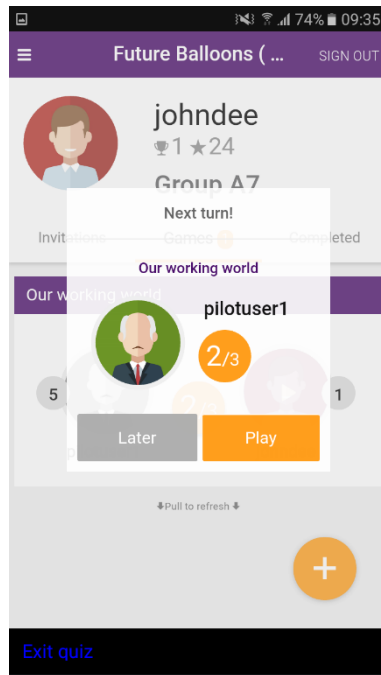
Receiving invitations (challenges)

Now the other direction: somebody challenges you! You are notified and can immediately “Play” (by clicking the – yeah, “Play” button) or let the invitation for “Later”. While any invitation or game is running, these two players cannot challenge each other. A setting in the group (done by the gamemaster) decides how long invitations will stay active.



Games with more than one round

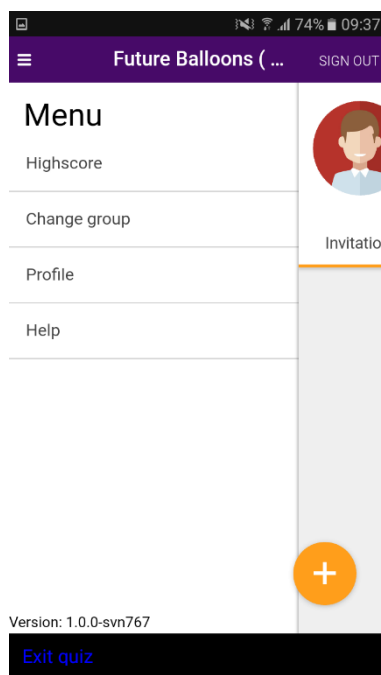
Your gamemaster configures how many rounds a quiz game will last. The last example showed a game with just one round. If the setting defines more than one round the players get their set of questions per round alternately.



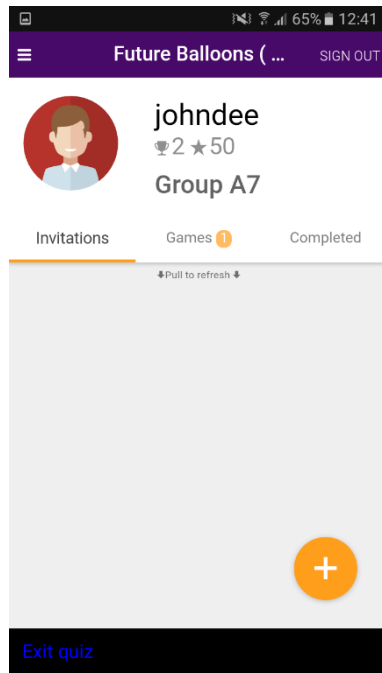
Who is best?

Each correct answer gives

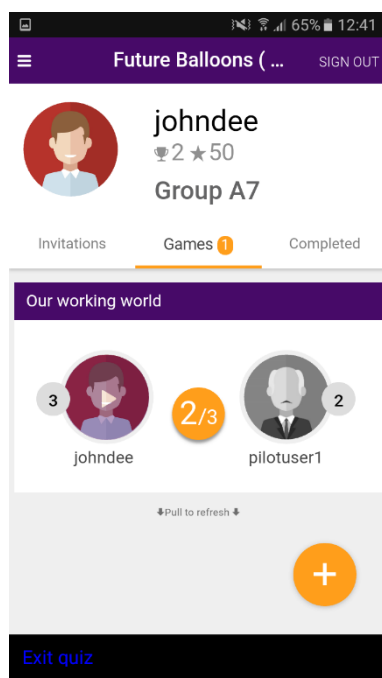
some "points" to your account. The more points the better. Fair enough. If you want to see who is on the top, please open the menu by clicking on the symbol on the top left and click on Highscore.



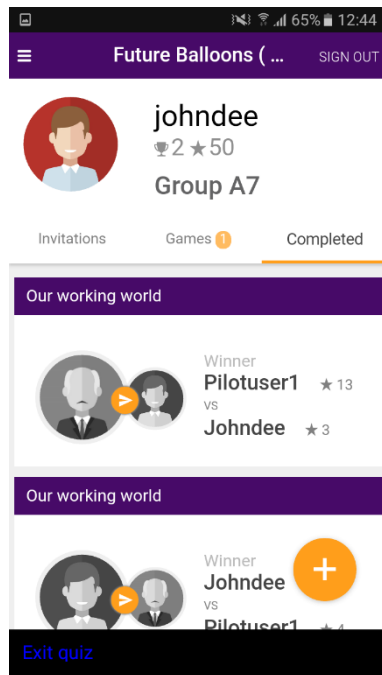
What do these tabs mean?



We have already worked with “Invitations”. All invitations that are still not answered are presented there. May it be invitations that you sent or some that you’ve got.



“Games” will just get interesting if there are games with more than one round. (As you read above, it’s the gamemaster who configures the number of rounds.)



“Completed” shows the history – glorious or not, your played games are there.

That’s it! Happy quizzing!

How to use the App

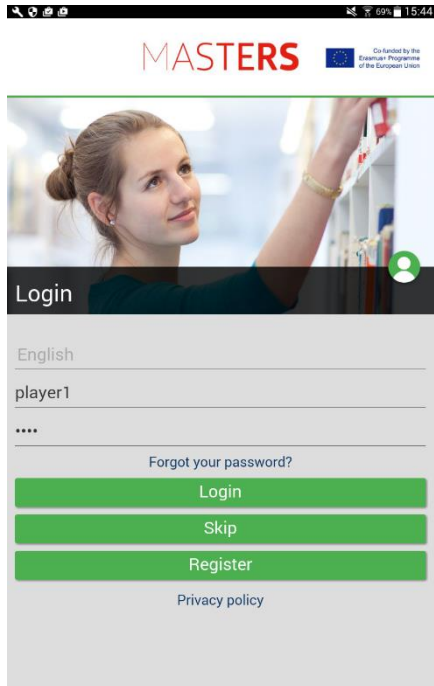
Login

On the login page, you can start the app by entering your users name and password. The following additional options are available:



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MASTERS



Language

Choose the wanted language. Please consider that each language has its own server. You will need a new user and you start from the beginning.

Forgot Password

Opens a pop-up where you enter your username.

