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QUID
Quality, Inclusion & Digitalisation

Q.U.I.D. TOOLKIT
Integrated Digital Teaching

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Liceo Statale ALFANO I Salerno
Elearning Communication Open-Data
LaJota
MEDITERRANEAN ACADEMY of Culture, Technology and Trade
AGRUPAMENTO de Escolas D. DINIS LEIRIA 161639
CONFORM

Welcome to our QUID toolkit

Welcome to the QUID toolkit!

In our current lives, digital technologies have become an ingrained and important aspect in all aspects of our lives.

The QUID toolkit makes it posible for educators to access training on digital technology which will help them create relevant, inclusive and creative contents for their learners.

«Never doubt that a small group of thoughtful, committed citizens can change the world; Indeed, it's the only thing that ever has»

Margaret Mead

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Who we are

This Integrated Digital Teacher ToolKit was designed through collaboration between the follow Partners' QUID

Liceo Statale ALFANO I Salerno — **Italy**

CONFORM Consulenza Formazione e Management S.c.a.r.l. — **Italy**

ECO Elearning Communication Open-Data — **Spain**

Mediterranean Academy of Culture, Technology and Trade — **Malta**

Agrupamento de Escolas D. Dinis Leiria 161639 — **Portugal**

La Jota Colegio Público — **Spain**

warsaw montessori high school — **Poland**

Mamak İlçe Milli Eğitim Müdürlüğü — **Turkey**

Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi — **Turkey**

Table of Contents

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Introduction

Welcome to the world of QUID (Quality, Inclusion & Digitalisation)! QUID is an innovative project dedicated to harnessing the power of digital technologies to create a more inclusive and equitable education system. Developed as a comprehensive toolkit, this document offers a range of sticky methodologies and compelling case studies that showcase the transformative potential of digital tools in promoting quality education for all.

At the core of QUID lies a powerful toolkit designed to equip educators, policymakers, and stakeholders with practical strategies and tools to foster quality inclusive education. This toolkit offers a diverse range of methodologies specifically tailored to address the unique challenges faced by different educational contexts. From designing accessible digital learning materials to implementing inclusive pedagogical approaches, QUID provides a comprehensive framework to drive positive change.

Key Features of QUID:

1. Comprehensive Toolkit: Access a wealth of practical methodologies, guidelines, and resources to facilitate the implementation of quality inclusive education using digital technologies.
2. Sticky Methodologies: Discover a variety of proven strategies and approaches that can be easily adopted and tailored to meet the specific needs of different educational contexts.
3. Inspiring Case Studies: Gain insights from compelling real-life examples showcasing the successful application of digital tools to foster inclusive education and overcome barriers.
4. Inclusive Design: Learn how to create and adapt digital learning materials, platforms, and resources to ensure accessibility and cater to diverse learner needs.
5. Collaborative Learning: Explore opportunities for collaboration and knowledge exchange among educators, policymakers, and stakeholders to promote inclusive educational practices.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Methodological approach

The development of the QUID toolkit, aimed at promoting quality inclusive education through digital technologies, required a comprehensive and systematic methodological approach. By following a well-defined framework, the toolkit can effectively address the challenges and complexities inherent in fostering inclusive education. Here is a complete analysis of the methodological approach that guided the development of the QUID toolkit:

1. **Assessment:** This involves identifying the specific challenges and barriers faced by learners, educators, policymakers, and other stakeholders in promoting inclusive education. By conducting surveys, interviews, and analyzing existing research and data, the needs assessment provides valuable insights into the target audience's requirements and informs the subsequent development of the toolkit.
2. **Stakeholder Engagement:** Their perspectives and expertise can provide valuable input, ensuring that the toolkit is inclusive, relevant, and meets the diverse needs of the education community
3. **Literature Review:** This review helps identify gaps in knowledge and informs the development of evidence-based methodologies and strategies. It also ensures that the toolkit incorporates the latest research and leverages proven approaches, building on the existing body of knowledge in the field.
4. **Framework Development:** This framework outlined the overarching goals and objectives of the toolkit and provided a logical and coherent structure for organizing the methodologies, resources, and case studies.
5. **Methodology Selection:** These methodologies were carefully selected based on their effectiveness, adaptability to diverse educational contexts, and alignment with the overarching goals of the toolkit.
6. **Case Study Compilation:**. They highlight innovative practices, challenges faced, and lessons learned, providing practical insights and inspiration for educators and policymakers. The case studies align with the toolkit's goals and reflect the principles of inclusive education.
7. **Toolkit Design and Development:** The toolkit is user-friendly, accessible, and interactive, utilizing various digital formats such as web-based platforms, downloadable resources, and multimedia content
8. **Piloting and Evaluation:** The evaluation included both qualitative and quantitative data collection methods, such as surveys, focus groups, and usage analytics. The insights gained from the pilot phase helped to refine and enhance the toolkit, ensuring its effectiveness and usability.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Instructional Design

Instructional design

- *Small Teaching*
- Cooperative learning
- Flipped Classroom
- *Product Development: Hackathons*
- Project Based Learning
- Edutainment applied to evaluation

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Back to index

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Small Teaching

MEDITERRANEAN ACADEMY
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ScreenPal

padlet

Poll Everywhere

Back to index

Liceo Statale ALFANO I Salerno

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2021-1-IT02-KA220-SCH-000032518

Small Teaching

Small Teaching is a teaching approach and this term was coined by James M. Lang. He is an English professor and director of the Center for Teaching Excellence at Assumption College in Worcester, Massachusetts.

He is author of the book “Small Teaching: Everyday Lessons From the Science of Learning”.

The Small Teaching approach is based on the idea that small changes in teaching practices can have a big impact on the student learning path.

What is Small teaching?

The Small Teaching approach is based on the idea that changes to the curriculum or to the pedagogical approaches are more effective and powerful on the students, if they are small.

The main objective of small teaching is to enhance student learning, introducing small and short activities that are easy and immediately to be implemented for the teacher, without significant course redesign work required.

Examples of small teaching practices are:

- write a short reflection on what they have learned at the end of the lesson
- use of technology and digital tools to increase the students’ engagement and collaboration

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Small Teaching

Small Teaching approach is useful and relevant in the online/digital teaching environment as it can be easily implemented in the online classes.

Examples of small teaching activities with a digital component are:

- use of online polling to encourage students' participation
- use of short video presentation
- use of video resources to engage students' attention
- use of online forum to encourage students' debates

Small teaching is…

- **Based on research and evidence-based principles**
- **Easy** to be implemented, with no need to re-design the programmes
- **Adaptable** and **Flexible,** as the activities included can be customized for different students' age and subjects
- **Metacognition** prompts, as it encourages students to reflect about their learning progress
- **Emphasis** on small changes, as the approach is focused on incremental changes
- **Students' centred**
- **Encouraging** for students, in terms of improvement, success and reflection

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Small Teaching

How to create a Small Teaching Class Lesson

- Choose a Topic or concept you want to teach
- Identify leaning goals that you want students to achieve by the end of the lesson
- Choose a small Teaching Practice that is aligned with your learning goals
- Design an infographic to outlines the the learning goals of your lesson, any instructons or prompts for students
- Add visual elements such as images, icons, and color schemes
- Include references, if applicable
- test with a small group of students or collegues and refine

Benefits of the Small Teaching Pedagogy

- Increase of students engagement - Small Teaching pedagogy is designed to engage students more actively in the lesson
- Increase of students motivation and partecipation
- Encouragement of students reflection about their learning process and improvements, and helping them making connections between new and existing knowledges
- Efficiency - small teaching activities are easy and quick to be implemented
- Time-saving for teachers, as here is no need to re-design the lessons and contents

Negatives to the Small Teaching Pedagogy

- Need for ongoing training and support for teachers, in order to be up-to-date on the newest and best practices to be included
- Overuse - teachers can tend to over use these activities, and this could lead to time consuming and lack of variety and engagement in the class
- Even if based on research and evidence-based principles, small teaching practices need to be assessed and evaluated in terms of effectiveness to ensure that teachers will achieve the learning objectives of the course

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Small Teaching Tool 1

Poll Everywhere

Poll Everywhere is an interactive presentation tool that allows people to create and conduct pools, quizzes during a presentation in real-time. It includes several choices, such as multiple-choice, open-ended, and clickable image questions. It also has a wide range of ways that the audience can use to answer, including smartphones and laptops. The presenter can also share a unique URL link with the audience, then can answer using it, or send a text message to a specific number.
It can be used during lectures, classrooms and workshops to engage students and increase their participation, or to collect their feedback.

https://www.polleverywhere.com/videos

Advantages of Poll Everywhere

Questions and answers are customizable
Quick and easy to use
Students feedback/answers received in real-time
Students can easily access to it, using their own devices
Interactive and dynamic learning experience

Disadvantages of Poll Everywhere

It is a paid service
It needs Internet Access
Students need to be allowed to use their own devices during the lessons
Questions types are limited
The number of answers that can be collected for each poll is limited

Our opinion

The best thing about this tool is that it allows you to create quizzes and surveys in a short time and easily without distorting the lesson plan, which reflects the concept of small teaching pedagogy. Another key feature is the real-time functionality, which allows the teacher to have the results immediately available, so that they can be discussed immediately with the students. This also allows the teacher to immediately understand if the students have understood, or if something needs to be revised.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Small Teaching Tool 2

ScreenPal

ScreenPal is a screen recording and video editing software. It allows teachers to create a short video that can be used to create tutorials to support reflection activities during a lesson. The main features of this tool are screen recordings, webcam videos, and audio recording. After recording, teachers can also easily edit the videos done, thanks to the video editor included. Editors features include trimming, splitting, merging video, adding annotations, text or images, adjustment of video speed or audio levels. Videos can be exported in different formats and can be shared on different platforms (such as YouTube, Vimeo or Google Drive).

https://www.youtube.com/watch?v=ytiPPOmckv0

https://www.youtube.com/watch?v=wRitlL6i0Hc

Advantages of ScreenPal

Simple and intuitive user interface, easy for users of all levels
Free version with limited features
Various and flexible recording options
Text and annotations are customizable
Sharing options
Video Editor included

Disadvantages of ScreenPal

The free version has limited features and recording time.
The video editor has limited editing capabilities compared to other advanced editing software
Limited control over video quality
Need of Internet connection

Our opinion

ScreenPal is an useful and versatile tool, that can be used in different teaching activities, such as demonstrations, tutorials or short activities to stimulate students reflections, helping them to improve their understanding of a particular topic.
The main feature of this tool is the possibility to create customized instructions and annotations, thanks to the video-editor included. This allows the teachers to adapt it to the students' needs. It is also useful for short demonstrations, especially for scientific subjective that include the laboratory/practical activities.
The easy and intuitive video-editor makes this tool easy to use also for who has no expertise in the video editing.
Finally, the video created can be easily shared with students or included, also in online lessons.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Small Teaching Tool 3

Padlet

Padlet is a digital bulletin board that can be used by teachers to create a more interactive and engaging learning experience for the students.

It allows collaborative learning, as teachers can create a virtual space where students can post and share ideas, questions, and resources.

Different themes, layouts are available, to make it more attractive and engaging for the students, and there is the possibility to upload different types of content, such as videos, images, and documents.

https://www.youtube.com/watch?v=UuzciL8qCYM

https://www.youtube.com/watch?v=UkBnwPqaIjA

Advantages of Padlet

A free version available
Collaboration between students can be boosted
Students can use different ways to express their thoughts
Easy to be used even remotely
Customizable from the teachers to adapt it to the leaning objective
Feedback of the students can also be collected

Disadvantages of Padlet

The more advanced features require a paid subscription
Concerns about privacy and security, being an online platform
Over-reliance on the tool, as it is effective if it is integrated in the teaching method
Internet needed

Our opinion

This tool allows teacher to include small teaching activities, such as collaborative projects, presentations in the lessons easily.
The main feature is the possibility for students to work together in a collaborative learning environment, especially to learn how to collaborate and work in a team for a common goal. This under the supervision of the teacher, who can also collect feedback from them.
The engagement is very high, thanks to the way it can be used to present information to students. Teachers can also use it also to create interactive and visually appealing lesson materials.

Back to index

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Cooperative Learning

warsaw montessori high school

Notion

slack

Trello

Back to index

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Reference Number:
2021-1-IT02-KA220-SCH-000032518

Cooperative Learning

Collaborative learning is an effective approach to education where students work together on a project or task to achieve a common goal. It is a process that encourages active participation, sharing of knowledge and skills, and group problem-solving. Collaborative learning helps students build better teamwork and communication skills, learn from each other's strengths, and develop critical thinking by engaging in constructive discussions. This approach fosters a sense of community, builds social skills, and prepares students for their future careers.

What is Cooperative Learning?

Cooperative learning is a teaching method where students work together in small groups to achieve a common goal.

It is an effective way to promote active learning and student engagement in the classroom.

The goal of cooperative learning is to promote collaborative problem-solving, critical thinking, and communication skills among students.

By working in groups, students can share their ideas, knowledge, and skills to achieve a better understanding of the subject matter.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Cooperative Learning

Cooperative learning has become even more important in digital teaching.

With the shift towards online learning and remote work, students need to develop effective communication and collaboration skills to succeed in today's digital world.

Digital teaching tools such as video conferencing, online discussion boards, and collaborative documents have made it easier than ever for students to work together and learn from each other.

Cooperative Learning is…

- Cooperative learning is a teaching method in which students work together in small groups to achieve a common goal.
- In cooperative learning, students are assigned to groups and given tasks or problems to solve together.
- The teacher acts as a facilitator, providing guidance and support as needed.
- Cooperative learning promotes student engagement, critical thinking, problem-solving, and communication skills.
- It also fosters teamwork, social skills, and mutual respect among students.

Back to index

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Cooperative Learning

Benefits of the Cooperative Learning Pedagogy

- Improved learning outcomes: as they work collaboratively with their peers to achieve common goals.
- Enhanced critical thinking skills: as students have the opportunity to engage in dialogue and problem-solving exercises.
- Improved communication skills: as it requires students to communicate effectively and listen to others.
- Increased motivation: as students work together to achieve shared goals.
- Greater social skills: as it enables students to build social skills

Negatives to the Cooperative Learning Pedagogy

- Influence of the group dynamics on the division of the work – in groups some students are more prone to dominate over others.
- Risk of low-efficacy: students may not work well together or may not be motivated to contribute their fair share.
- Not suited to everyone: some students may prefer to learn on their own rather than in a group setting.

Back to index

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Cooperative Learning Tool 1

Trello

Trello is a project management tool that can be effectively used for cooperative learning. It provides a visual interface with boards, lists, and cards that can be used to organize and track group tasks and assignments. Students can create boards for different projects, create task cards, assign responsibilities, set due dates, and add comments or attachments. Trello enhances communication and accountability within groups, allowing students to see the progress of tasks and collaborate effectively to complete projects.

https://www.youtube.com/watch?v=sC6UwpVEEE0

Advantages of Trello

Enhanced Organization and Task Management
Seamless Collaboration and Communication.
Clear Project Overview.
Flexibility and Accessibility.
Integration with Other Tools.

