

Curriculum creative workshop - Thonet wickerwork



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Contents

Curriculum creative workshop - Thonet wickerwork.....	1
Introduction.....	2
1. General educational objective	2
2. Didactic principles	3
Teaching and learning objectives	3
Lesson planning	4
Teaching methods	4
3. Teaching principles.....	4
4. Timetable.....	4
5. School-autonomous curriculum regulations	4
6. Additions specific to the blind and visually impaired.....	4
7. Contents of the individual subject groups.....	4



Introduction

This curriculum is based on the experiences of the school for the blind in Vienna with the creative workshop "Thonet weaving" and the experiences in Austria and Poland with the training programme for basket and furniture weavers. This content is supplemented by teaching content specific to the blind and visually impaired. The duration of the training programme depends on the requirements in the EU countries.

If it is not possible to obtain qualifications or validate skills and abilities in a country, the establishment of a certification body for knowledge, skills, abilities and social competences should be aspired.

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Partners:

Bundes-Blindenerziehungsinstitut Wien: <http://bbi.at>

Centrum dla Niewidomych i Słabowidzących Kraków: www.blind.krakow.pl

Vienna Business School Schönborngasse Wien: <https://schoenborngasse.vbs.ac.at>

1. General educational objective

- The aim is to obtain a certificate that is valid throughout the EU.
- The curriculum is a cross-school form of assistance in preparation for work in the primary labour market and is aimed at pupils with blindness or visual impairment, taking into account an inclusive setting.
- The programme is aimed at students aged 15 and over. Internships and other subjects are organised according to national regulations.

The educational content is structured in a spiral. This means that it is possible to return to the educational content already realised, but the implementation should take place at a higher level. The teaching material is organised in successive cycles that extend the previously acquired knowledge.

The course combines theoretical knowledge and skills with practical skills.

On completion of the programme

(<https://www.ris.bka.gv.at/Dokumente/Bundesnormen/NOR40234935/NOR40234935.pdf>), students have the following skills:

- Taking an active and responsible role as an entrepreneur, employee or consumer
- Working in a team and taking responsibility
- Lifelong learning through further education and training and learning from and with each other
- Social learning, socially responsible behaviour
- Show empathy, appreciation and motivation

The following competences are particularly important in this course:

- Freehand braiding skills
- Knowledge of different materials that are suitable for braiding



- Ability to realise customer requirements in terms of dimensions, shapes and mesh structures
- Ability to calculate time and price
- Knowledge of protective measures and accident prevention
- Knowledge in the operation of specialised equipment and software

The following manual skills must be demonstrated in order to successfully complete the training programme: Trimming, sorting, cutting, sawing, bending, rasping, filing, planing, gluing, drilling, cleaning, splitting (Klieben), braiding, making a mould.

The following skills are required to create braided objects: Length calculations, simple and compound area calculations, volume and weight calculations, material requirement calculations.

Planning and carrying out work also requires: Knowledge of materials and other basic materials, knowledge of the correct sequence in work processes, knowledge of different weaves (for example the Thonet weave), knowledge of the use of different tools and small machines.

People with visual impairments should be able to make sketches of woven objects and patterns. Drawing programmes on the computer can be used for this.

2. Didactic principles

Teaching and learning objectives

The teaching and learning objectives depend on the duration of the training and the requirements in the respective EU country. Additional skills and abilities apply specifically to people with blindness or visual impairments, which must be taken into account in theoretical and practical training.

The following cross-module skills and abilities must be taught and practised:

- Preparation of documents
- OCR
- Correction and structuring of documents (headings, page transitions, insertion of tables and graphics, insertion of image descriptions if the required information is available, ...)
- Accessibility
- Conversion into various formats (e.g. text, pdf/a, html)
- Knowing the technique of image descriptions
- Typing on the keyboard
- For the visually impaired: Screen orientation techniques
- For the visually impaired: knowledge of how to use a drawing programme
- Be able to get an overview of a document and the associated workload

The following skills and abilities are required for practical work:

- Familiarisation with assistive software such as screen readers and screen magnification
- Carrying out research on materials, tools and small machines
- Knowing how to measure materials and woven objects
- Ability to use a calculation programme

Lesson planning

The planning of lessons depends on the training time requirements in the individual countries, the number of trainees, the availability and type of technical equipment and so on. Suitable times must be provided for the alternation of theoretical and practical work.

Teaching methods

The teaching methods are adapted to the customs of the individual countries.

3. Teaching principles

The training centre is assigned educational tasks ("teaching principles") that cannot be assigned to a single subject, but can only be dealt with on an interdisciplinary basis (<https://www.ris.bka.gv.at/Dokumente/Bundesnormen/NOR40234935/NOR40234935.pdf>). The teaching principles include development education, education for gender equality, European education, education for entrepreneurial thinking and behaviour, health education, reading and speech education, media education, political education, sex education, environmental education, transport education and economic and consumer education. Another teaching principle is the development of social skills (social responsibility, communication skills, teamwork skills, leadership skills and role security) and personal skills (independence, self-confidence and self-esteem, stress resistance and an attitude towards a healthy lifestyle and lifelong learning).

4. Timetable

The timetable is organised according to the circumstances of the individual countries.

5. School-autonomous curriculum regulations

The schools of the individual federal states can issue autonomous school regulations.

6. Additions specific to the blind and visually impaired

The following focal points must be taken into account across modules:

- Setting up a digital workplace that takes individual needs into account
- Operation of a screen reader
- Use of magnification software
- Learning how to use an OCR system
- Introduction to the use of a reading device
- Operating the software on smartphones
- Handling of tools and small machines adapted to the degree of visual impairment

7. Contents of the individual subject groups

There are two main categories: compulsory and optional subjects. These categories may vary from country to country, but certain subjects are essential for this branch of training. The number of hours also depends on the duration of the training and the customs in the individual countries.

There are the following subgroups of compulsory subjects:

- General education: political education, national language, applied economics
- Specialist teaching: specialised arithmetic, specialist knowledge, materials science, tool and small machine knowledge, specialist drawing (for people with visual impairments), knowledge of Braille (for people with blindness)
- Practice: work in workshops, work on longer projects

The optional subjects (with grading) depend on the customs in the individual EU countries, for example second living foreign language, applied maths and first aid.

The non-binding exercises depend on the practices in the individual countries of the EU, for example exercise and sport, applied computer science and remedial teaching.

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