Afterwards you will receive your login data by email.

Skip

The app starts without log in. Thereby a reduced set of functions is available

- No quiz
- No nugget rating

Register

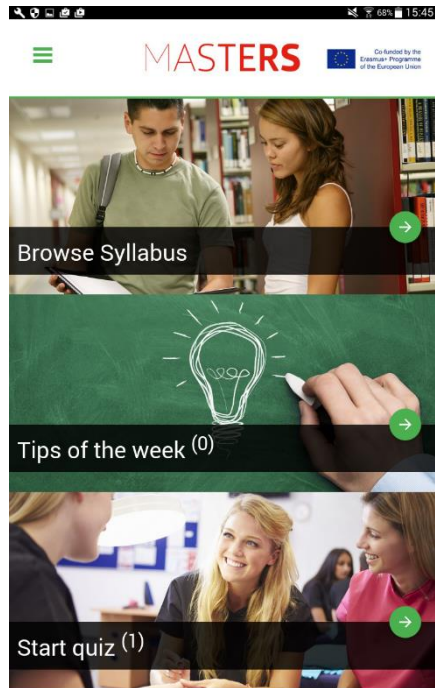
Gives you the opportunity to create an MASTERS account.

Privacy Policy

Opens the privacy policy.

Homepage

On the homepage you can reach the main app functions:



Browse within the syllabus

Opens the syllabus with the available learning nuggets.

Tips of the week

Opens the inbox with the available messages.

Start quiz

Starts the quiz.

All functions can also be accessed via menu (top left).

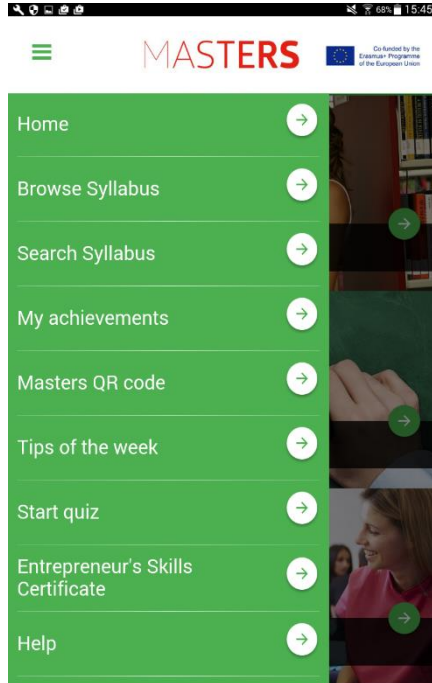


Co-funded by the
Erasmus+ Programme
of the European Union

MASTERS

Menu

Using the menu, the following contents are available:



[Browse within the syllabus](#)

Opens the syllabus.

[Search the syllabus](#)

Opens the search function.

[My achievements](#)

Shows the achievements.

[Masters-QR-Code](#)

Opens the QR Code Scanner. You can scan the QR code within the documents. The corresponding learning nugget will be opened.

[Tips of the week](#)

Opens the inbox with the available messages.

[Start quiz](#)

Starts the quiz.

[Entrepreneurial Skills Certificate®](#)

Contains further information about the ESC.

[Help](#)

Opens the help PDF.

[Settings/profile](#)

Opens the settings.

[Imprint](#)

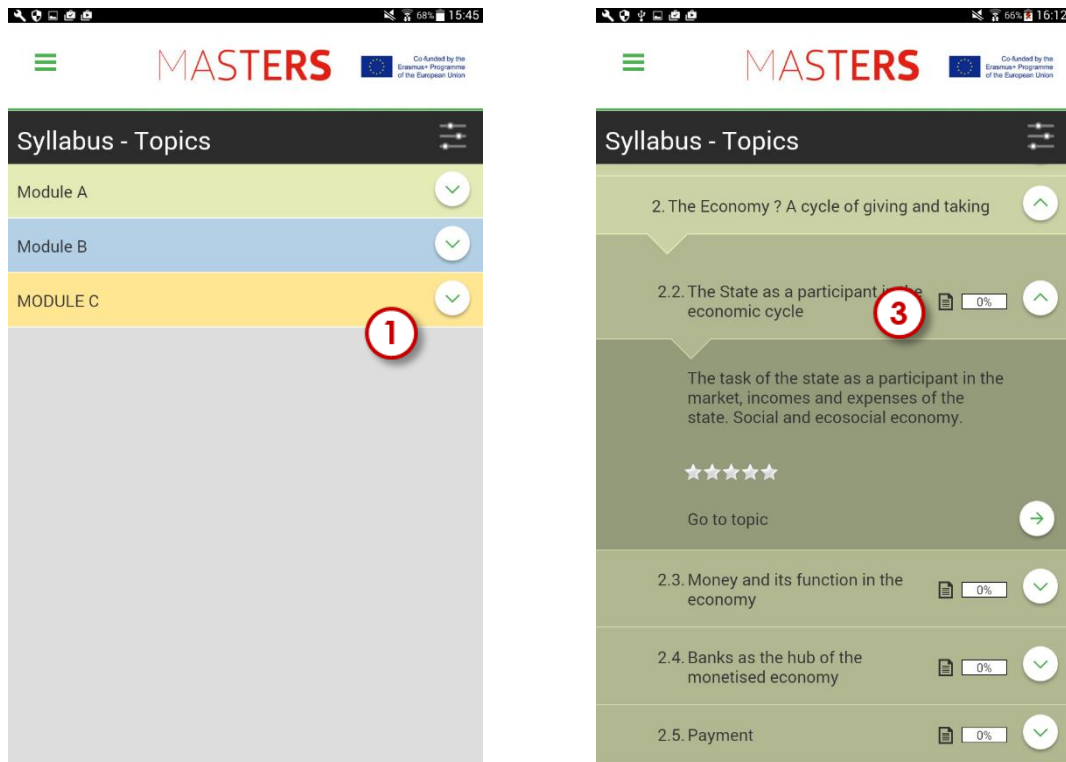
Shows the imprint.

[Log out](#)

Quits the app.

Syllabus

Open the syllabus with the integrated learning nuggets. Similar to the Entrepreneurial Skills Certificate® the syllabus is divided into three modules. Click the title to navigate through the syllabus.