Disadvantages of Trello

Steep Learning Curve.
Complexity for Large-scale Projects.
Potential for Information Overload.
Dependence on Internet Connectivity.

Our opinion

Incorporating Trello into cooperative learning teaching brings numerous benefits, including improved organization, enhanced collaboration and communication, clear project overview, flexibility, accessibility, and integration with other tools.
By leveraging these advantages, students can effectively collaborate, manage tasks, and engage in meaningful cooperative learning experiences.

Back to index

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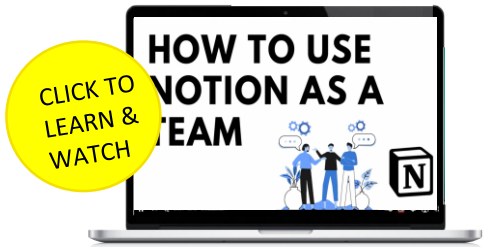
Cooperative Learning Tool 2

Notion

Notion is a collaborative productivity tool that allows you to manage tasks, notes, wikis, and databases all in one place.
It is a flexible platform that can be customized to fit your workflow, making it a popular choice for individuals and teams looking for an all-in-one workspace solution. With Notion, you can create pages, databases, and boards, and then link them together to build a comprehensive system for organizing, sharing, and collaborating on information.

https://www.youtube.com/watch?v=pD2N-H1lxeg



https://www.youtube.com/watch?v=7jolVrBftRQ

Advantages of Notion

Centralized platform
Customizable templates
Collaborative features
Easy to share

Disadvantages of Notion

Notion may not be as user-friendly as other collaborative tools
Limitations in the types of content that can be created and shared within Notion,
Concerns about the security of data when using Notion

Our opinion

We perceive Notion as a very good tool for collaborative learning. Notion is a flexible and versatile tool that can be customized to suit the needs of different learners. It allows users to create, share, and collaborate on documents, databases, and notes in real-time. With Notion, students and teachers can organize their work, share resources, and work together on group projects. They can also use Notion to create study guides, take notes, and keep track of assignments and deadlines. Moreover, Notion offers a range of templates and integrations that can enhance the learning experience, making it easier for learners to stay organized and engaged.

Back to index

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Cooperative Learning Tool 3

Slack

Slack is an online communication and collaboration platform that allows users to create channels for group communication. Slack offers instant messaging, voice and video calls, file sharing, and integration with other tools.

In addition, Slack offers a wide range of integrations with other tools, such as Trello, Google Drive, and Zoom, allowing for a seamless workflow between different platforms.

https://www.youtube.com/watch?v=o3HJuPaITWk

https://www.youtube.com/watch?v=pUZzBoAbAOs

Advantages of Slack

Instant messaging and real-time communication
Possibility to share files and links easily with other users
Integrated with a variety of other tools, such as Google Drive and Trello
Available on desktop and mobile devices

Disadvantages of Slack

It may not be the best format for longer, more complex discussions or projects
Slack's real-time nature can prove to be a distraction
Slack's platform may not be the most accessible to all learners

Our opinion

In our opinion Slack provides a great platform for learners to easily and quickly communicate with each other and their instructor. This can facilitate more frequent and efficient collaboration, allowing learners to share ideas and resources, ask questions, and receive feedback in real-time. Slack's organizational features, such as channels and threads, can help learners keep track of discussions and assignments, and easily find and refer back to important information. Slack's integration with other tools, such as Google Drive and Trello, can help streamline collaborative projects and make it easier for learners to work together.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Flipped Classroom

Back to index

Flipped Classroom

In active methodologies, students are direct participants in the learning process, accessing and processing information.

They develop their knowledge, skills, attitudes and values through experiences and interaction with others.

This way of constructing learning facilitates the use of knowledge in broader sociocultural contexts. In the Flipped Classroom, teaching-learning processes and methodologies are rethought, the spaces where they occur and the technologies used, with the aim of optimizing the assimilation of knowledge

What is Flipped Classroom?

The Flipped Classroom methodology is a learning model that consists of inverting the traditional work methodology, in which students, invited, study and carry out the proposed tasks online, at home, at school or in another chosen space by themselves, through instructions and material made available by the teacher on digital platforms.

Classroom time is reserved for more complex learning activities, discussion, assimilation and understanding of the contents in which students work in a dynamic, collaborative and interactive learning environment

Back to index

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Flipped Classroom

The Flipped Classroom is a digital teaching methodology, as it uses digital tools that allow students to get in touch with knowledge at home. On the other hand, the digital technology allows constant communication between teacher and student or between students in a class even in different physical spaces.

However, the Flipped Classroom can be considered a hybrid teaching because, although it uses technology and online methods for the student to absorb content at a distance. It also has the physical presence of a teacher to assist in doubts and consolidation of knowledge

Flipped Classroom is…

The Flipped classroom is a methodology that allows:

- **Define** which virtual learning environment is best suited to the reality of your students;
- **Apply** elements of communication in the virtual environment (rooms/group discussion forum), cooperation (preparation of theoretical summaries/Wiki), and coordination (panel of reports/notice/performance, virtual agenda);
- **Elaborate** short videos and/or also adopt ready-made videos;
- **Assess** students' learning level (questionnaires/reports);
- **Analize** the contribution of the Flipped Classroom to the students.

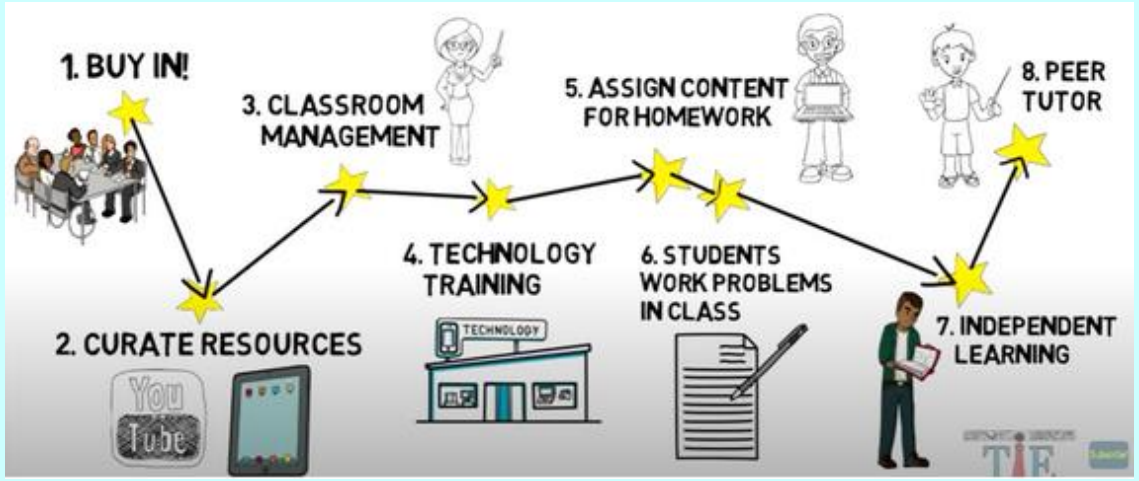
Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Flipped Classroom

How to create a Flipped Classroom Lesson



Benefits of the Flipped ClassRoom Pedagogy

- Allows all students to learn at their own space
- More efficient, as students enter the room prepared to discuss the topics
- Enriches the class, as it allows more time to be spent on projects and problem solving
- Allows students to help each other – peer tutoring – promoting equal learning opportunities;
- Allows the teacher to mediate learning instead of instructing and have free works time to work with students individually;
- Access content anytime;
- Ability to differentiate instruction.

Negatives to the Flipped Classroom Pedagogy

- Increased workload by students in autonomous work
- Need for students to have access to technologies
- Lack of self-discipline in students
- Number of hours of the teacher's work schedule necessary for an adequate implementation of the specific needs of each class
- It is not a natural form of learning for test preparation

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

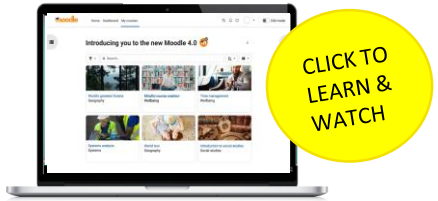
Flipped Classroom Tool 1

moodle

Moodle is a free software that allows you to manage, administer and monitor student learning and performance in an online teaching environment.

Being an open source learning management platform, it can be obtained for free and can also be customized according to needs.

It was created by Australian pedagogue and computer scientist Martin Dougiamas, and its first version appeared on August 20, 2002



https://youtu.be/sZxZ_YzsD_w

https://www.youtube.com/watch?v=NXGV98RsBLY

Advantages of moodle

Open source and customizable LMS platform
Creation of virtual classes
Creation of discussion forums
Chat for interaction between teachers and students
Research and evaluation module;
Allows you to add content exported from other digital platforms
Students can create web pages on the topics they are studying

Disadvantages of moodle

Graphic interface is not very advanced or easy to use
Connection errors that sometimes prevent access to it
Blocks when submitting papers and carrying out small online activities
Need for professional technical support for effective management of their potential

Our opinion

Platform that allows a very organized management of learning with the possibility of being able to include content from other digital platforms. It stands out for the negative only because it is not very appealing in graphic terms.

Back to index

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Flipped Classroom Tool 2

Google Classroom

Google Classroom

Classroom is a tool that helps teachers save time, keep classes organized, and improve communication with students.

Classroom is a tool in Google Apps for Education that helps teachers create and organize assignments quickly, provide feedback efficiently, and easily communicate with their classes. Helps students organize their work in Google Drive, complete and turn it in, and communicate directly with their teachers and peers

https://edu.google.com/for-educators/product-guides/classroom/?modal_active=none

https://www.youtube.com/watch?v=GIN-EtPa0lw&t=2s

Advantages of Google Classroom

Intuitive and easy-to-configure platform
Classes, contents and well-organized tasks
Efficient communication
Possibility of instant feedback
Greater collaboration among students
Automating repetitive tasks
Time optimization

Disadvantages of Google Classroom

No student progress charts
Advancement in activities not impeded without finishing the previous ones
Integration of the platform only to Google Suite, with no possibility of integrating external tools

Our opinion

It is a platform that allows a very organized management of students' learning, however a little limited in terms of pairing with some digital platforms.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Flipped Classroom Tool 3

YouTube

YouTube is an online video platform, and its users can watch, create and share videos over the internet.

YouTube allows the creation of channels, created by users, who can subscribe to the channels they want to follow. Subscribing to channels makes it possible to make comments, share videos, among other actions.

Due to its functionalities, the platform is described as a community in which users interact.

https://www.youtube.com/watch?v=uAYSBx0ESkU&t=5s

Advantages of YouTube

Contents that serve as didactic resources
Video repository
Allows students to explore topics of interest in greater depth
Help students with difficulties
Allows students to register their doubts

Disadvantages of YouTube

Not all content is appropriate for all age groups and sensitivities
Too much advertising before watching videos, when you do not have the Premium version;
Students may have access to too much uncontrolled information if they are not supervised
Some difficulty in controlling comments

Our opinion

It is a website with a very fast and free growth, in which we can host content produced by us.

It is a huge repository of videos where we can find a lot of didactic information. Also presents videos with good image and sound quality and allows you to interact with other social networks and communication channels.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Product Development: Hackathons

Figma

MockFlow

Back to index

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Product Development: Hackathons

Hackathons are versatile prototyping competitions that bring together creative thinkers to solve various problems in a predetermined amount of time.

Customarily, target attendees include programmers, designers, and other domain experts who work together in teams to develop solutions, innovate within a particular vertical, or improve upon an existing project.

What is a Hackathon?

Hackathons are an incredible way to bring your community together to learn new skills, build amazing projects, and share ideas. A hackathon is best described as an “invention marathon”.

Anyone who has an interest in technology attends a hackathon to learn, build & share their creations over the course of a weekend in a relaxed and welcoming atmosphere.

You don’t have to be a programmer and you certainly don’t have to be majoring in Computer Science!

Back to index

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2021-1-IT02-KA220-SCH-000032518

Product Development: Hackathons

Hackathon helps learners build the skills they need to navigate technology and to get the best out of it.

Students of digital education become comfortable with finding, accessing, consuming and sharing content online.

A Product Development Pedagogy is…

Product development -- also called new product development or management - is a series of steps that includes the conceptualization, design, development and marketing of newly created or newly rebranded goods or services.

Back to index

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Product Development: Hackathons

How to create Product Development (Hackathon) Lesson

Benefits of the Product Development (Hackathon) Pedagogy

- Teaches new skills
- Gives new experiences
- Emphasizes teamwork
- Provides a setting for immersive and active learning

Negatives to the Product Development (Hackathon) Pedagogy

- It may take a long time depending on the subject studied.
- Controlling and motivating students is a difficult process.
- The fast-paced nature of hackathons can lead to unfinished products or prototypes that may not be fully fleshed out

Back to index

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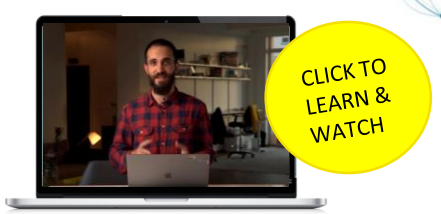
Product Development: Hackathons Tool 1

Figma

Figma

Figma is a collaborative web application for interface design, with additional offline features enabled by desktop applications for macOS and Windows.

The feature set of Figma focuses on user interface and user experience design, with an emphasis on real-time collaboration, utilizing a variety of vector graphics editor and prototyping tools. The Figma mobile app for Android and iOS allows viewing and interacting with Figma prototypes in real-time on mobile and tablet devices.



https://www.youtube.com/watch?v=FTFaQWZBqQ8

https://www.youtube.com/watch?v=eZJOSK4gXl4

Advantages of Figma

Collaboration in Figma Is Simple and Familiar
Figma Uses Slack for Team Communication
Figma Sharing Is Uncomplicated and Flexible
Embedded Figma Files Provide Real-time Updating
Figma Is Great for Design Review Feedback

Disadvantages of Figma

No Version Control
Cannot be used without an active internet connection

Our opinion

Figma works on any operating system running a web browser and is the only design tool that works on every platform.

So, if you are using a Mac or Windows operating system, there will be no problem sharing files or switching to different platforms as it is cloud-based.

Back to index

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Reference Number:
2021-1-IT02-KA220-SCH-000032518

Product Development: Hackathons Tool 2

MockFlow

MockFlow is a cloud-based wireframe software allowing designers to collaborate in real time on user interface prototypes for websites and software.

MockFlow is an online wireframe software for designers planning, building and sharing work.

