THE SPECIFIC OBJECTIVES - THE 5 INTELLECTUAL OUTPUTS

We will make:

1. **AN ANALYSIS OF DESIGN THINKING REQUIREMENTS (LCEDUCATIONAL)**
   a. Design Thinking Requirements Framework
   b. Stakeholder Participatory Analysis
   c. Taxonomy of teachers' existing and new digital competencies and psycho-pedagogical skills
   d. Identifying requirements for Learning Interactions music and dance training curriculum for Rhythm-based

2. **A DIGITAL COMPETENCIES ASSESSMENT (CONVUNI)**
   a. Best practices on teachers' digital competence assessment metrics
   b. Emerging technologies, resources and discourses for visualising, storing and assessing teachers' digital competencies.
   c. Design and Development of the digital competence assessment metrics
   d. Usability testing of the digital competence assessment metrics

3. **DEVELOPMENTS OF RHYTHM-BASED INCLUSION CURRICULUM (UCRETE)**
   a. Research on teaching practices
   b. Preliminary curriculum and evaluation framework
   c. Piloting activities in participating countries
   d. Final curriculum
   e. Evaluation feedback to inform the online training programme and resources

4. **AN ONLINE TRAINING PROGRAMME (VIKSJÖFORS SKOLA)**
   a. Development of training scenarios, learning outcomes and learning materials
   b. Aligning assessment strategy with digital competence metrics
   c. Delivery of the Online Training Programme
   d. Formative and summative evaluation activities for rhythm-based curriculum, training content and digital competence dashboard.
   e. Validation board evaluation activities for rhythm-based curriculum, training content and digital competence dashboard

5. **A COMMUNITY PLATFORM (TUC)**
   a. Open Educational Resources Support and Competences Management
   b. Portal, Repository and Competences Dashboard Deployment
   c. Open Educational Resources and Portal Refinement

For more information about the five Intellectual Outputs see p. 41-55 in application. (Summary on p. 82)