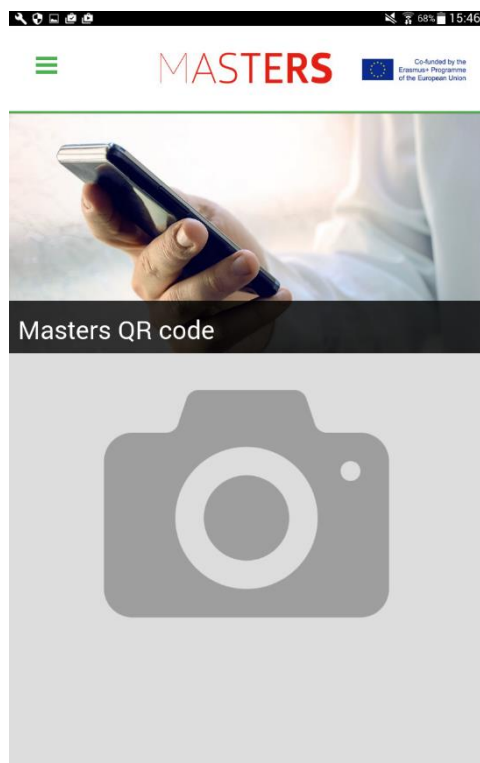


- 1 Click on the „arrow down“ to see an extendable list with the module topics.
- 2 A click on the stars opens a pop-up where you can rate the learning nugget.
- 3 To start the learning nugget, click the „arrow right“ or „page“ icon.
- 4 The progress bar shows your learning result.

Masters-QR-Code

Click the „camera“ icon to start your camera.

Scanning a valid QR code opens the corresponding learning nugget.



Tips of the week



Messages

Teachers or group managers can write and send messages to their classes/groups.

1

No longer required or outdated messages can be deleted with the the “trashcan” icon.

Entrepreneurial Skills Certificate®



The screenshot shows a mobile browser interface. At the top, there's a status bar with icons for signal, Wi-Fi, battery, and time (15:48). Below that is the MASTERS logo and a small European Union flag with the text 'Co-funded by the Erasmus+ Programme of the European Union'. The main image shows three young people looking at a computer screen. To the right of the image is a logo for 'UNTERNEHMER FÜHRERSCHEIN' with a grid containing 'A', 'B', 'C', and 'UP'. Below the image, the text 'Entrepreneur's Skills Certificate ®' is displayed. The main content area has a grey background and contains the following text:

Well-grounded knowledge of business is indispensable in today's working world

Do terms such as allocation, convergence criteria or time-to-market means nothing to you? The Entrepreneur's Skills Certificate®, an internationally recognized business certificate, can remedy this. Fundamental knowledge on business and national economics is presented and trained in four separate modules (A, B, C and UP), each of which concludes with a certificate examination. The learning contents are available as books, CD versions and as online e-Learning courses.

<http://www.masters-project.eu>

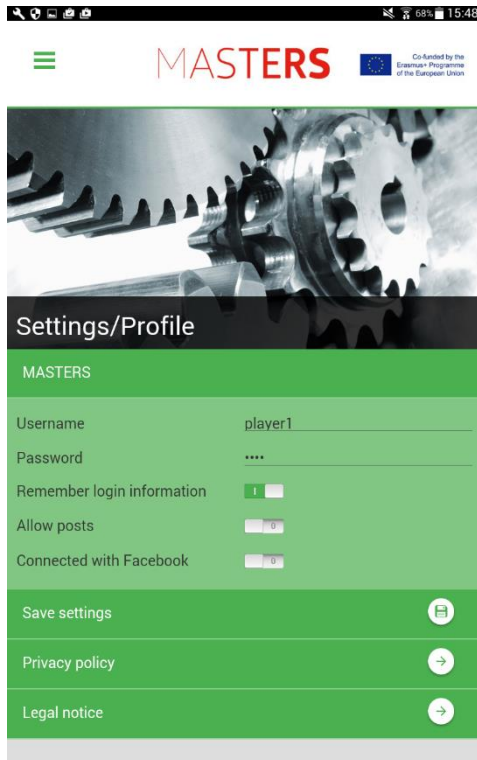
Here you find additional information about the Entrepreneurial Skills Certificate®.

Help

Opens the help PDF.

Settings/profile

Opens the settings page with the following configuration options:



Username/password

Here you enter the valid MASTERS login data.

Save login data

The login data will be saved and automatically inserted when the app starts.

Permit posts

Allows to post messages on Facebook on behalf of the user.

Important: The user has to log in with his Facebook data.

Connect to Facebook

If this option is selected the user can login with the Facebook login data.

Important: The MASTERS login data must be saved in the settings/profile.

Save settings

Click the „floppy“ icon to save the settings.

Privacy Policy

Opens the privacy policy.

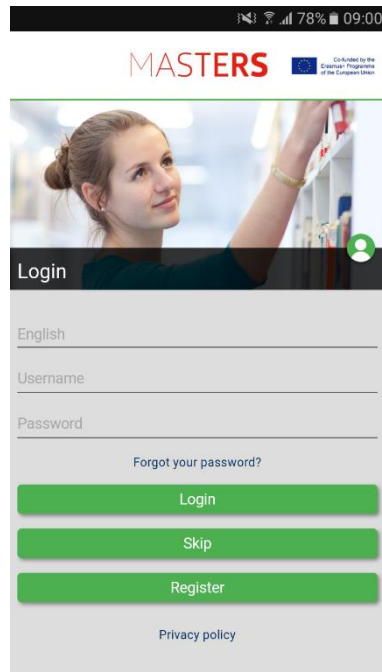
Imprint

Opens the imprint.

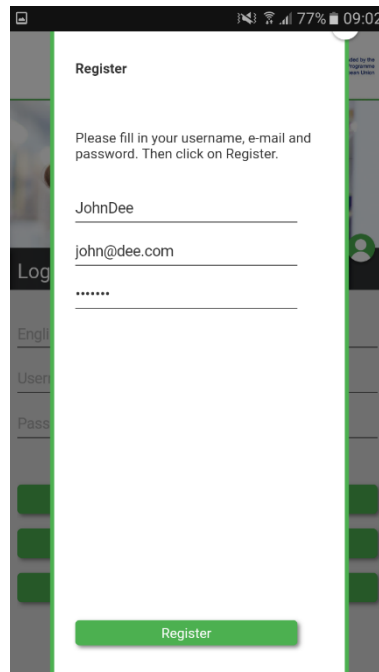
How to use the quiz

Registration

For using the quiz you have to be logged in. If you still do not have an account, please use the button “Register”.



The screenshot shows the MASTERS app login interface. At the top, there is a status bar with signal, Wi-Fi, 78% battery, and 09:00. Below it is the MASTERS logo and a small European Union flag with the text 'Co-funded by the Erasmus+ Programme of the European Union'. A banner image of a woman is visible. The 'Login' section includes a language selector set to 'English', and input fields for 'Username' and 'Password'. Below these is a link for 'Forgot your password?'. There are three green buttons: 'Login', 'Skip', and 'Register'. At the bottom is a link for 'Privacy policy'.