MockFlow

https://www.youtube.com/watch?v=hC72nwGNF9U

https://www.youtube.com/watch?v=h3Ldp8qKggE

Advantages of MockFlow

Great Team Collaboration Feature
Creating and Editing Projects Made Easy
Ease of use. The UX is great
Good prototyping ability. Creates decent prototypes using links
Ease of exporting the wires in different formats

Disadvantages of MockFlow

Detailing the wires is still clumsy
Grouping of elements in the wires is cumbersome
Icon availability is limited
Monochromatic UI can be improved a bit

Our opinion

MockFlow, a WireFraming tool, designed to make it accessible to all and make the tool synonymous with digital sketching. MockFlow 3.0 helps the user to simplify the Product Design process.

The Product Design plan provides an end-to-end solution for the entire process to make the workflow faster and efficient.

The user can design, share and embed work from other services while exploring MockFlow's tools for design needs.

Back to index

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Reference Number:
2021-1-IT02-KA220-SCH-000032518

Product Development: Hackathons Tool 3

GitHub

Github is one of the largest developer communities in the world, a web-based cloud storage service for software development plans using the git version control system.
Also, Github is a social networking platform for software developers.
Thanks to Github, software developers can browse and track user data dealing with software like theirs.

https://www.youtube.com/watch?v=pBy1zgt0XPc

https://www.youtube.com/watch?v=RGOj5yH7evk

Advantages of GitHub

Access to information becomes easier
Works can be easily exhibited
Changes between versions can be tracked
Includes integration options

Disadvantages of GitHub

It may be difficult to use at first
The file transfer process requires entry-level terminal usage knowledge

Our opinion

Github is a web-based platform with millions of users, where developers and programmers from different parts of the world can come together to share their software, frameworks and codes and create collaborative projects, or their projects can be saved in the GitHub cloud system and easily accessed again with various tools.

Back to index

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Reference Number:
2021-1-IT02-KA220-SCH-000032518

Project Based Learning

Liceo Statale ALFANO I Salerno

mind meister

Microsoft Teams

Google Drive

Back to index

Project Based Learning

With **project-based learning,** skill development is structured around the development of a specific concrete project to be carried out in a group: the focus is therefore on the project goal to be achieved and not on "things to be learned."

Projects are generally complex tasks based on challenging questions or problems that involve, over fairly long periods of time, students in designing and solving problems. The Project is also generally an interdisciplinary task, with several components interacting

What is Project Based Learning?

Project based learning is a teaching methodology that is based on problem solving.

This kind of activity engages students in the implementation of a medium- to long-term project that meets real needs. Therefore, the development will follow precise stages: conceptualizing, designing, implementing, verifying and documenting. It is a methodology that captures students' attention through solving real problems, assigning a defined role, and collaborating while respecting roles.

The student's autonomous construction of knowledge in a concrete context and the 'organization into working groups promotes the inclusion of students with learning difficulties. The teacher is a facilitator of learning

Back to index

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Project Based Learning

For more than 20 years, the spread of digital communication tools has radically changed project management and teamworking.

The use of digital tools not only allows easy sharing of information but also quick reworking of information.

Project Based Learning therefore mandates the use of digital tools in a practical way.

The student will experience them in a learning-by-doing mode.

Project Based Learning is…

- A group activity autonomously conducted by students in order to produce a final product to build new skills
- Teaching and fostering learning in the classroom, through a method of constructivism
- Stimulate students to develop authentic problems (reality tasks).

Back to index

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Reference Number:
2021-1-IT02-KA220-SCH-000032518

Project Based Learning

How to create a Project Based Learning Class Lesson

Benefits of the Project Based Learning Pedagogy

- Pedagogical references: constructivism and social constructivism.
- Through projects, learners gain autonomy and responsibility, develop skills and apply knowledge, and learn in a meaningful way, because projects culminate in the creation of authentic products.
- Skills in researching and organizing information functional to the project.
- Development of students' critical thinking (critical Thinking), metacognitive, analytical, design skills.
- Refine skills in exposing the results of the activity.
- Emphasizes teamwork.
- Develops critical thinking.
- Facilitates deep and long-term learning

Negatives to the Project Based Learning Pedagogy

- Problems of overload, dispersiveness and inadequacy in students' implementation of the project may occur. Therefore, the teacher should make a careful initial analysis of the feasibility of the project in terms of especially the prerequisites (pre-knowledge, technological skills) of the students.
- Similarly, it is unthinkable to introduce the methodology of project-based learning into curricular teaching without the educational institution providing access to technologies and training for teachers to acquire basic technological and docimological skills (nontraditional assessment)

Back to index

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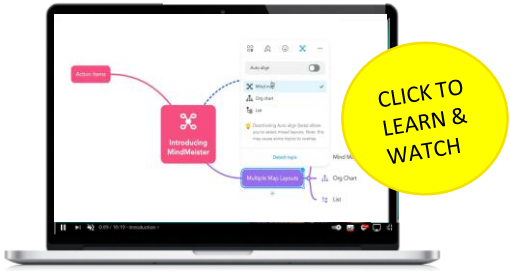
Project Based Learning Tool 1

mindmeister

The tool allows you to build concept maps during the brainstroming, planning and project management phase

https://www.youtube.com/watch?v=LK031sB5sb8



https://www.youtube.com/playlist?list=PL7IGVRbeQlXIyhb2swLnB_gpmMYup0qXS

Advantages of mindmeister

Fully web-based software
Maps always updated in the cloud and you can access them anytime from any device
Constructing concept maps is a tool that promotes understanding of students with special educational needs in work groups

Disadvantages of mindmeister

The basic version has a limited number of map contributors
Allows the creation of only 3 concept maps with the free version
Initial training on student use of the tool is required

Our opinion

Mindmeister represents a functional tool for project implementation, and consequently for the use of curricular teaching with "project based learning" methodology. In particular, the sharing of information (textual, images, video) of participants in real time allows them to better organize and plan the project to be implemented.

Back to index

Co-funded by the European Union

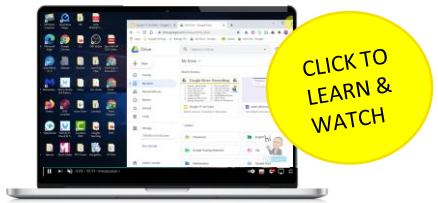
Reference Number:
2021-1-IT02-KA220-SCH-000032518

Project Based Learning Tool 2

Google Drive

Is one of the most popular and used cloud storage tools in the world. It allows the storage and sharing of multimedia files, which can be used via the web from all the devices which are associated with that account and those files.

These files are synced to the cloud and working on the file in the cloud it will be possible at any time to share it quickly through a link to other people to whom you want to guarantee access.



https://www.youtube.com/watch?v=VG0qpBr70D0

https://www.youtube.com/watch?v=IDWVpHvG5Ok

Advantages of Google Drive

Space, allowing not to overfill the physical memories of the devices
Synchronization: we can access our data on any of our devices
Sharing: each file or folder can be shared with other users
Offers unrivaled compatibility with other tools
Data is saved from destruction and damage
Instant access to edit files
Free Storage space of up to 15 GB

Disadvantages of Google Drive

Security Risks
Requires Internet connection
File size limits: the maximum file size is 50 MB and the limit is 20 MB for Google Sheets

Our opinion

Nifty tool to create, collaborate, and sync files across devices. Collaboration is in real time, sharing is elegant, and it all stays safely synced on all devices, but poses potential privacy issues for classrooms with multiple students sharing one device, and there may be a learning curve for younger students. In conclusion, with its wide range of free productivity tools and slick file syncing, it's a level-setting tool. Since Google Drive also includes several other types of applications, such as Google Forms, Drawings, Maps, Sites, and other Google and third-party apps, students can use whichever applications work best for their projects, and they can spend additional time exploring and learning on their own

Back to index

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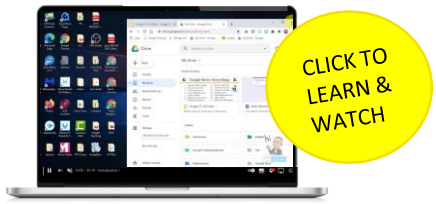
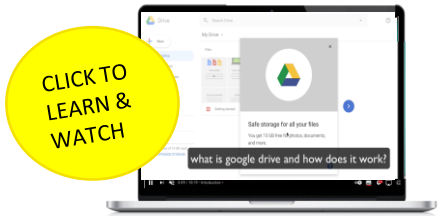
Project Based Learning Tool 3

Microsoft Teams

Microsoft Teams is a collaboration tool of Microsoft that allows users to chat, call, video conference, and share files within a multi-project management portal, from anywhere. Unlike other similar applications, Microsoft Teams boasts video conferencing in HD format and numerous text chat features: for those already familiar with these products, one could see it as a cross between Slack and Zoom.



https://www.youtube.com/watch?v=VDDPoYOQYfM



https://www.youtube.com/watch?v=z6IUiamE3-U

Advantages of Microsoft Teams

It is able to insert in a single interface all tools useful for improving business productivity
Teams users can record group meetings and calls in order to get a file containing audio, video and screen sharing activities
Tight integration with Office 365
Compatible with all devices and operating systems
Privacy and encryption
Allows 250 people to participate in virtual meetings

Disadvantages of Microsoft Teams

Confusing File Structure
Limited Storage
It Fails at Giving Notifications for various activities.
Requires Internet connection
Permission Settings Are Challenging

Our opinion

Microsoft Teams is in possession of all the fundamental requisites to carry out conference calls without hitches or setbacks.
Its use is also simple and intuitive: just download it on your device and start interacting and quickly sharing company information with your collaborators.
The latter, having the possibility to modify all the files present in the cloud, will develop their creativity and will therefore be more encouraged to use this work tool.
Furthermore, the wide range of emojis, GIFs and smileys makes communication more fun and much less formal, thus putting all participants at ease

Back to index

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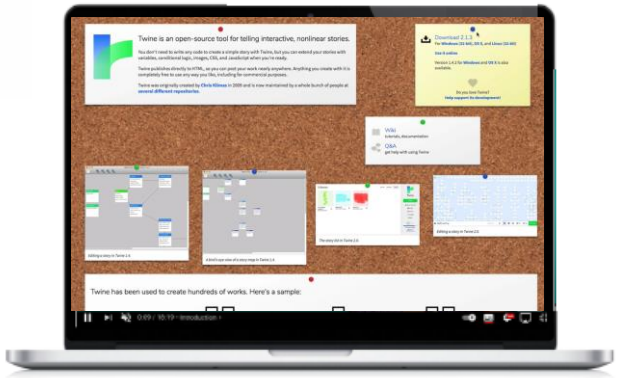
Edutainment as a Form of Evaluation

Twine

Xerte
an apereo community project

PowerPoint



Back to index

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Reference Number:
2021-1-IT02-KA220-SCH-000032518

Edutainment as a Form of Evaluation

Edutainment is a combination of entertainment and education.

The main purpose of edutainment is to promote student learning through exploration, interactivity, community experience, teamwork, trial and error, and repetition in such a way that students get so lost in enjoying the activity that they do not realise they are learning at the same time.

What is Edutainment?

Edutainment can be used in many ways when it comes to evaluation.

One particularly effective form is branching scenarios. Branching scenarios are a digital or real-world narrative plotted to give users experiences mediated by decisions they make throughout the scenario. Each 'play through' of a scenario begins the same way.

As users work through a scenario they are presented with information and need to make decisions based on that information. Depending on the specific decision a user makes they are presented with the consequence of their 'actions' or 'choices'.

Back to index

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Reference Number:
2021-1-IT02-KA220-SCH-000032518

Edutainment as a Form of Evaluation

Assessment through branching scenarios is an attractive and enjoyable means of evaluation since it encourages personalised learning, enhances creativity and visualisation, transforms a conventional classroom into a smart classroom, improves interactive and collaborative teaching and learning methods, promotes a digital culture and provides technological tools for educators

Characteristics of Edutainmet…

- entertainment and interaction, which is thought to be missing in education, attracting learners' attention due to being gamified;
- combining education and entertainment and increasing learners' excitement and enthusiasm to teach them subjects and information that is hard to learn;
- acquiring learning more easily by making the subjects and information that will be taught more enjoyable;
- attracting learners' attention and gaining the permanence of learning by the rousing of learners' feelings;
- making the internalisation of difficult subjects easy using methods of simulation or graphs and visual methods, like in real life;
- teaching how to use resources and methods regarding the value of life by combining educational aims and measurement;
- teaching how individuals in learning environments apply their own knowledge;
- demonstrating how individuals understand or internalise what they learn;
- used to teach to learners combining what they perceive or evaluating what they learn;
- finally, it provides learners with a good time in the process of creating and experiencing

Back to index

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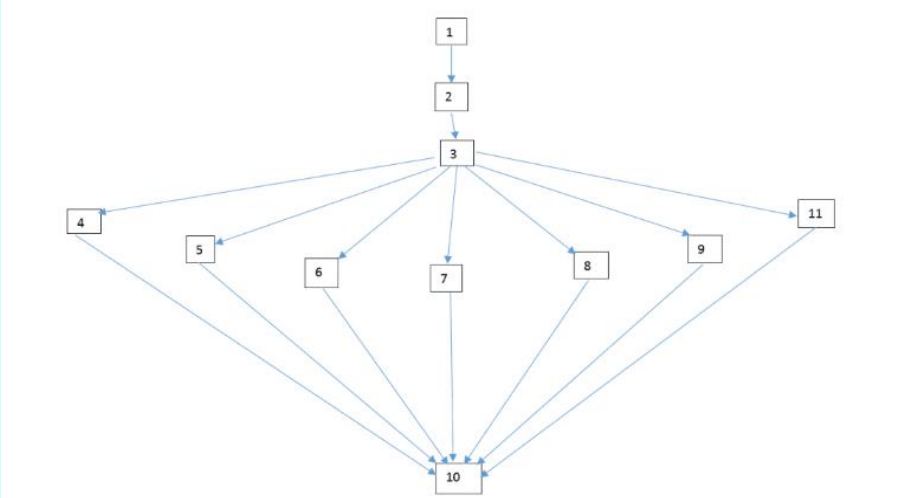
Reference Number:
2021-1-IT02-KA220-SCH-000032518

Edutainment as a Form of Evaluation

How to create an edutainment-based evaluation session



Benefits of the Edutainment Evaluation Pedagogy

They boost interactivity and user engagement.
They make compliance training fun and entertaining.
They allow learners to benefit from their mistakes.
They can be customized to meet learner needs.
They can easily be modified to cut down on development time.
They stress real-world benefits without real-world risks.
They offer learners the opportunity to access their knowledge base.

Negatives to the Edutainment evaluation Pedagogy

Authoring, developing, and play-testing a scenario-based training module will definitely take more time.
Costs, which are related to the time, will consequently be higher.
Using the wrong tools (or rather the tools geared towards classic linear course production) will increase both the time, the cost and the overall complexity of production.

