

## CUTE roadmap CANVAS

### 1-ACTION NAME OR IDENTIFIER

### 2-PRIORITIES OF THIS ACTION

Choose all that apply and provide a description.

### 3-PEOPLE

Answer the following questions: • Who is going to lead this action? • Who will participate in this action?

- Who is going to be directly affected (target group)?
- Who will benefit from this?

### 4-TIME SCALE

Choose one. Provide any additional details if necessary:

- S - Short Term: 1-6 months.
- M - Medium Term: 6 months to 1 year.
- L - Long Term: Longer than 1 year.

### 5-IMPACT

**Small scale:** individual practice, small group, single discipline, etc. **Large scale:** at a College or institutional level. **Transformative:** significant, permanent change that alters practice and perspective, perhaps also at a sectoral rather than single institutional level.

### 6-GOALS

**Strategic Level:** related to the institutional mission, vision, and high-level goals, often long-term, less tangible, but very important. **Operational Level:** practice-focused, related to small groups or changes, short term, often easy to measure and quantify.

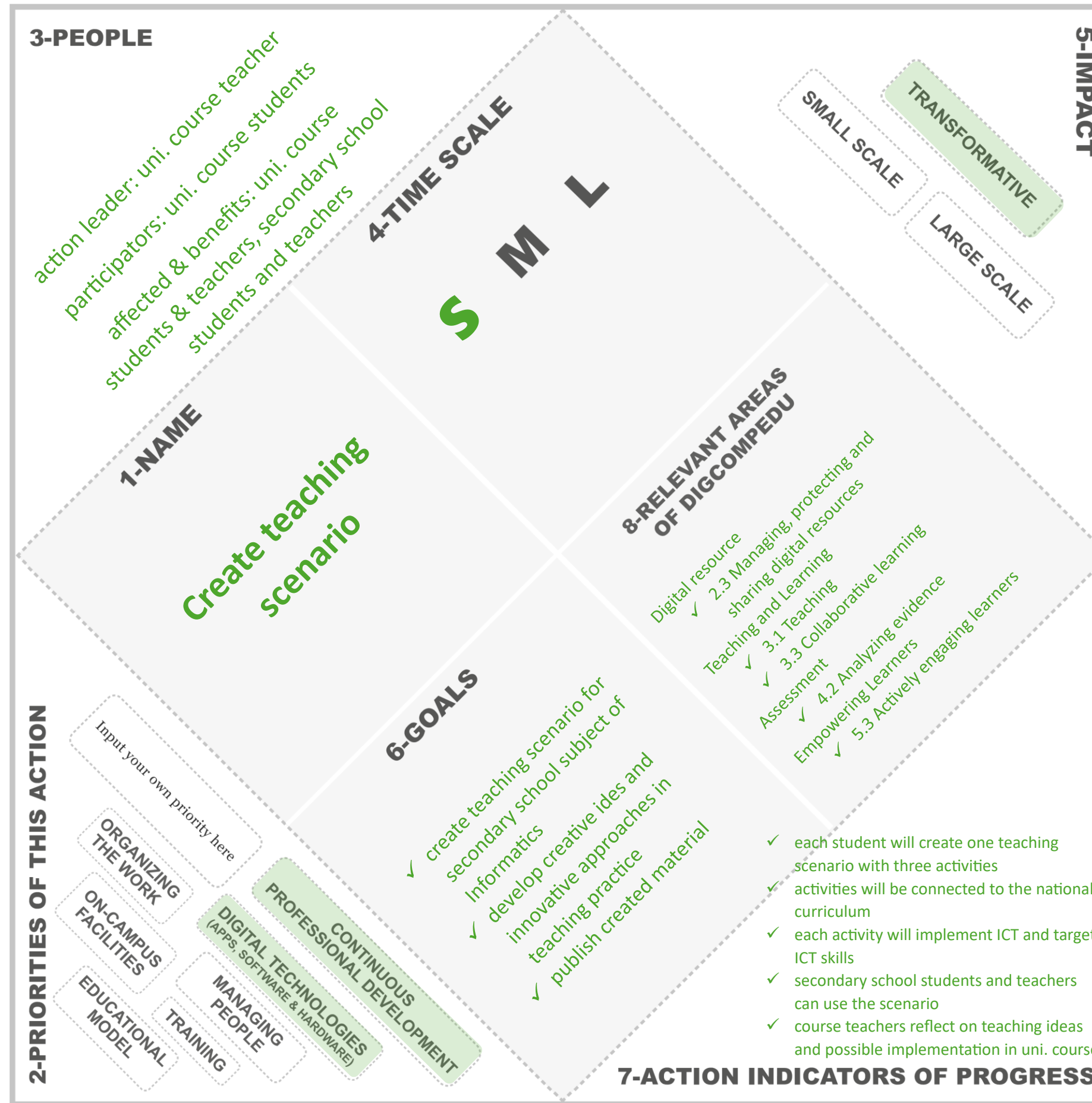
### 7-ACTION INDICATORS OF PROGRESS

Please list/describe some tangible/ measurable indicators that will help you to monitor progress on the tasks/action.

### 8-RELEVANT AREAS OF DIGCOMPEDU

Choose all that apply from the DIGCOMPEDU Framework:

- |                             |   |
|-----------------------------|---|
| 1 - Professional Engagement | 4 - Assessment                                |
| 2 - Digital Resource        | 5 - Empowering Learners                       |
| 3 - Teaching and Learning   | 6 - Facilitating Learner's Digital Competence |



## ACTION PLAN

- 1) Planning**  
Disseminate initial information essential for understanding the teaching scenario concept, design, possibilities, and examples.
- 2) Creating**  
Encourage students (future teachers) to explore individual ideas and creative approaches for planning activities within the teaching scenario.  
Students monitor whether their concepts align with the requirements for teaching scenario design.  
Facilitate the sharing of their initial design with all students in the course via the course forum.
- 3) Finishing**  
Students refine their teaching scenario design based on received feedback.  
Students finalize their teaching scenario design.  
Students reflect with teacher how was their engagement in the course within the activity (competence 5.3).
- 4) Publishing**  
After the final submission and feedback, students correct any errors and publish their teaching scenario in the national repository – Edutorij (each scenario will be publicly available and teachers can use ideas and creative approaches for planning their activities in class). Students and teacher discuss license for publishing the material (competence 2.3.)
- 5) Improving**  
At the end of the course teacher reflects on the creation of teaching scenarios and collects best practices from students, which can be implemented in the future teaching on the course (competences 3.1 and 3.3); also, teacher can improve their competence 4.2 for evaluation of students work.