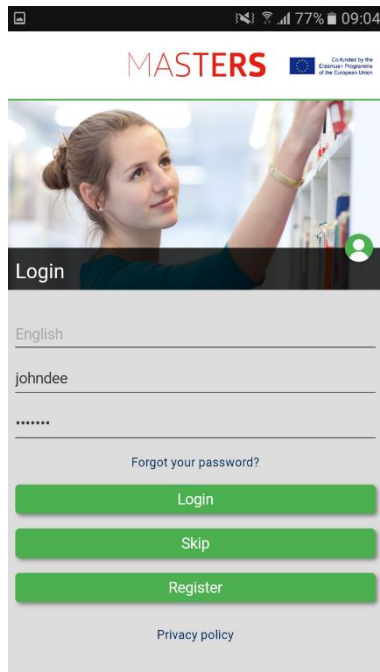


The screenshot shows the MASTERS app registration interface. At the top, there is a status bar with signal, Wi-Fi, 77% battery, and 09:02. Below it is the 'Register' title. A message says 'Please fill in your username, e-mail and password. Then click on Register.' There are three input fields: the first contains 'JohnDee', the second contains 'john@dee.com', and the third contains six dots for a password. A green 'Register' button is at the bottom.

Please make sure to use a real existing email-address; otherwise, you will not be able to reset your password in the case it gets lost.

Login

Please type your username in lowercase, even if the name you entered during registration had some uppercase letters.



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Login

English

johndee

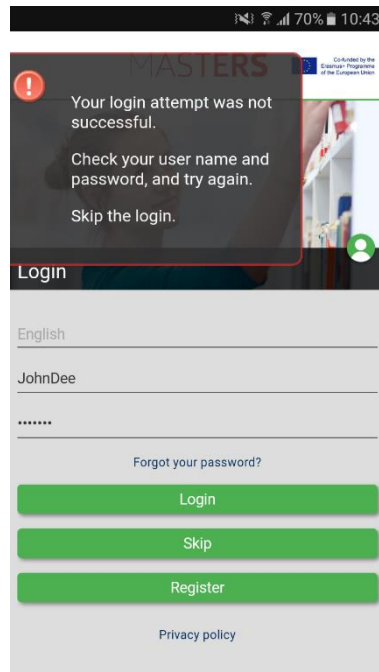
[Forgot your password?](#)

Login

Skip

Register

[Privacy policy](#)



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Your login attempt was not successful.
Check your user name and password, and try again.
Skip the login.

Login

English

JohnDee

[Forgot your password?](#)

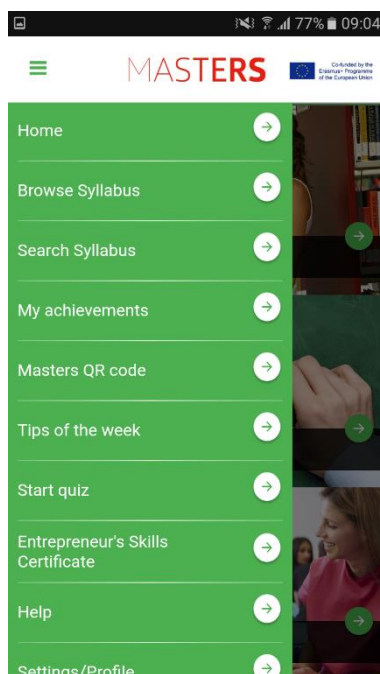
Login

Skip

Register

[Privacy policy](#)

As soon as you are logged in, the menu item “Start quiz” - Yeah, guessed correctly – starts the quiz.

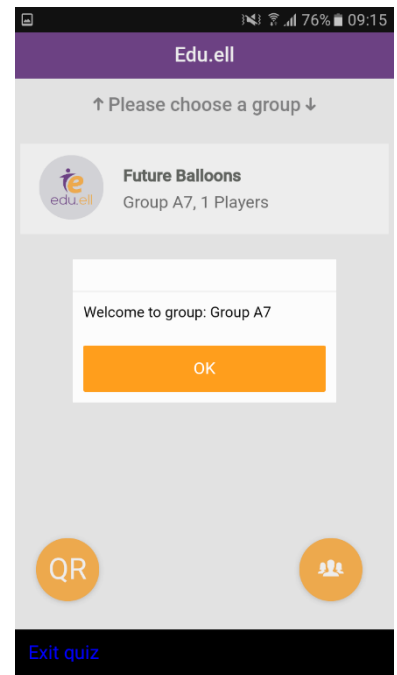
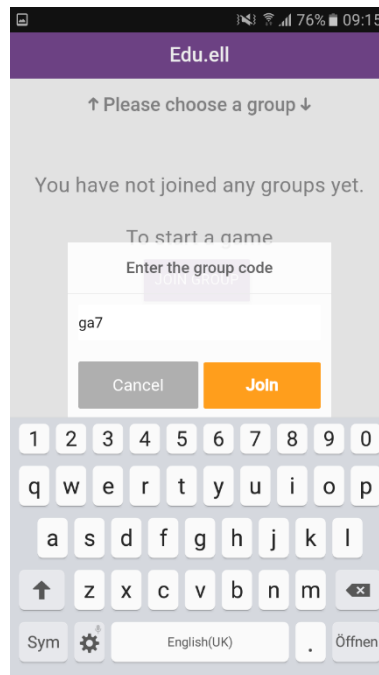
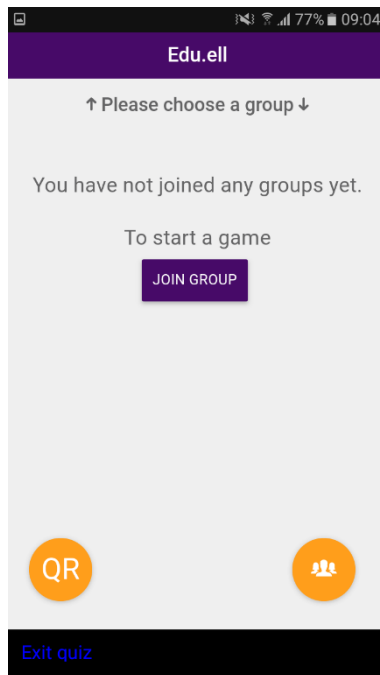


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- Home
- Browse Syllabus
- Search Syllabus
- My achievements
- Masters QR code
- Tips of the week
- Start quiz
- Entrepreneur's Skills Certificate
- Help
- Settings/Profile