Back to index

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Edutainment as a Form of Evaluation Tool 1

Twine

Twine is a free tool that lets you easily create engaging text-based scenario activities that can be played in any web browser. These scenarios feature branching choices that can lead your students to a deeper understanding of course material and concepts by letting them work through authentic experiences in your discipline. You can also use it to get students to create their own branching scenario or interactive story.

https://www.youtube.com/watch?v=iKFZhIHD7Xk

Twine

Advantages of Twine

It is free
It doesn't lock you into a particular "look"
It lets you customize your materials using standard HTML and CSS tags
It creates a normal HTML file that's easy to manage
It doesn't limit the type of scenario you can write
It doesn't make you type in tiny fields
It lets you store your content locally or wherever you want
It will not suddenly change how your materials look

Disadvantages of Twine

Twine's output isn't designed to work seamlessly in an LMS
You need to host any images yourself, meaning you need to FTP your images to a web server
You might have to learn some CSS
The tool is open source

Our opinion

In our experience, this is one of the easier tools to master as regards the development of branching scenarios. All educators should add it to their toolkit as a way of quickly and easily producing interactive learning scenarios where branching logic is required. It supports creating interactive dialogue trees and decision tree scenarios that would be more cumbersome in other Rapid eLearning-style authoring programs. The fact that it’s free, open source, and very fast to use makes it a valuable tool for creating interactive learning experiences.

Back to index

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Edutainment as a Form of Evaluation Tool 2

Xerte

The Xerte Project aims to provide high quality free software to educators all over the world, and to build a global community of users and developers. It allows you to create complex scenarios. You can present images, text, video and documents within the scenario. It can easily be embedded into blackboard and is accessible for students

https://xerte.org.uk/index.php/en/

Advantages of Xerte

Xerte creates an efficient and effective workflow for multi-disciplinary teams.
The Xerte Project is a positive and friendly open-source community project. Anyone can join the community, contribute to the project design and participate in the decision-making process.
Xerte is well established in the landscape of authoring tools and provides a powerful platform for innovation.

Disadvantages of Xerte

The newest version of Xerte relies on users understanding how to use the accessibility tools of modern browsers.
Some page types may require training to use fully.
The themes available may not suit you and you may need to use an additional tool such as Xhibit to develop the theme you want.

Our opinion

Ease of use has always been a cornerstone of Xerte's design considerations. Today, users need tools that are fast to learn and simple to use without the need for lengthy training and a steep learning curve. Content development in Xerte is within everyone's reach, and new users can become productive very quickly. High quality materials will always draw on the skills of specialists. Support is provided by graphic artists, video producers, instructional designers and web developers in a suite of tools designed with collaboration in mind.

Back to index

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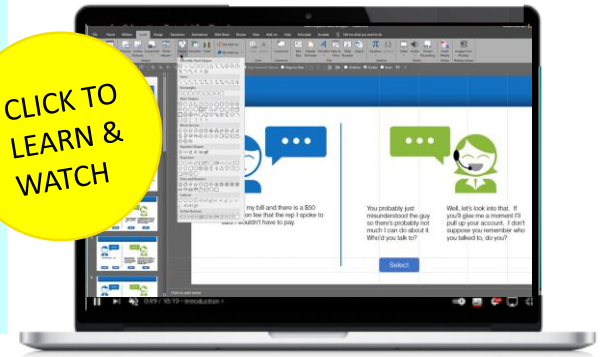
Reference Number:
2021-1-IT02-KA220-SCH-000032518

Edutainment as a Form of Evaluation Tool 3

PowerPoint

Microsoft PowerPoint is a widely used software application designed for creating and delivering visual presentations. It is part of the Microsoft Office suite and provides a user-friendly platform for creating slideshows, presentations, and multimedia-rich content. PowerPoint offers a wide range of tools and features to help users design professional-looking slides, add text, images, graphs, charts, animations, and videos, and incorporate various visual effects.



https://www.youtube.com/watch?v=nGwzRBPbg5A

Advantages of PowerPoint

PowerPoint is an easy way to make simple branching scenarios for free.
You can do this by creating images, text or shapes and attach hyperlinks that go to different slides.
PowerPoint can easily be put into Blackboard.
You would need to plan it out on paper first.

Disadvantages of PowerPoint

It is probably not suitable for long, complex scenarios as it could become confusing.
It is hard to manage paths and it can be a challenge for reviewers to follow the flow.
PowerPoint is not very receptive to being marked up.
You can add comments, but cannot mark changes for review without using some native formatting

Our opinion

Overall, Microsoft PowerPoint offers a user-friendly interface, extensive customization options, multimedia integration, and collaboration capabilities, making it a valuable tool for edutainment pedagogical evaluation. It enhances engagement, promotes interactive learning, and allows educators to create visually appealing presentations tailored to the specific educational objectives and the needs of the students.

Back to index

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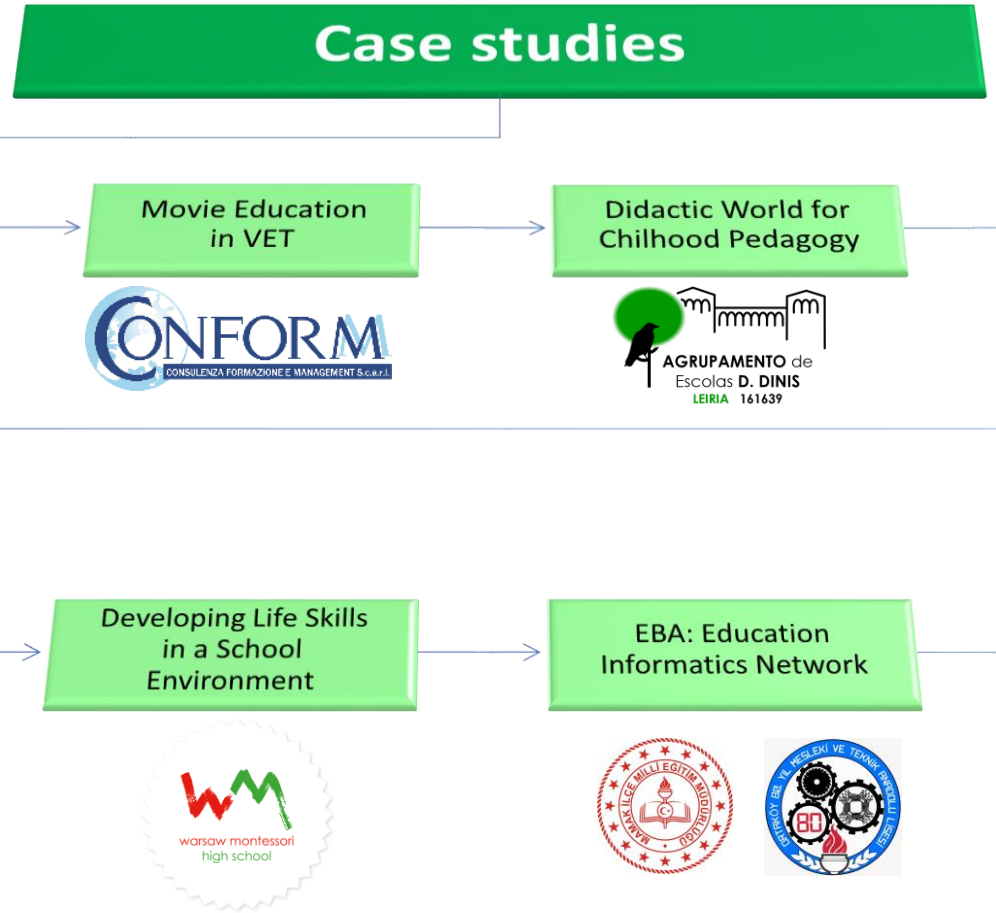
Reference Number:
2021-1-IT02-KA220-SCH-000032518

Case Studies



Back to index

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Reference Number:
2021-1-IT02-KA220-SCH-000032518

Case Studies

Welcome to the Case Studies section!

This comprehensive resource is designed to equip educators and stakeholders with a rich collection of case studies highlighting diverse teaching models, spanning from kindergarten to university levels. Each case study meticulously explores a unique pedagogical model, encompassing its core principles, content, technological applications, and noteworthy conclusions. Moreover, a comprehensive reference section accompanies each case study, facilitating further exploration and engagement with the subject matter.

Whether you are a kindergarten teacher, a high school instructor, or a university professor, these case studies offer valuable insights into the transformative potential of integration-based digital learning. Each model is meticulously examined, shedding light on the specific teaching methods employed, the content covered, and the technologies integrated. By capturing the essence of these successful endeavors, we aim to empower educators to adapt and implement these strategies within their own classrooms.

We encourage you to delve into each case study, analyze its pedagogical foundations, and explore the technological tools employed. Through these examples, you will gain valuable insights into the transformative potential of integration-based digital learning. Whether you seek to enhance student engagement, foster critical thinking skills, or promote interdisciplinary learning, this toolkit serves as a valuable resource to inspire and guide your own educational endeavors.

Together, let us embark on a journey of exploration and discovery, as we unlock the vast possibilities that integration-based digital learning brings to education. May these case studies serve as beacons of inspiration, guiding us towards a future where technology and pedagogy harmoniously merge to create truly transformative learning experiences.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Other Ways of Educating for the 21st Century

Back to index

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Reference Number:
2021-1-IT02-KA220-SCH-000032518

Other Ways of Educating for the 21st Century

Case Presentation

As a demand of today's post-digital society, the project's mission is to ensure that all citizens enjoy equal opportunities, access to digital resources and rights to be trained in digital environments, in order to alleviate the digital divide that accompanies social exclusion. Thus, the proposal focused on training those responsible for education in Cuba and the Dominican Republic in media and information literacy for citizens, without any discrimination for reasons of disability, distance, age, social vulnerability or any other circumstance that prevents access to education and citizen integration.

The SPOC approach is carried out in a closed way, with access only for those people belonging to the target group of educational decision-makers. Once finished, adjustments and improvements were made based on experience in order to offer it as a sMOOC (Social Massive Open Online Course) to anyone interested, mainly teachers interested in practising their profession in virtual environments.

The SPOC (Small Private Online Course) UNESCO "Other ways of educating for the 21st century" was created in 2021 as a result of a collaboration agreement between the UNED, ECO Digital Learning and the UNESCO Regional Office for Culture in Latin America and the Caribbean (Cuba, Dominican Republic and Haiti).

https://youtu.be/UQy096IXqo0

Back to index

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Other Ways of Educating for the 21st Century

Case Presentation

The course was organised by the National University of Distance Education (UNED), the University of Zaragoza and ECO Digital Learning and ran from 26 February to 10 April 2021. Once the SPOC was finished, the necessary adjustments and improvements were made to offer it on the platform as a sMOOC to all those interested in the subject.

The course has an estimated duration of 90 hours, distributed in 6 weeks with an average effort of 5 hours/week.

The objectives of the SPOC were four:

1. To train to strengthen educational digital competences in the use and search and access of the necessary resources for distance education.
2. To reflect on the importance of media and information education for citizenship in the 21st century.
3. To offer resources to carry out quality media and information education that is coherent with the demands of today's post-digital society.
4. To intervene on the Internet with a pedagogical action that promotes media and information education.

https://youtu.be/UQy096IXqo0

Back to index

Other Ways of Educating for the 21st Century

Basic Pedagogical Assumptions

The SPOC is divided into 5 modules, four of which deal with content and one with its practical application.

The SPOC also had a forum section where participants shared, reflected and created knowledge, and a microblogging section for group work. The thoughts were shared on the social networks Facebook and Twitter: #UNESCOeducomunicacion, and the challenge creations were shared openly through Padlet "A collective space to share your challenges".

The first four modules had the following structure:

- Introduction to the module by a member of the teaching staff. Basic reading material was attached.
- 11 Gamified learning challenges through which some of the concepts in each challenge were explored in depth. The structure of the challenges was.

There were 11 educomunicative challenges: “Many people weaving paths in a network. Join us and face the challenges of educommunication!”.

The challenges begin with an introductory video on TEACHING-LEARNING SPIRITS and to learn more about the spirits, learners could visit Connected Pathways and think about which one(s) they identify with.

https://youtu.be/UQy096IXqo0

Back to index

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Other Ways of Educating for the 21st Century

Basic Pedagogical Assumptions

The Four Learning Spirits

Back to index

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Other Ways of Educating for the 21st Century

Content Description

The methodology is one of collective knowledge construction in the forums based on the proposed documents and links. Participation in the forum is encouraged through:

- Sharing documents and links that seem interesting to the participants.
- Personal reflections
- Liking" other people's messages in order to feed a concept associated with each participant, the karma, which makes a numerical assessment of their level of influence on the course.

Let´s take a look to the Introductory module “Principles of Educomunication” as an example of the content, materials, challenges and cooperative work of the whole SPOC

- Introductory video to the module in which they participate Sara Osuna Acedo, Carmen Marta Lazo, Javier Gil Quintana
- Basic material
  - Genially presentation).
  - Conference by Sara Osuna Acedo: Educommunication in the digital society. Towards a critical and liberating pedagogy, available at https://canal.uned.es/video/5dde37925578f221b97d0e22
  - Documentary film la Educación Prohibida (Forbidden Education) https://www.youtube.com/watch?v=-1Y9OqSJKCc
- Supplementary material:
  - Interaprendizaje_accesible_2.pdf
  - AC.conectivismo_Siemens_1_2.pdf
- Challenge: Dialogical Encounters through Comics

Introductory video

Challenge: Dialogical Encounters through Comics

Back to index

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Other Ways of Educating for the 21st Century

Technologies adopted

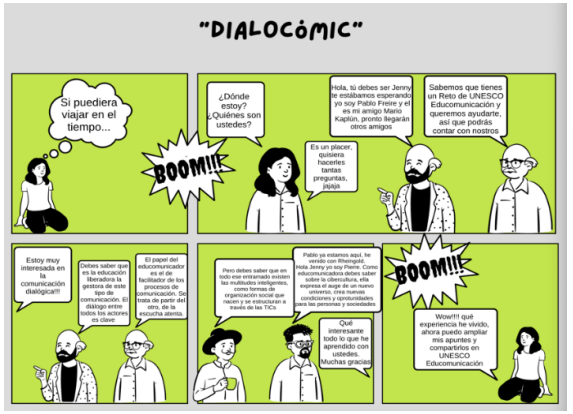
For material creation

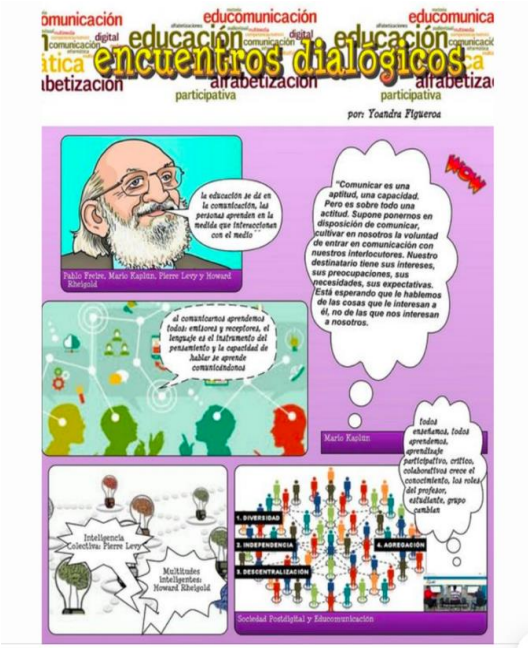
- SCRIBD
- PDF

Six open tools are proposed for delivering the exercises

- Pixton: https://www.pixton.com/
- SuperAnimo: https://www.superanimo.com/
- Storyboard That: https://www.storyboardthat.com/
- Canva Comic Strip: https://www.canva.com/es_es/crear/historietas/
- Witty Comics: http://www.wittycomics.com/
- Make Beliefs Comix: https://www.makebeliefscomix.com/Comix/

Examples of Creations





Back to index

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Other Ways of Educating for the 21st Century

Conclusions

During the 10 days following the end of the course, an evaluation and satisfaction questionnaire consisting of 30 questions with various response options was made available to the trainees. The questionnaires were completely anonymous.

Pedagogical evaluation of the course by the students

- As OER (MOOC) after SPOC time, a total of 787 students have enrolled.
- Of these,
  - 44% have started the course, with all of them (100%) having passed the course and 98% having completed it.
  - 69% have completed the course in English and 30% in Spanish.

Subject	Degree of satisfaction
Course content	88,0%
Length of the course	80,0%
Design, videos, documentation, materials, usability, and teaching and technical support	91,5%
Dedication required by the student	73,3%
Objectives and results obtained	86,0%
Support from the teaching team	97,5%
Peer-to-peer assessment method	77,5%
Social interaction between students	77,5%
Encouragement of communication	85,0%
Final evaluation	86,8%

https://youtu.be/mjcoXps563o

The SPOC received the UNED 2020-21 Professional Internship Collaborating Entities Award granted by UNED and Santander Universities in the category Virtual Modality in Professional Practices.

Back to index

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Movie Education in VET

Back to index

Movie Education in VET

Case Presentation

The adoption of the movie education methodology allows you to overcome the classic models of training, based on top-down logics, through an integrated approach, focused on the learner and the use of audio-visuals and combines entertainment and learning and improves the learning experience of students.

Thanks to challenge-based didactic approaches - such as Problem-Based Learning, Task-Based Learning, Cooperative Learning - which develop greater cognitive skills than traditional didactic approaches and favour active learning in students, the application of the movie education methodology is very versatile and efficacious.

Students engaged in a Movie Education experience will gain key hard skills: a deeper understanding and knowledge of contents, learning retention, production and transmission of knowledge. Students will also gain soft skills: development of individual creativity, team working, problem solving, time management, and emotional-relationship capabilities.

A list of useful links is provided to support and guide teachers through movie education tools and approaches.

Movie Education represents one of the most innovative and recent approaches in edutainment, being a new methodological model combining entertainment and learning and improving the learning experience of students. Through an integrated methodology, focused on the learner and the use of audio-visuals, the Movie Education approach enables teachers to provide contents and educational stimuli in a more engaging and effective way, turning students into the real protagonists and creators of contents.

Back to index

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Movie Education in VET

Description

The Movie Education approach includes two main tools:

1. Short movie laboratories (with learning by acting modality): through the use of basic audio-visual production techniques, the student can become the author, screenwriter, interpreter and "director" of his/her own learning contents, while acquiring analytical, critical and communicative skills;

2. Audio-visual production (with learning by watching modality): while watching audio-visual products, such as webseries and educational TV programmes, of high educational value, the student can explore further interactive contents, by selecting key-words provided in the story.

Thanks to the large variety of stories to be created, acted or simply watched, the Education Movie approach can fit with the majority of disciplines and a large variety of topics.

Content Description

The application of Movie Education has been based on the integration of storytelling workshops within training courses, involving learners in practical activities aimed at re-elaborating the knowledge and skills acquired and "enacting" situations typical of the working contexts of the vocational profiles of the courses at completion.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Movie Education in VET

Basic Pedagogical Assumptions

The key elements of Movie Education, that is, the centrality of the learner, on the one hand, and the key role of the audio-visual, on the other, respectively find their foundations in some important learning theories and in various empirical confirmations on the use of audio-visuals in teaching methodologies.

Under the first profile, in particular:

- **the constructivist model**, according to which: “1. Knowledge is not passively received but actively built up by the cognizing subject; and (2) the function of cognition is adaptive and serves the organisation of the experiential world , not the discovery of ontological reality” (Glasersfeld E. von, 1989) . Learning, therefore, is not conceived as an act of transmitting knowledge from the educator to the learner, but rather as an active process of acquiring the principles and strategies best suited to achieving one's goals (Bozzo L., 2012).
- **the constructionist variant of Papert**, at the basis of which there is not only the idea of a "man builder of knowledge", but also the assumption that the construction of knowledge is much more significant in a context where the learner is engaged in the creation of something concrete and shareable. According to this model, in essence “learning is particularly effective when it is embedded in an activity the learner experiences as constructing a meaningful product” (Papert S., 1986); a product that, in the Movie Education methodology, is embodied in the active involvement of learners in the activity of screenwriting, in enacting and creating short films focused on behaviours and situations typical of the working contexts in which the vocational profiles obtained at the end of the training courses they haven part in, operate.
- **Kolb’s experiential learning** that allows learners to “observe attitudes, develop skills, acquire and modify attitudes", putting him/her in a position to "make a critical reflection on assumptions, ideas, perspectives, values, attitudes, behaviours, knowledge and skills”, emphasising the value of direct experience for effective learning (De Girolamo M. V., 2020).

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Movie Education in VET

Technologies adopted

The methodology can be implemented even if professional equipment is not available. In fact, the latest generation of telephones allows 4K or 6K filming.

It can also be very useful to have a tripod to obtain a stable camera that can be moved, rotated and raised or lowered in many different angles, and good lighting. One of the main differences between amateur and professional films is the quality of the lighting. Three to four spotlights bought at home improvement shops can be enough to create a strong, even light for your film. At the followng link, you can find some suggestions:

https://commons.wikimedia.org/wiki/File:White_Tower_of_Thessaloniki_(2007-06-15).jpg#mw-jump-to-license

Here follows a list of useful tools for the realisation of an audiovisual product from the script-writing phase to the editing of scenes. When download music or images/video from internate, please be aware of copyright infringements. Please remember if you are using a creative commons license (https://creativecommons.org/) and include a reference in the credits.

- **STORYBOARD DEVELOPMENT**
  - https://www.storyboardthat.com/it/storyboard-creatore
  - https://www.canva.com/it_it/creare/storyboard/
  - https://theplot.io
- **VIDEO PRODUCTION**
  - Creative Commons on YouTube
  - Studio YouTube (studio.youtube.com)
  - Epidemicsound (epidemicsound.com)
  - Freesound (freesound.org)
- **IMAGES**
  - Unsplash (unsplash.com)
  - piXa bay (pixabay.com/)
  - Wikimedia (commons.wikimedia.org/)
  - Freepik (freepik.com/)
  - Pexels (pexels.com/)
- **EDITING**
  - Apple Clips
  - Android -You cut videoeditor
  - Blender (www.blender.org)
  - Video suite (movavi.com/)
  - Headliner (https://www.headliner.app/)
- **VOICE OVER**
  - Audacity: audacityteam.org/
- **SUBTITLES**
  - Subtitle Edit (subtitle-edit.it.uptodown.com/windows)

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Movie Education in VET

Conclusions

Thanks to the large variety of stories to be created, acted or simply watched, the Movie Education approach can fit with the majority of disciplines and a large variety of topics.

Students engaged in a Movie Education experience will gain key hard skills: a deeper understanding and knowledge of contents, learning retention, production and transmission of knowledge.

Students will also gain soft skills: development of individual creativity, team working, problem solving, time management, and emotional-relationship capabilities.

References

Short movie laboratories:

- stage the theoretical notions learnt, whatever their subject area (economic, financial, marketing and communication, enhancement of the territory, digital and soft skills, etc.), through their direct participation in the writing of a screenplay for the production of a video, in order to then make the acquisition of know-how easier for other beneficiaries
- acquire and experiment both video editing and acting techniques, putting into practice the behaviours related to the topics dealt with, through the interpretation of specific roles of professional profiles

See some examples of the adoption of the movie education methodology here: https://conform.it/short-movie-laboratory/

Learn more about movie education here: https://conform.it/movie-education/

Some tools that could be useful:

- **STORYTELLING** bit.ly/DH-Storytelling

  Video training pill developed as part of the Erasmus + Digital Humanist project, code, 2018-1-IT02-KA203-048291, which touches on the theme of Digital Storytelling.

- **STORYBOARD CREATION** https://www.storyboardthat.com/it/storyboard-creatore

  Storyboard that is a simple drag-and-drop authoring platform that offers a free version and a premium subscription version with lots of functions. Storyboard Creator allows people of all skill levels to create stunning images to teach, learn and communicate.

Back to index

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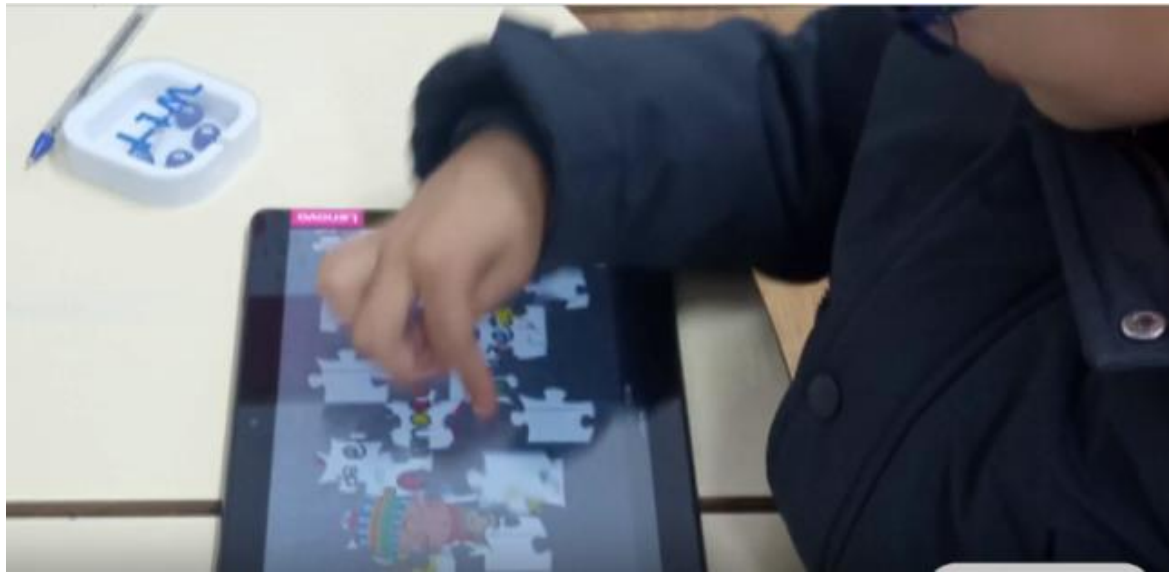
Reference Number:
2021-1-IT02-KA220-SCH-000032518

Didactic World for Childhood Pedagogy



Back to index

Didactic World for Childhood Pedagogy

Case Presentation

This case study provides valuable insights on how to work with primary school students on their emotions in the classroom. You will find a case study and good practices that will help you develop essential learning skills such as critical and creative thinking, interpersonal relationships, and personal development.

Through these digital tools, students' emotional skills are worked on, while they acquire essential skills from these various disciplines, during a 90 minutes lesson:

- Portuguese
  - Gather experiences and knowledge during the process of building the meanings of a text;
  - Point out the main ideas of a text;
  - Identify the main topic of a text;
  - Literary literacy: listening to literary texts and express reactions to the reading in a creative way.
- Maths
  - Analyse and interpret statistics presented in different ways.
- Citizenship
  - Using digital technology to solve problems that involve the emotional health of the child.
- ICT
  - Express themselves as digital citizens aware of proper behaviour suitable with the use of digital technologies;
  - Cooperate with classmates using digital tools in order to create a global digital product (a text, a video, a presentation, among others);
  - Identify and solve simple problems with the help of digital tools.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Didactic World for Childhood Pedagogy

Objectives

- Working the emotions in the classroom with primary school students 4th grade - 9 year olds.
- Working on the well-being and the adaptation to a new learning space.
- Developing collaborative working skills, using digital technologies.
- Developing digital skills.

Basic Pedagogical Assumptions

One way to use digital tools to solve children's emotional problems is through citizenship education. This involves using digital means to address emotional issues that children may be facing. The implementation of the activity requires prior preparation.

It is intended that students already have certain skills, since they are already in the last year of primary school, but one of the concrete objectives is for them to be able to improve them:

- Language and texts
- Information and communication
- Critical thinking and creative thinking
- Interpersonal relationships
- Personal development and autonomy
- Well being, health and the environment
- Scientific, technical and technological knowledge

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Didactic World for Childhood Pedagogy

Content Description

The advantages of starting a task with an icebreaker activity are widely recognized. The warm-up activity is solving a puzzle that reveals the book cover "O novelo das emoções" - a literary literacy book. Additionally, Edpuzzle and Google Forms are used to engage students in literary literacy and assess their engagement and enjoyment of the tasks.

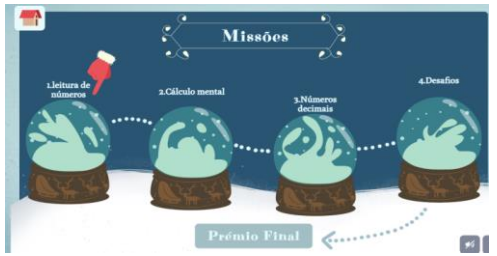
There is an activity that includes the use of Edpuzzle and Google Forms to engage students in literary literacy and assess their engagement and enjoyment of the tasks.

Technologies Adopted

These resources and spaces can be used to engage students in literary literacy activities and assess their engagement and enjoyment of the tasks.

A list of resources and spaces are used to implement the strategies includes:

- Class Gmail,
- Jigsawplanet (an online puzzle platform),
- Edpuzzle (a gamification/quizz tool),
- Excel (for quiz results),
- Google Forms (for pupils' self-assessment),
- Digital kits (computers, headphones, internet, school tablets and an interactive board.