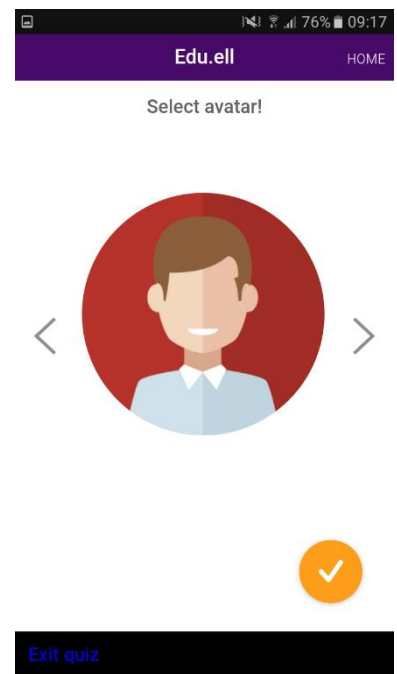
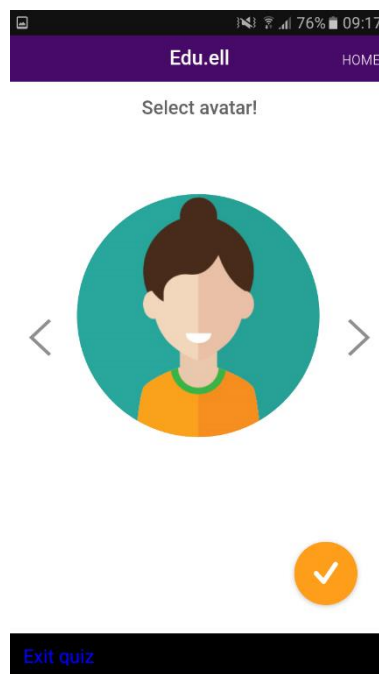
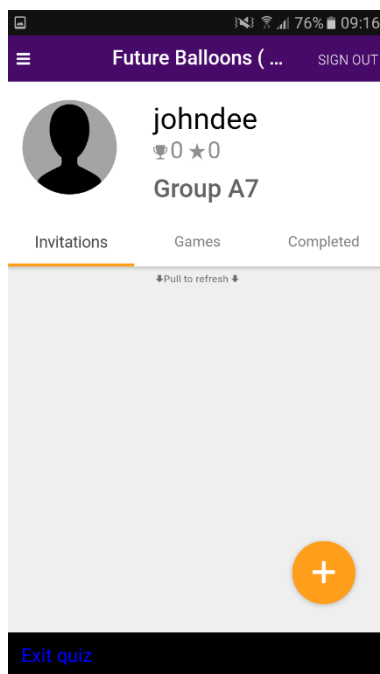
Join a group

Your “gamemaster” (usually your teacher) has already prepared a group for you. Please click the “Join Group” button and enter the group code that your gamemaster provided.



Avatar settings

Your avatar is still very grey. Please click on the grey avatar to change it.



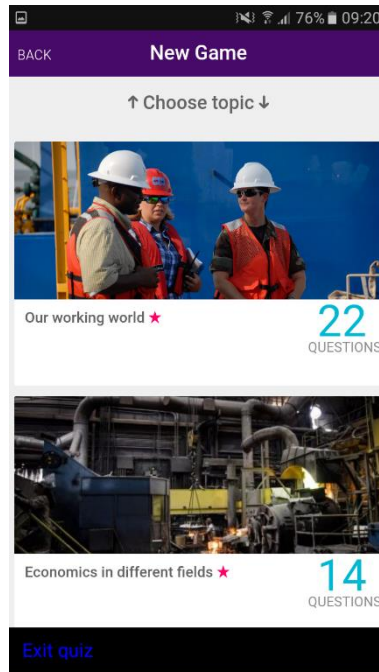
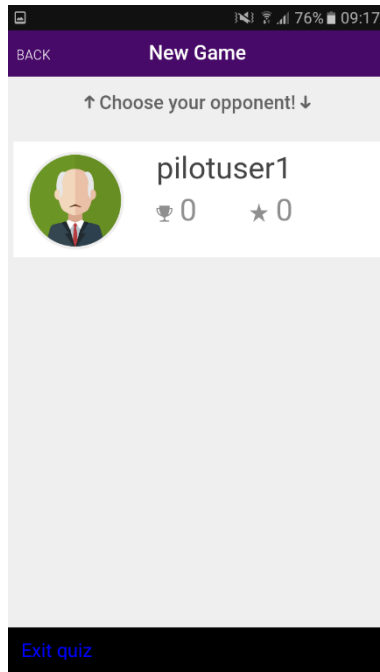


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MASTERS

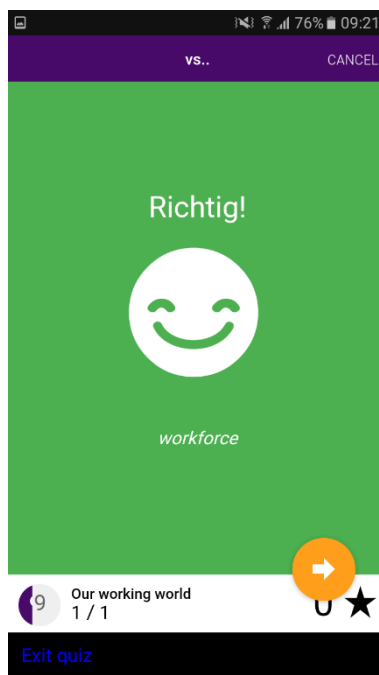
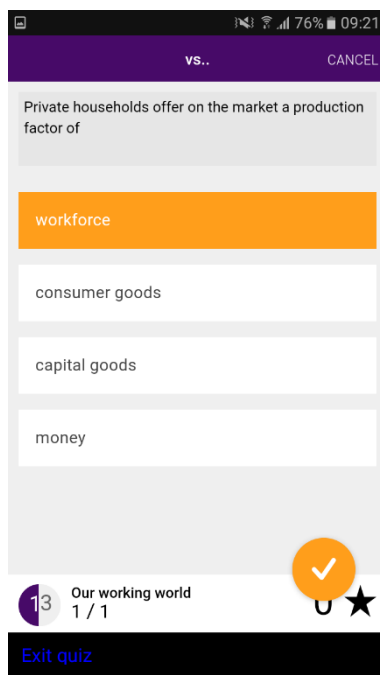
Invite (challenge) somebody

Click the “+” button and select a competitor. Please note that you will see just competitors in your group. Competitions in your group can be about one or more topics. As you start the competition, you may choose the topic!