Back to index

Didactic World for Childhood Pedagogy

Steps to Follow for Implementation

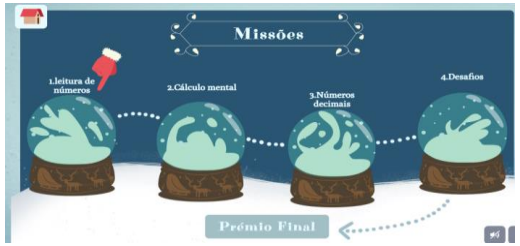
1. **Warm up activity** - Students Solve the puzzle (jigsawplanet) that reveals the book cover «O novelo das emoções» - a literary literacy book.
2. **Task on Edpuzzle** (gamification /quizz)- While watching the Portuguese video and audio book, students answer the questions that appear and get an instant feedback.
3. **Google forms** are used to assess their engagement and enjoyment of the tasks.
4. **The results of the quizz** are presented on an excel sheet as well as the graphic bar with the self-assessment data from the google forms. These are analysed orally by the pupils.

Warm up Activity

Activity assessment using Google forms

Escape Room

Google Forms (pupils' self-assessment)



Padlet

Back to index

Didactic World for Childhood Pedagogy

Steps to Follow for Implementation

The assessment in this learning scenario is formative.

With the digital, the whole process became easier to the teacher, because most of the tools are gathered in the computer, therefore avoiding the use of multiple resources as books, quizzes on paper, manual data insertion, among others.

From the students point of view, the use of the digital facilitates the motivation and commitment due to the familiarization with the technologies, namely the computer/tablet. Furthermore, it allows the performance of tasks and the production of complex materials that otherwise would be too expensive for the school and that would also spend too much time doing.

References

- https://app.bookcreator.com/read/library/-NDU9f6_yDCqrsIJe5zv/JJMZ6m6HSwYllMDvhsHuhdw50wp1/tMqk_bHTRPG-ii2nTnHN0g/eHOxHm3ISL6vKr-XKUIPyg
- https://docs.google.com/forms/d/e/1FAIpQLScn_YoPntsrIg6v2Q3kM3DVe4YkOksCEZ-lXNh_VrJ2fOniUQ/viewform
- https://www.powtoon.com/online-presentation/f2V6WWShLOd/?utm_medium=social-share&utm_campaign=studio+share&utm_source=copy+link&utm_content=f2V6WWShLOd&utm_po=43915002&mode=movie
- https://b.socrative.com/student/#name
- https://view.genial.ly/637527f9fa4bde0018bda34c/interactive-content-natal-escape-room
- https://padlet.com/silviamorais1978/as-plantas-qb8j1yq22y4l7bd2

Back to index

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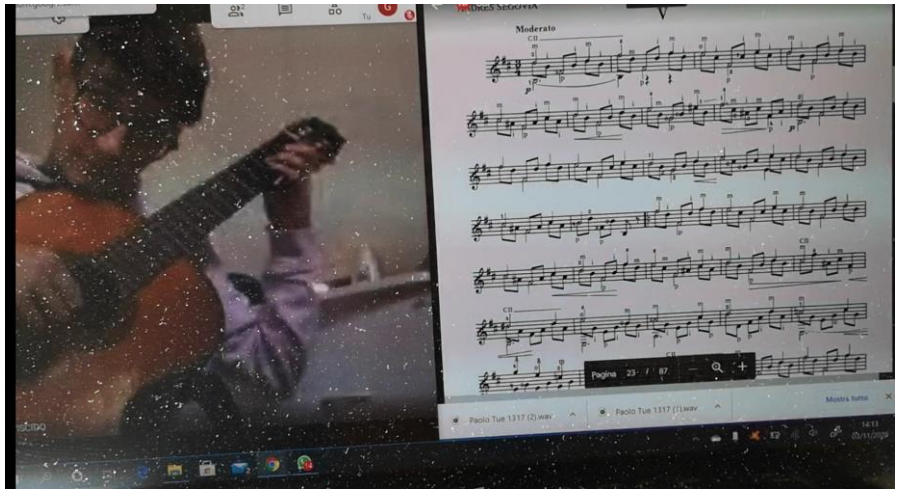
Reference Number:
2021-1-IT02-KA220-SCH-000032518

How to Teach a Musical Instrument Online

Liceo Statale ALFANO I Salerno



Back to index

How to Teach a Musical Instrument Online

Case Presentation

The pandemic and quarantine have brought about a sudden change in our habits, such as the world of education, including music education.

Our Students of music have been confronted with online education (e-learning or distance learning) realizing how difficult it is to maintain acceptable and, above all, stable transmission quality, whether it is a simple vocal communication or a more complex multi-directional streaming of musical parts performed in real time by multiple instruments.Considering the experience developed during the pandemic, let's examine together how to do an online instrument lesson in the best way.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

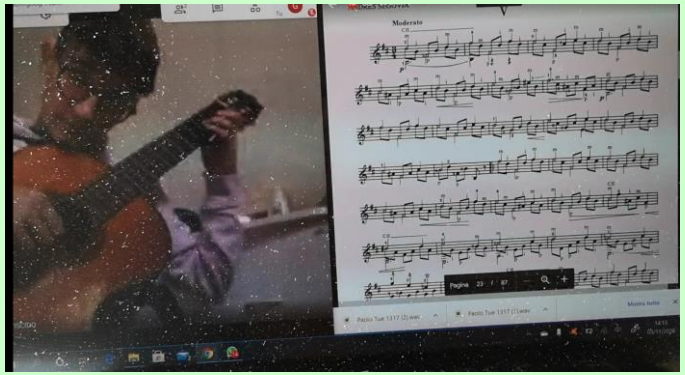
How to Teach a Musical Instrument Online

Basic Pedagogical Assumptions

It would be great to have a fixed location so that all the accessories remain installed avoiding assembling and disassembling every time with a consequent waste of time.

It is important to be as visible as possible to the teacher, obviously taking into account the instrument we are playing. To get a multi-angle shot you need to have the ability to move an external webcam, possibly placed on a pedestal, and not use the fixed one on the computer, so that you can help the teacher get a good view of the details, a dual webcam would be ideal, HD or higher definition is recommended.

A very useful function is "split screen" so that in one half of the screen you can see the student and in the other the score.



Content Description

After the first few lessons spent much of the time in teacher-student dialogue of the type: “Can you hear me? can you see me? can the guitar be heard well? repeat I didn't hear”...., we realized that in order to have adequate audio video quality we needed to have the appropriate tools.

Most of the platforms used like Skype, Zoom, Meet, were born for the use of voice video conferencing and not suitable for the transmission of the sound produced by musical instruments, nor are they suitable for simultaneous teacher-learner use.
It is imperative that voices or sounds do not overlap each other so it is indispensable to find rules from the very beginning to avoid this and to find a place where we can concentrate to avoid that outside noises can disturb the lesson, like avoiding sitting on a squeaky chair, etc.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

How to Teach a Musical Instrument Online

Technologies Adopted

Essential are online resources and platforms, a good connection, a few ground rules, and,naturally, musical tools.

As the type of connection, Fiber is preferable, but a good ADSL might also work well.

The Microphone plays an important role in the quality of sound in a musical instrument lesson, those built into smartphones and computers having been designed for speech use have turn out to be unsuitable. The fact that they compress the sound, they zero out any possibility of dynamic nuance and timbre. One solution is to use a condenser microphone, preferably one with a wide diaphragm, that can capture the best audio signal in terms of dynamic and frequency response offering a clearer and more intelligible listening experience, both of the voice and the instrument. If you do not have an audio interface the choice might be a microphone with USB output otherwise with the use of an audio interface we should use a microphone with an XLR cable.

Equipping our device with an audio interface allows for greater flexibility in audio input and output connections, giving us the possibility of managing multiple microphones and directing the sound to the platform we are using with a much higher quality in the synchronous lesson. In the asynchronous lesson, the ability to record through these devices a piece of excellent quality, allows the teacher to later listen to a piece as faithful as possible to the live performance, facilitating the analysis of the piece for the necessary advice to be given to the student on the continuation of the study.

https://www.youtube.com/watch?v=QiDuvtRa3nI

Back to index

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How to Teach a Musical Instrument Online

Technologies Adopted

Audio speakers make all the difference for quality listening. Headphones are recommended in the online instrument lesson, with proper precautions not to damage the hearing, in fact headphones isolate us from outside noise and make us hear the lesson and recording very clearly.

Through the headphones when recording we can listen to a metronome or a base, without the latter being able to be recorded by the microphone in the room, this is very useful if we have to record a part of an ensemble music piece where it is necessary for everyone to play in the same tempo and then assemble the whole thing through dedicated software. This practice was used a lot during the pandemic.

For sharing materials the use of Classroom or similar apps are very useful.

Assigned pieces can be shared on a Drive folder, the same student after recording the piece can attach it in the assigned lesson on classroom, with the possibility on the part of the teacher to put a grade and/or enter judgments and comments on the piece.

https://www.youtube.com/watch?v=JaDg8frQBog

Back to index

Reference Number: 2021-1-IT02-KA220-SCH-000032518

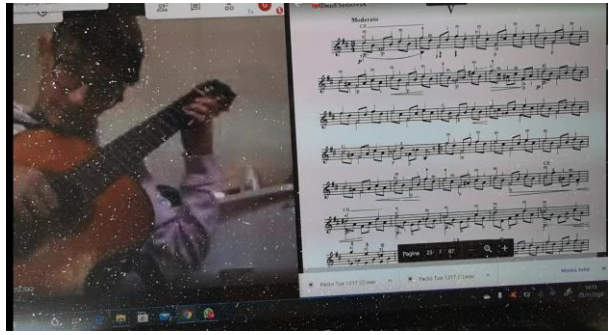
How to Teach a Musical Instrument Online

Conclusions

During the period of the pandemic, the stage was replaced by platforms such as Stream Yard, which with intuitive directorial management allowed for live broadcasting on social networks such as Facebook, You Tube performances by students performed from their homes with guest speakers located in various parts of the world, such as We are on the Wave On the Web of the Polo dei Licei Musicali e Coreutici della Campania:

We are on the Wave on the Web – Spot

We hope that these skills acquired over the years by teachers, pupils, parents ... will not be lost and we will always work for better results.



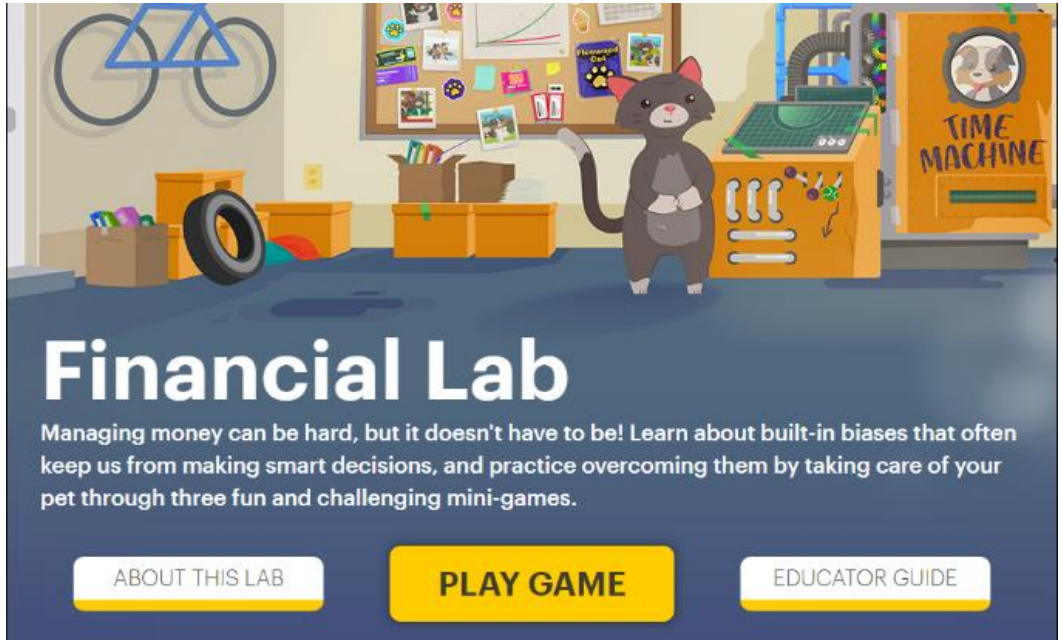
Back to index

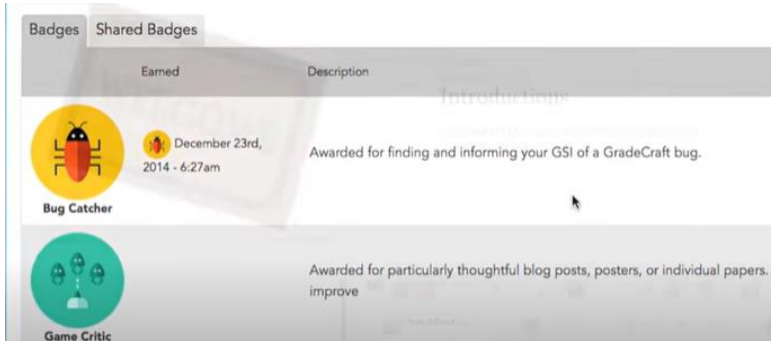
Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

GAME: Gameful Assessment in Michigan Education

MEDITERRANEAN ACADEMY
of Culture, Technology and Trade





Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

GAME: Gameful Assessment in Michigan Education

Case Presentation

The University of Michigan has implemented this learning approach in different courses, with the aim to create an environment that motivates and challenges the students, promoting their active participation.

The University provides lectures with training and guidance about how to redesign the structure of the training, making it more engaging, using elements from game design. **As this learning approach has proved so successful, MACTT has decided to incorporate it in its delivery.**

The main objective of GAME is to integrate digital game design and development in the curriculum, to engage and motivate students.

https://www.youtube.com/watch?v=kxb3wVwmYyc

With this approach, instructors design courses and trainings that resemble game structures.
This approach is based on the Self-determination Theory (Ryan & Deci) that states that the it is important for people to feel motivated in the class. In order to do so, people need to:

- be able to make meaningful choices over what they are doing (autonomy),
- be challenged by a task but feel like they can succeed (competency), and
- feel connected to those around them (belongingness).

Back to index

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GAME: Gameful Assessment in Michigan Education

Basic Pedagogical Assumptions

This approach is based on 5 main principles:

1. **Points, levels and achievements**: students achievements are recorded using the point systems and levels. They are used instead of marks and students earn points of experience points as they complete assignments, participate in discussions, or achieve a specific learning objective.
   Levels are used to indicate the level of progress of the student.
   Instructors are asked to start students at zero and build up to a goal grade, instead of starting with 100 and then lose points.

2. **Meaningful choices**: students may have different options to select assessments, projects to explore several topics of interest, or they can choose different ways to complete an assignment. This aims to empower students and increases their sense of autonomy and engagement.

3. **Feedback and reflection**: students receive feedbacks on their progress, guidance and support along their learning path. This helps the students to learn from their mistakes and to improve.

4. **Allow students to fail**: courses have to be planned to allow students to experiment, fail and try again until they get it right. This is allowed as, if the student fails on an assignment, he/she can do an additional one.

5. **Transparency**: assignments are defined at the start of the term, no grading curve is used and clear grading is used, to allow students to know exactly when they reach their goal and when they fail.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

GAME: Gameful Assessment in Michigan Education

Content Description

The University has provided free guidelines to the lecturers on how to implement the gameful pedagogy in their trainings.

The following are the step suggested:

1. **Definition of learning objectives**

   This stage is a key one, as doing it from the beginning will allow the lecturer to clearly set the goals to be achieved.

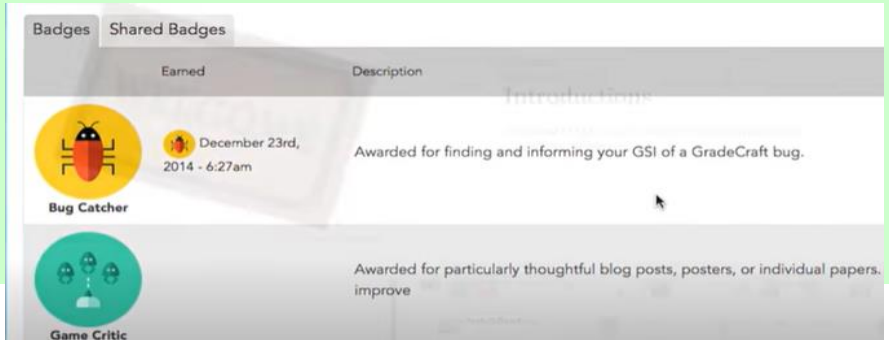
   https://www.youtube.com/watch?v=AZPDqbSmtzs

2. **Decision of the autonomy method**

   Instructors are suggested to introduce autonomy into the course. It may be introduced through submissions, assignment selection or collaboration.

3. **Set paths and badges**

   The creation of unlock scheme and the addition of badges make the learning experience more adventurous.



Back to index

Co-funded by the European Union

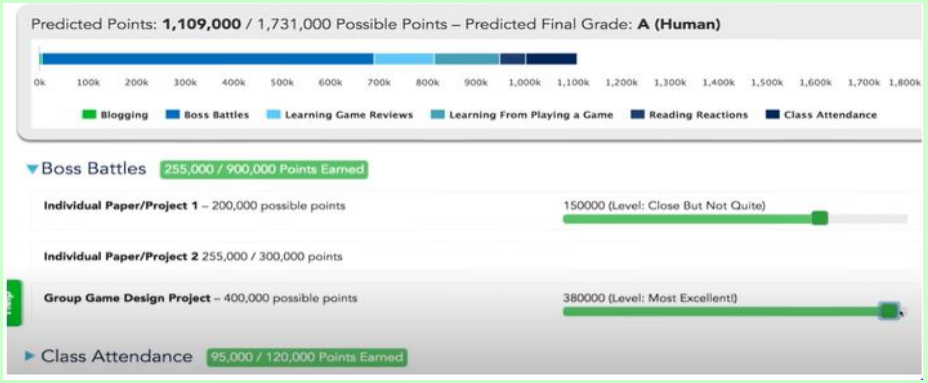
Reference Number:
2021-1-IT02-KA220-SCH-000032518

GAME: Gameful Assessment in Michigan Education

Content Description

4. Choice of the assessment approach

Instructors are guided through the use of different approaches to assess the students, such as the use of rubrics, possibility of resubmission, allowing the choices and the students' self-assessment.



5. Assignment type

Once defined the approach, it is time to chose the type of assessments. The instructors has to be sure that the assignment types titles are correct so that students have clear understanding of what to expect.

6. Creation of assignments and assessments

In this stage, the instructor has to create the individual assignments, implementing the assessment approach chosen. Instructions for each assignment has to be created to allow the students to make informed decisions about which assignments they will do.

Back to index

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GAME: Gameful Assessment in Michigan Education

Content Description

7. Set of achievement levels and grading scale

In this stage, the instructor has to set the points students need to reach for various achievement levels. The instructor can choose any scale, instead of the classical grading system.; it is important that the levels system allow the students to see themselves making progress.

Grade	Level	Points
A+	PS4/Xbox One	1,225,000
A	Nintendo Wii	1,000,000
A-	Playstation 3	925,000
B+	Nintendo DS	825,000
B	Nintendo GameCube	725,000
B-	Microsoft Xbox	625,000
C+	GameBoy Advance	550,000
C	PlayStation 2	475,000
C-	Sega Dreamcast	400,000
D+	Nintendo 64	350,000
D	Sony PlayStation	300,000
D-	Sega Saturn	250,000
F	Super NES	225,000
	Neo Geo	200,000
	Game Boy	150,000
	NES	125,000
B	Atari 520	100,000
	Mattel Intellivision	75,000
	Coleco Telstar	50,000
	Magnavox Odyssey	10,000
	Baer's Brown Box	0

Grade	Points
A	125,000
A-	110,000
B+	100,000
B	90,000
B-	80,000
C+	70,000
C	65,000
C-	60,000
D+	55,000
D	50,000
D-	45,000
F	0

Grade	Level	Points
A		93
A-		90
B+		87
B		83
B-		80
C+		77
C		73
C-	You passed the class!	70
D+		67
D		63
D-		60
	Getting closer to a letter	51
	Halfway to 100 (or so)	41
	Steady progress	31
	A third of the points are yours	21
	Keep going	11
	Good start	0

8. Points allocation

Instructors are suggested to assign the points after the creation of all the assignments, as at this stage they have the full picture of the whole course. This will allow them to better distribute the points.

When allocating the points, the instructor has to consider is the assignment is a formative or summative work, how frequently the assignment occurs and check the total sum of the points.

9. Review and launch

The revision stage is crucial to check if the assignments are linked to the learning objectives, how assignments are distributed, if students have control over their work. When the course is launched, collection of feedback from the students is strongly suggested.

10. Iteration

After the course has ended, the instructors can implement any changes, considering also the feedback collected from the students. Examples of syllaby:

- Astronomy 106: Aliens: https://www.gamefulpedagogy.com/wp-content/uploads/2018/05/ASTRO106-W2015.pdf
- Linguistics 370: Language and Discrimination: https://www.gamefulpedagogy.com/wp-content/uploads/2018/05/LING370-370-Syllabus-W16.pdf

Back to index

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GAME: Gameful Assessment in Michigan Education

Content Description

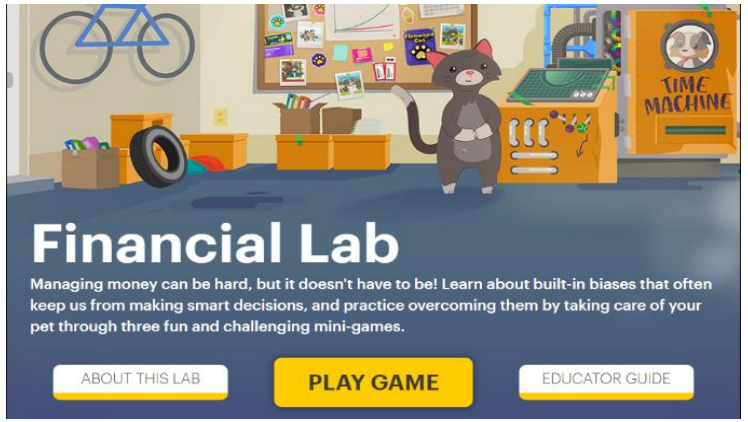
For material creation

- PDF
- Power Point
- Google drive
- Quizizz - https://quizizz.com/
- NOVA Interactive Labs - https://www.pbs.org/wgbh/nova/labs/

Extra useful material:

- https://www.gamefulpedagogy.com/getting-started-with-gameful-course-design/

Examples of activities:



Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

GAME: Gameful Assessment in Michigan Education

Conclusions

- Feedback and evaluation from students who used the gameful pedagogy described were collected.
- Over a quarter (28%) of surveyed faculty have heard of GradeCraft of gameful learning as a teaching approach
- Of that 28%, about 10% have used GradeCraft or a gameful learning approach
- Nearly 90% of those who have used GradeCraft or gameful learning had a positive (54%) or neutral (33%) opinion of their experience
- About 15% of surveyed students have heard of GradeCraft of gameful learning as a teaching approach
- Of that 15%, about 63% were in a class that used GradeCraft or a gameful learning approach
- Nearly 90% of those who were in a class that used GradeCraft or gameful learning had a positive (52%) or neutral (33%) opinion of their experience.
- Student comments about gameful learning:
  - *"It really kept me engaged in my work; being able to see where I was at any given point made the whole experience more transparent and helped me to keep an eye on my grade."*
  - *"I have never learned more in a more stress-free environment."*

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Developing Life Skills in a School Environment

warsaw montessori high school

Back to index

Developing Life Skills in a School Environment

Case Presentation

By introducing a range of diverse activities and encouraging students to participate in them, Warsaw Montessori High School enables adolescents to acquire, practice and further develop universal skills that will help them become valuable members of the society in the future.

The project was guided by the following objectives, in line with the Montessori education philosophy:

- to answer students and parents' need for education that goes beyond academic success by providing adolescents with opportunities to develop real-world skills while learning from experience;
- to cater for adolescents' specific needs in their transition to adulthood, when they seek to enter the society and take their place alongside of adults;
- to prepare students for a meaningful participation in and a contribution to the society;
- to build a community where adolescents feel valued and learn that everybody matters.

Description

Warsaw Montessori High School (WMHS) is a private educational establishment offering high level secondary education, including the International Baccalaureate (IB) Diploma Programme, based on the principles of Montessori education. In addition to focusing on academic success, the IB programme aims at developing a range of human capacities, such as being an inquirer, a thinker and a communicator, and acting in a caring way. Montessori education, in turn, puts emphasis on students' independence and initiative, hands-on learning and real-world skills that constitute a foundation for a meaningful and successful life and professional career. WMHS introduced a range of activities that provide its students with the opportunity to acquire, practice and further develop such skills and competences.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Developing Life Skills in a School Environment

Basic Pedagogical Assumptions

According to Dr. Maria Montessori, adolescence is not only a transitional life stage where the young person evolves from childhood to adulthood and which constitutes a transition to living in a society. Most importantly, it is a stage that establishes the foundational capabilities of the adult. Adolescents are involved in tremendous physical, cognitive, emotional and spiritual growth, which is guided by self-expression, trust, commitment and new ways of thinking.

Montessori education is the education of the whole person. It puts emphasis on students' independence, initiative, learning from experience and practical skills necessary in the real world. Ideally, learning takes place in a small community, where students have the opportunity to engage in purposeful work, both intellectual and manual. The Montessori classroom for adolescence represents the society, into which they are growing and to which they will contribute.

Technologies Adopted

- Messenger
- Discord
- PowerPoint
- Canva
- Google Slides
- Prezi
- Paint
- Scribus

warsaw montessori high school

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Developing Life Skills in a School Environment

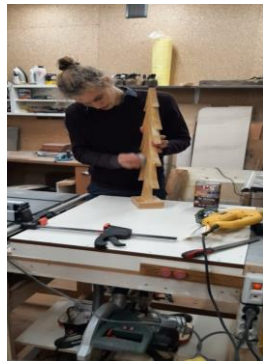
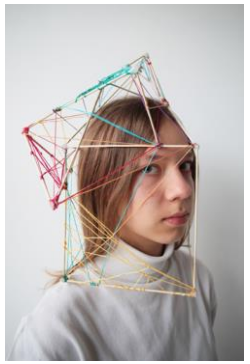
Content Description

CAS is an obligatory programme for all the WMHS students, whereby they develop their creativity, learn the importance of an active lifestyle and serve their community (**C**reativity, **A**ction, **S**ervice).

For pre-IB students (years 1 and 2) this is done within the school thanks to art, drama and creative writing classes, carpentry workshops, weekly swimming classes and other sports activities, as well as performing duties in the school kitchen and taking part in charity events.

IB students (years 3 and 4) do CAS outside the school and document their involvement individually. CAS develops in particular empathy and involvement, promotes voluntary work, fosters creativity and a well-balanced lifestyle.




Back to index

Developing Life Skills in a School Environment

Content Description

The **Student Council** consists of students representatives who dedicate their time and energy to making the school better. Their initiatives include opening a study room, creating an online tutoring system whereby students act as helpmates for each other, appointing a spokesperson for students' rights and organizing numerous charity actions.

The Student Council also contributed to establishing the school's dress code and actively supported the organization of school events and open days. Taking part in the Student Council empowers our students to take responsibility for their educational experience, promotes initiative, fosters cooperation, strengthens their communication skills and develops their problem solving skills.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Developing Life Skills in a School Environment

Content Description

Group4Project is an experimental club developing competences in STEM subjects. It also introduces the students to the idea that science is a group activity performed in teams.

The underlying principle is to apply a scientific methodology, including research and experiments, in order to study a research problem and present the findings.

This year WMHS students' chose to focus on different aspects of biodiversity. Participating in Group4Project helps acquire basic project management skills, fosters critical thinking, teamwork and communication skills

Back to index

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Developing Life Skills in a School Environment

Content Description

Interdisciplinary Forum is an annual humanities project whereby groups of students work together to answer a research question organized around a specific theme, such as this year's "Borders, boundaries and limits". The results of their work are presented during a special event dedicated to the project. The Interdisciplinary Forum promotes personal development, develops analytical and critical thinking skills, fosters teamwork and strengthens communication skills.

Journalism Club groups students who work independently to create a quarterly school newsletter. This involves writing and editing their articles, designing the layout and publishing their work. The Journalism Club develops individual talents, provides practical learning experience, develops linguistic and ICT skills, strengthens communication and problem solving skills as well as promotes teamwork.

Daily **Community Meetings** are meant to help build the sense of community. Every student has the opportunity to contribute to the meeting by sharing their experiences and/or ideas with their classmates, acknowledging another person and/or announcing information relevant to the class. Community meetings provide the students with the opportunity to express themselves, make them feel valued and teach them the importance of other people's voice.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Developing Life Skills in a School Environment

Conclusions

Students (and their parents) increasingly look for schools that provide much more than just academic knowledge.

They want school to constitute an environment where their voice is heard, where they can contribute to the community and where they can learn skills that will be useful in their future.

By applying the Montessori principles WMHS successfully meets this need.

The activities that go beyond the academic curriculum are very popular among students and provide an added value to the school.

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Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

EBA: Education Informatics Network

Back to index

EBA: Education Informatics Network

Case Presentation

Education Informatics Network (EBA), the gateway of education to the future, is an online social education platform offered free of charge to each individual by the Turkish Ministry of National Education, General Directorate of Innovation and Educational Technologies. The e-contents in EBA are produced by expert teams; It is also enriched with the content provided by the leading education companies in the field of digital publishing in Turkey and in the world. At the same time, the education platform has become a growing resource pool with the sharing of teacher and student user base. EBA can be used at primary, secondary and high school levels, as well as for the use of high school individuals and people who have not attended school without any age restrictions for vocational education.