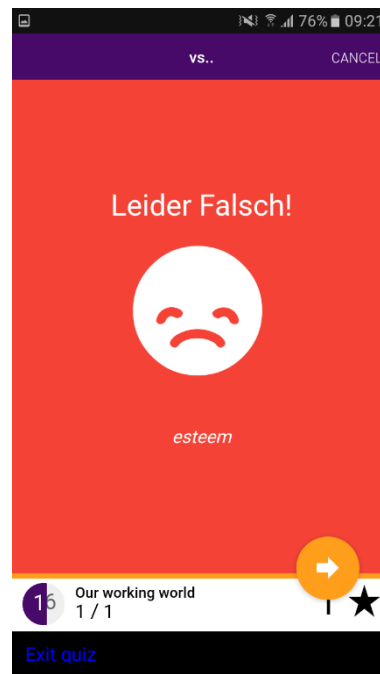
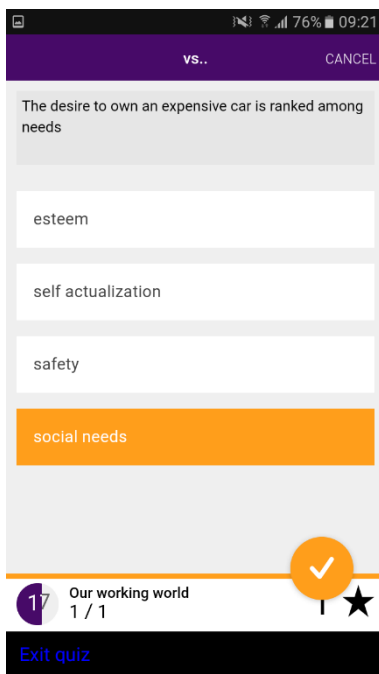
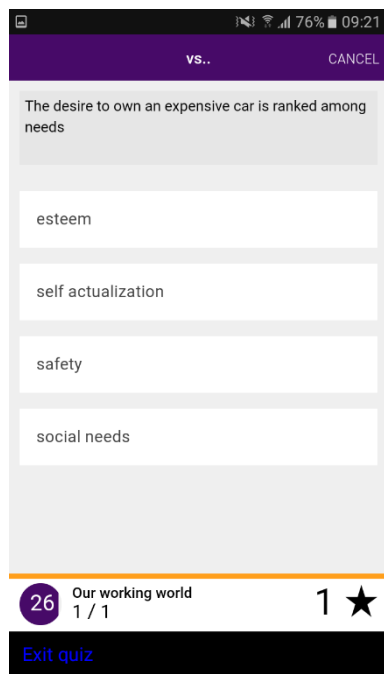
Play a game

You get a configured number of questions; each of them has exactly ONE correct answer. Select it!

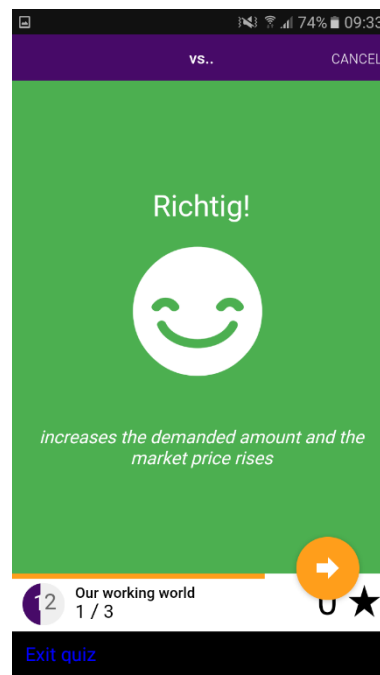
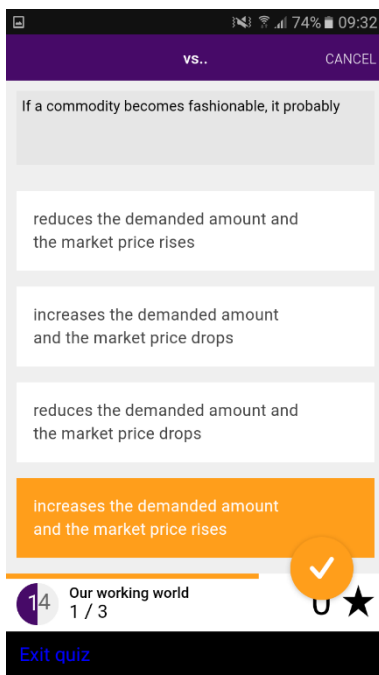
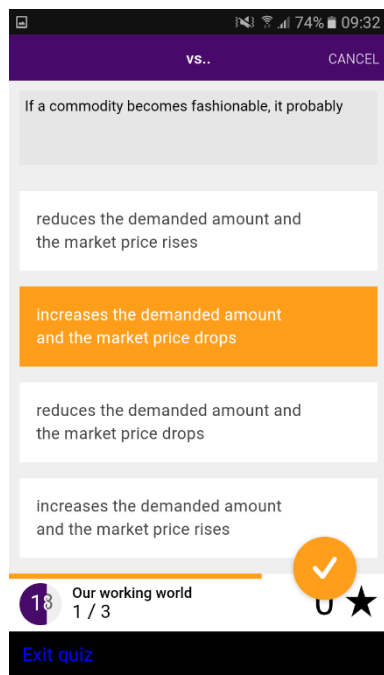


You will get immediate feedback if your answer was correct or wrong, easily recognizable by green or red color. (As soon as the programmers have time they'll change the feedback texts to English as well)

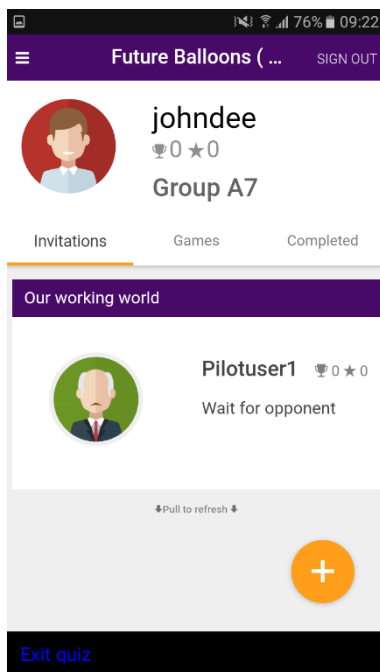
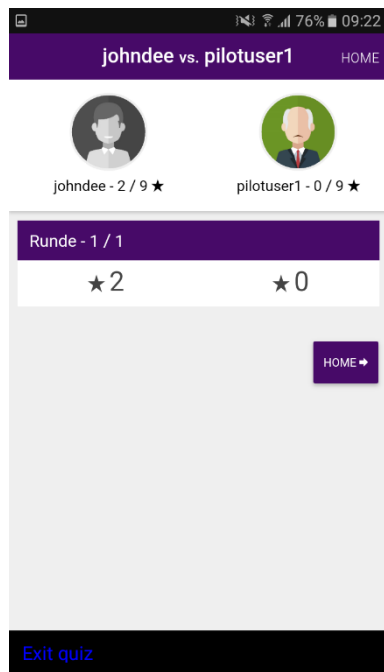
You probably will never see the following screen: a feedback if a selection was wrong