The objectives are:

- To offer different, rich and educational content,
- To disseminate the informatics culture and to ensure that it is used in education,
- To respond to your content-related needs,
- To exchange information with the social network structure, Contributing to the lessons with its rich and ever-growing archive,
- To be able to restructure and produce information from information while learning information,
- Students with different learning styles (verbal, visual, numerical, social, individual, auditory learning)
- Bringing all teachers together on a common denominator and enabling them to direct education together,
- A social education platfom designed to use technology as a tool, not an end.
- To manage processes without time and place deficiencies in vocational education
- To ensure that all individuals can have a profession without any age restrictions.
- To accelerate the social orientation of refugees and to enable them to contribute to the economy

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

EBA: Education Informatics Network

Description

The EBA platform is a system that includes educational content as well as educational tools that can be used by both teachers and students. In EBA, there are resources in the form of video narration as well as text, sound and picture resources. Uploading files and providing a digital space, organizing competitions, classes suitable for different levels, making announcements and sharing by users are some of the features that enrich the EBA system. EBA started its broadcasting life in 2012 and became the world's largest content service by being defeated by changing needs.

As EBA can be used in primary and secondary education, it also plays an important role in vocational education. The number of individuals who could not complete their school education or who dropped out for any reason is increasing day by day. Individuals over the age of 19 experience difficulties in attending school due to the routines of daily life.

For this reason, within the scope of a project carried out for those who did not attend school in Turkey but want to have a profession, they can receive practical training at the workplace while taking theoretical, vocational and cultural courses on EBA. In addition, a similar approach is taken for foreign refugees, with content suitable for refugees' languages on Aba, and it is aimed that these people will have a profession and contribute to the economy while ensuring their social cohesion processes. For this reason, EBA has assumed one of the key roles in vocational education.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

EBA: Education Informatics Network

Basic Pedagogical Assumptions

It is a platform based on distance education on the basis of EBA. It is obvious that classical classroom behaviors and approaches do not work in online teaching. However, the use of online approaches in vocational education leads to a radical change in the education methodology.

EBA has digital contents at primary, secondary and high school levels, and includes many elements such as lecture question solution, tests, repetitions, reinforcement tools. Vocational education encompasses all of these elements and requires practical skills in many areas.

For this reason, EBA also has applied narrative content for vocational education.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

EBA: Education Informatics Network

Basic Pedagogical Assumptions

The following points are taken into consideration in the vocational training approach of EBA;

1. The role of teachers; will differ from teaching to guiding.
2. Instead of teaching everything, the teacher will teach his students to learn and make this process easier for them.
3. Putting learning at the center and bringing experiences to the fore will make a great contribution to teaching.
4. With e-learning, the concept of course hours will also differ.
5. It may not be necessary for all students to take part in the lesson simultaneously and collectively, and teaching will not be limited to the classroom.
6. Following the courses and contents according to personal differences will increase the desire to learn.
7. Students will be individually warned by the EBA platform about the issues they are missing and they will be advised to watch new content. In this way, the student will be able to make up for the lack of knowledge and skills without being aware of it.
8. Together with the EBA platform, EBA TV will broadcast simultaneously, so that accessibility will be increased, and those who have difficulty in accessing the internet will be able to access content at the same level.

Back to index

Co-funded by the European Union

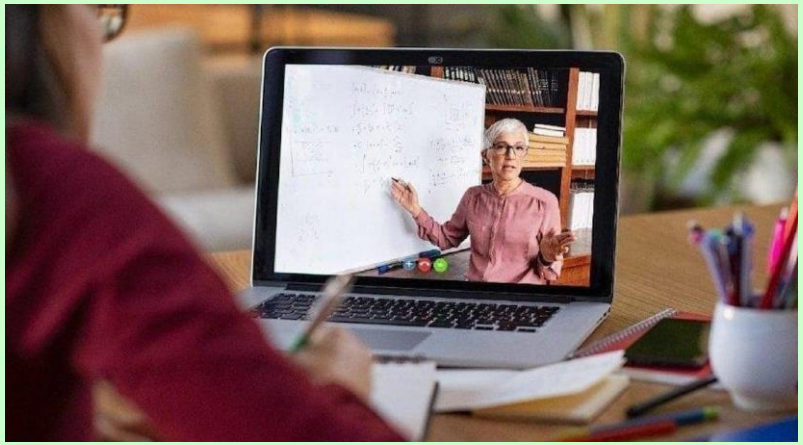
EBA: Education Informatics Network

Content Description

EBA offers digital content separately for primary, secondary and high school levels. In addition, there are also content specially prepared for vocational education. Regardless of the level and the type of education, the EBA platform offers many modules from online live lessons to digital content production.

These modules are basically;

1. EBA Course
2. Creating Digital Content
3. EBA competition
4. EBA TV
5. EBA Applications
6. EBA Radio
7. Training of Trainers



There are digital contents in many professions in EBA. We can count some of these contents as lectures containing theoretical information about vocational and technical education, videos, application examples, practice questions and question and answer sections.

Back to index

Co-funded by the European Union

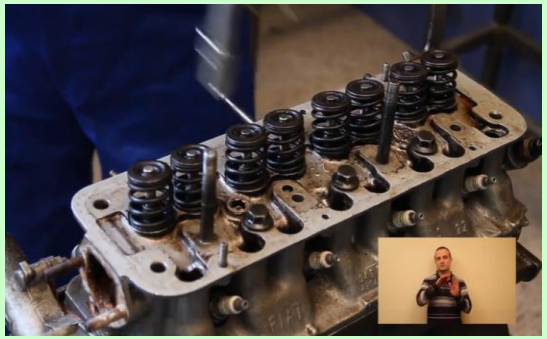
Reference Number:
2021-1-IT02-KA220-SCH-000032518

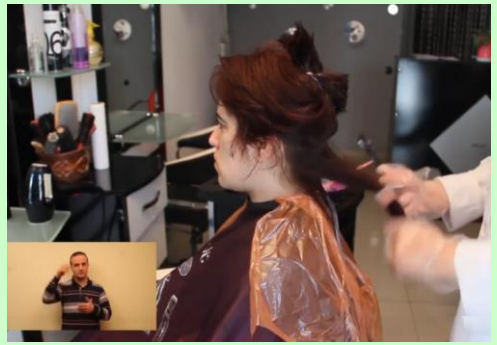
EBA: Education Informatics Network

Content Description

It is possible to list some of the Secondary Vocational Courses as follows;

1. Metal Technology
2. Construction Technology
3. Clothing Production Technology
4. Food and Beverage Services
5. Motor Vehicles Technology
6. Electrical-Electronics Technology
7. Beauty and Hair Care Services
8. Installation Technology and Air Conditioning
9. Programming in formation Technologies
10. Drawing Technologies





Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

EBA: Education Informatics Network

Technologies adopted

On the EBA platform, teachers can collaborate effectively with their colleagues and share educational exchanges with their students, participate in educational discussions, share education posts, send work to their students, follow the submitted work and upcoming events according to a personalized calendar schedule.

In addition, they can contribute to the vision of the Ministry of National Education to export e-content to the whole world with the content they produce using the content development tools in EBA. On the other hand, students can get points for their work, they can work, communicate and share with their classmates and teachers in the EBA Lesson Module, they can instantly follow the homework and exercises sent by their teachers to their calendars, they can do their work on time and work on any subject they want, they can repeat the missing issues determined by the system. they can improve themselves, prepare their homework and projects. In order to achieve these goals, both teachers and students are expected to have skills in the following subjects;

- Basic computer and internet;
- Computer, tablet, mobile device;
- Digital content creation apps (Canva, Visme, Adobe etc.)
- Mail servers (Gmail, hotmail, yahoo etc.)
- Microsoft office applications (Word, excel, powerpoint)

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

EBA: Education Informatics Network

Conclusions

Distance online education has inevitably entered our lives in the technology and information century we are in. Whether it is school education or training related to personal development, many people benefit from online education. The biggest advantage of this new training approach is that the training content can be accessed at any time, regardless of place and time. In this way, people who want to learn individually and have high self-learning skills can develop their individual abilities much faster.

It is stated that the aim of the EBA is to support the effective use of materials by using information technology tools at school, at home, in short wherever needed, to integrate technology into education and to provide reliable, accurate e-contents suitable for grade levels. Although EBA offers school education for individuals aged 6-18, it is also an important platform for individuals who have moved away from school education without any age restrictions to gain a profession and return to school, and this subject is encouraged. In this way, individuals over the age of 19 and refugees can become professionals.

In order to improve education with the EBA platform, the following points can be taken into consideration;

The digital education contents on the platform should be constantly updated with the developing technology.

- In order to keep students' motivation high, prevention plans should be developed.
- Activities should be organized in order to develop individual learning skills. Starting from the first grade, education should be planned with this approach.
- For the right to equal education, every individual should have access to the internet.
- Platform content should be translated into other languages to make it applicable in a wider geography.

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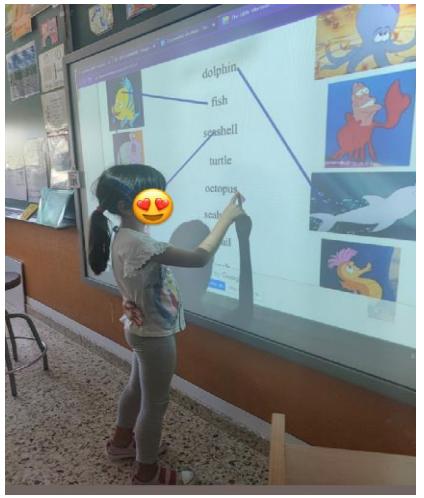
Back to index

Co-funded by the European Union

Reference Number: 2021-1-IT02-KA220-SCH-000032518

Project Based Learning



Back to index

Project Based Learning

Case Presentation

Our school gives educational coverage to students aged 3-16 years, comprising Kindergarten, Primary and Secondary School. We have a student-centred approach, using a constructivist methodology and cooperative learning by means of flexible, fun and differentiated tasks.

These are two different results from projects in two different age ranges: kindergarten (3 to 5 years old) and Primary School (6 to 12 years old).

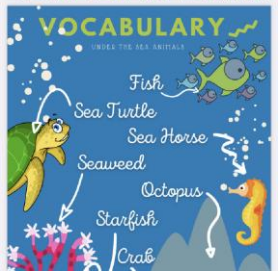
The project for kindergarten is called “The Cold”, developed from September to March. By the end of the project, a new one called The Farm starts.

The projects in Primary School are always based on a story tale, which students find fun and engaging. Some of the tales that we have used are

- Go Away, Big Green Monster
- The Gruffalo
- The Rainbow Fish
- Jack’s the Giant
- The Little Mermaid
- If You Give a Pig a Pancake
- Ladybug

The objectives are:

- Foster creativity, imagination and motivation
- Develop autonomy and self-esteem
- Foster communicative competence
- Address diversity in the classroom
- Foster critical thinking and autonomy
- Present an innovative methodology that engages students
- Develop collaborative skills



Back to index

Project Based Learning

Basic Pedagogical Assumptions

Starting point in Kindergarten is always previous knowledge. Children are asked about their knowledge on the subject-matter and teaching develops from there. Contents are collected on a digital board for ease of organization and to make learning more visual.

Families are contacted to inform them on the subject-matter and the methodological approaches. They can contribute to the project by adding their own knowledge and providing the teacher with their own materials, which are implemented in the unit.

Projects are always carried out in three different stages:

- MOTIVATION. In this case, a cow appears in the class, which will serve as a motivator for students, as well as a conversation starter
- DEVELOPMENT. Teaching-learning activities on the subject are carried out. Some examples include crafts, songs on the subject, wordwalls, painting, handicraft, etc.
- FINAL. The final stage is to create a corner with the project material to show a real-life representation of the subject, in this case, a farm.

MOTIVATION

DEVELOPMENT

FINAL

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Project Based Learning

Basic Pedagogical Assumptions

Primary School follows the same structure, with slight approach variations:

- MOTIVATION. We introduce the topic. We also check the starting level and make a first-stage detection of foreseeable difficulties.
- DEVELOPMENT. This is the proper task phase. We sing, read, interact, watch stories, etc.
- FINAL. We present the results by means of workstations or learning centres with the materials produced by the students.

MOTIVATION

DEVELOPMENT

FINAL

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Project Based Learning

Content Description

All the activities have a connection with real-life content, so that learning is significative. We have an example of “creating” a cow by means of handicraft.

First, we use a box to represent the cow’s body structure, with gloves as milking udders.

Then, we use digital games to learn about the theoretical aspects of animal anatomy, the cycle of goods production or basic concepts of global economy.

One of the most important parts of the project is that in which students explain to others the materials they have brought or have been working on, as they are useful to reinforce the contents and the feeling of usefulness.

Putting all the materials together on a digital board, makes us aware of what we knew at the beginning at the start of the project and what we have learned.

Back to index

Co-funded by the European Union

Reference Number:
2021-1-IT02-KA220-SCH-000032518

Project Based Learning

Steps to Follow for Implementation

1. Motivate students presenting them the topic with an engaging element and an easy-to-follow activity attached to it. Right after the first session, engage families, too.
2. Use activities that are rich in variety, easy to complete and directly related to the topic. The trick is not to let activities grow stale, keep your students on your toe and let them know what they are going to learn next, but not how.
3. Make sure all these activities go directed to a final product, be it a workstation, a learning centre or a show-and-tell. The final product must be something present in the classroom, to remind them of the contents they have worked on and make themselves proud.

Back to index

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Conclusions

This methodology has proven to be highly effective at these stages of learning, since it addresses all learning styles. It allows teacher to present and assess contents with a huge variety of task types, including motor activities, pencil activities, hands-on activities, interactive activities and read-alouds, to give some examples.

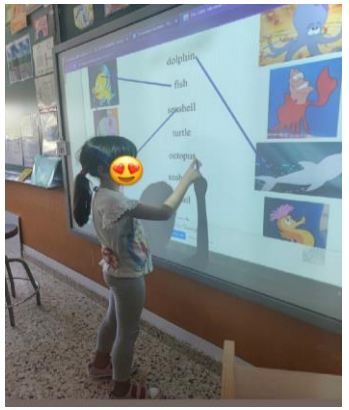
Having a wide range of IT resources at your school greatly facilitates the implementation of such type of methodology, but it can be tackled with a sporadic or intensive use of handicraft, too.

Technologies adopted

Our school uses the Google Workspace suite since the very first stages of school, so our students are both digital natives and digital scholars.

The tools we use are:

- **Gmail** for communication
- **Youtube** for research and examples
- **Padlet** to generate final products
- **Digital boards** to present contents
- **Kahoot** to present contents and assess their knowledge
- **Plickers** for quizzes



Back to index

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