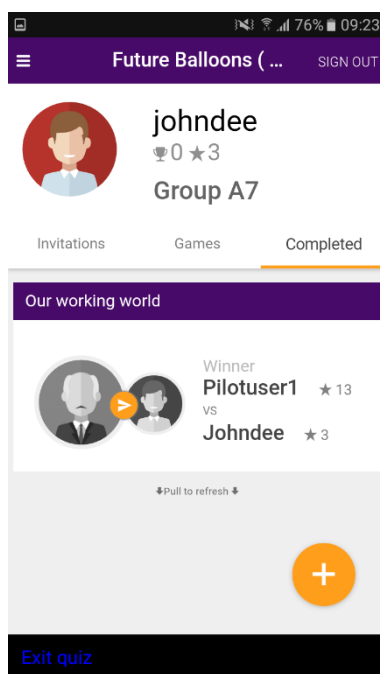
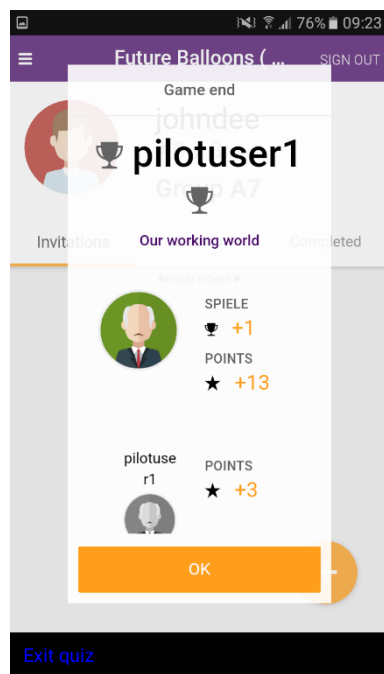
Be aware: your answer will be rated just when you click the “tick” symbol. You still can change your opinion within the given time.



Now let's wait for the opponent. He or she will get exactly the same questions, so the game is totally fair!

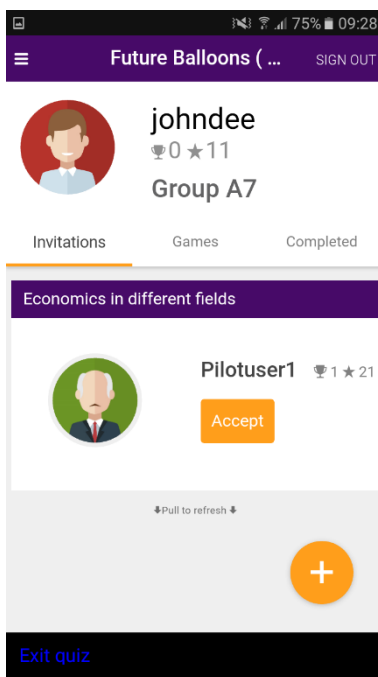
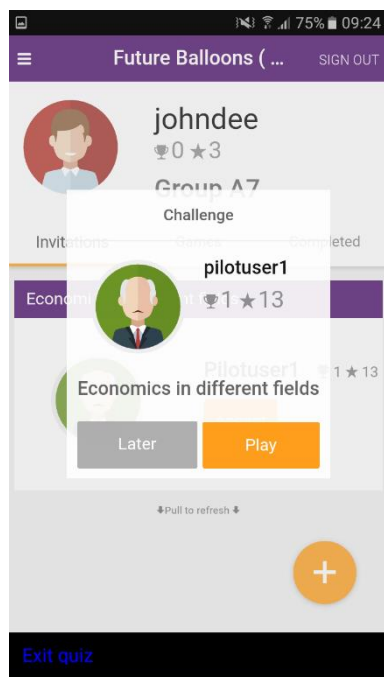


Okay, this time the opponent won. You are notified and you can see the completed games in the section "Completed".



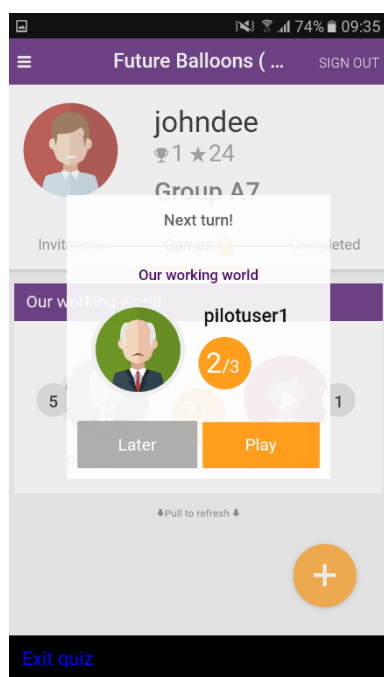
Receiving invitations (challenges)

Now the other direction: somebody challenges you! You are notified and can immediately “Play” (by clicking the – yeah, “Play” button) or let the invitation for “Later”. While any invitation or game is running, these two players cannot challenge each other. A setting in the group (done by the gamemaster) decides how long invitations will stay active.



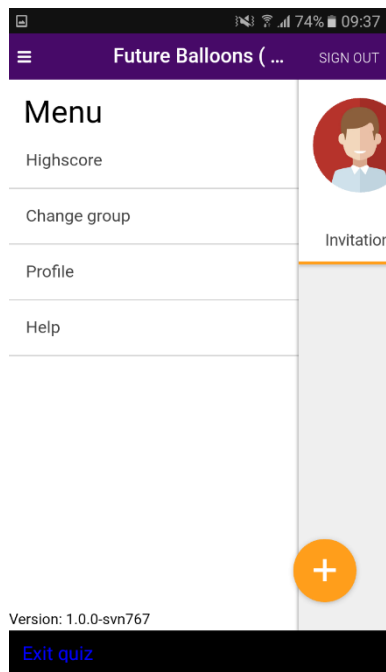
Games with more than one round

Your gamemaster configures how many rounds a quiz game will last. The last example showed a game with just one round. If the setting defines more than one round the players get their set of questions per round alternately.



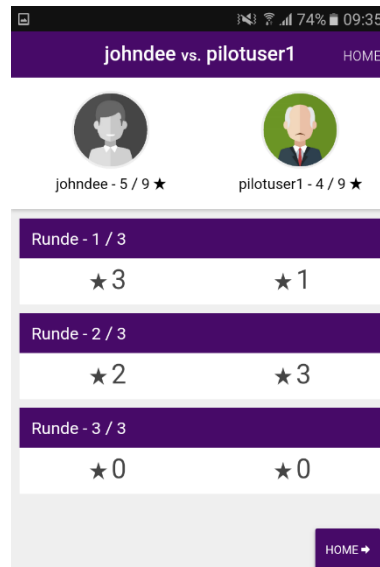
Who is best?

Each correct answer gives some more points the better. Fair who is on the top, please open the



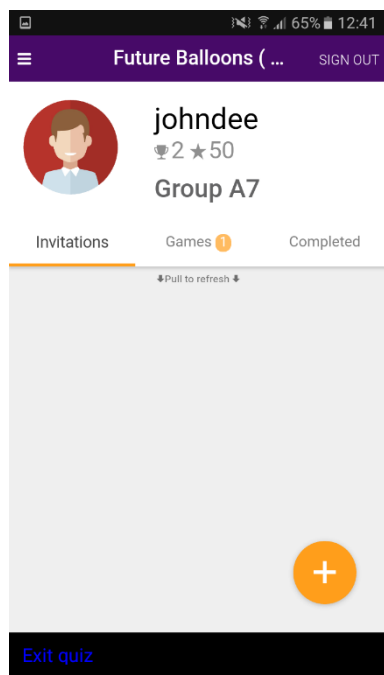
symbol on the top left and click on Highscore.

What do these tabs mean?

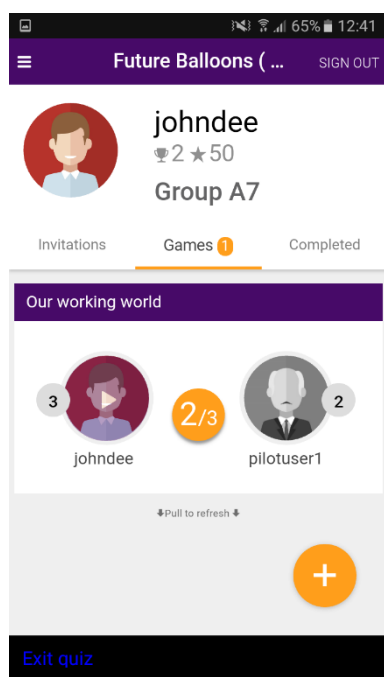


“points” to your account. The enough. If you want to see menu by clicking on the

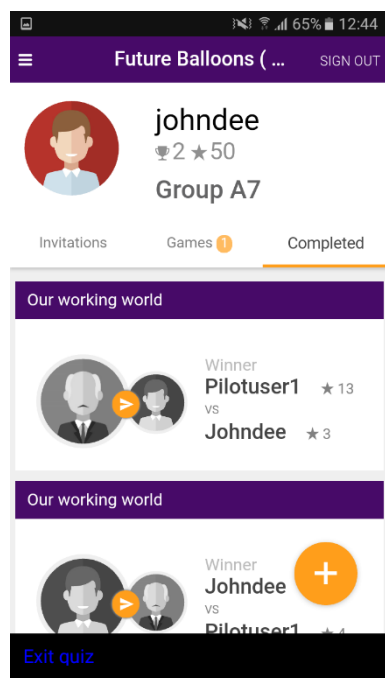




We have already worked with “Invitations”. All invitations that are still not answered are presented there. May it be invitations that you sent or some that you’ve got.



“Games” will just get interesting if there are games with more than one round. (As you read above, it’s the gamemaster who configures the number of rounds.)



“Completed” shows the history – glorious or not, your played games are there.

That’s it! Happy quizzing!



4. Description of the learning nuggets

Introduction


“Learning nuggets” are small pieces of content used in interactions. In this chapter, we describe the available technical types. Each “real” nugget consists of at least one such technical interaction. Please find the total list of available nuggets in the annex.

True - false

The simplest type of interaction has two values “True” or “False”. The user can select just one of the given values. The labels can differ; some questions might have answer options like “Yes” and “No”.

Question 1 of 1 ▾

The GDP is defined as the sum of the values of all goods and services produced in a country within a given time period.




☐ True

☐ False

Submit

Question 1 of 5 ▾

Is the value added the surplus that is added by a company during the production process?



☐ Yes


☐ No

Submit

Multiple choice with exactly one correct answer (also called “Single choice”)

Questions of this type use round elements, so called “radio buttons”. It is not possible to select more than one option. Users can change their selection if they changed their opinion. The system rates the selected response when the user clicks the “Submit” button.


Question 1 of 1 +

Corporate income tax is a special form of income tax for: 

- ☐ individual enterprises
- ☐ legal persons
- ☐ cooperatives

Submit

Question 1 of 5 +

The state deficit is the sum of 

_____.


- ☐ future gross deficits
- ☐ past gross deficits
- ☐ future net deficits
- ☐ past net deficits

Submit

Multiple response

In such questions, users can and should select more than one option. The question text could include a hint like “Select the two correct answers”. By default, you can mentally add: “Select all that apply”.


Question 1 of 1 +

Which indicators are not included in the GDP? 

- ☐ all household activities
- ☐ the shadow economy
- ☐ the do-it-yourself movement

Submit

Question 1 of 1 +

What can be the consequences of persistently higher inflation? 

- ☐ People will spend more money on consumption and have less to save.
- ☐ The savings of people are devalued.
- ☐ The unemployment rate declines.
- ☐ Economic growth increases.


Submit

Connect pieces

Such questions have elements on the “left side” and other elements on the “right side”. The user has to connect the corresponding pieces by drag and drop or by first clicking on the element on the left side and then on the corresponding element on the right side. The user has to connect all pieces to be able to “Submit” the response.

Question 1 of 1

The GDP is still considered to be the most important standard for measuring a country's prosperity. Does that mean:



high GDP

low prosperity

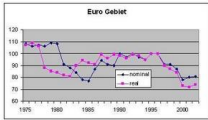
low GDP

high prosperity

Submit

Question 1 of 2

A distinction is drawn between nominal and real GDP:



real GDP

... is calculated based on the prices of the cu...

nominal GDP

... based on the prices of a given year, rising pric...

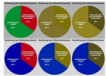
Submit

Sequence

In this question type, users have to bring the answer options into correct sequence by drag and drop.

Question 1 of 1

National income is the _____ of all income and investment income, which the residents of a _____ (national principle) receive over a specific _____ (usually one year).




1.
2.
3.

Submit

Question 1 of 1

Determine the cash cycle:



1.
2.
3.
4.
5.
6.
7.

Submit




Text input

This is the only question type where users have to type the correct answer. The question's definition can contain more than one correct answer. The system rates the answer as correct, if the user provides any of the configured correct answer options.

Question 1 of 1 ▾

Coins and bank notes are _____ means of payment.



Submit