QUID
TRAINING PROGRAMME:

2021-1-IT02-KA220-SCH-000032518

BECOME AN EDUCATIONAL INNOVATION ADVISOR

INDEX :

AIMS OF THE QUID TRAINING PROGRAMME: BECOME AN EDUCATIONAL INNOVATION ADVISOR

The specific aim of the Study Course is, in the first instance, for Italian, Spanish, Turkish, Portuguese, Maltese and Polish educators of the organisations and bodies in the QUID project, and successively for other educators, to develop their digital and methodological skills to favour their evolution towards the role of Educational Innovation Advisor.

They will be able to govern 4.0 didactic tools and apply integrated, inclusive, interactive digital teaching methods that are flexible, accessible and personalized. They will be informed of and aware of the model developed containing teaching methodologies, selection criteria for teachers, methods to assess and evaluate learning outcomes, didactic testing actions with the students of their courses and, after verifying the effectiveness of the model, to share it with other colleagues through train-the-trainer actions.

The aims declined respect the taxonomies of the possession and exercise of the elements of cognitive, operational and behavioural competence.

QUID
Quality, Inclusion & Digitalisation
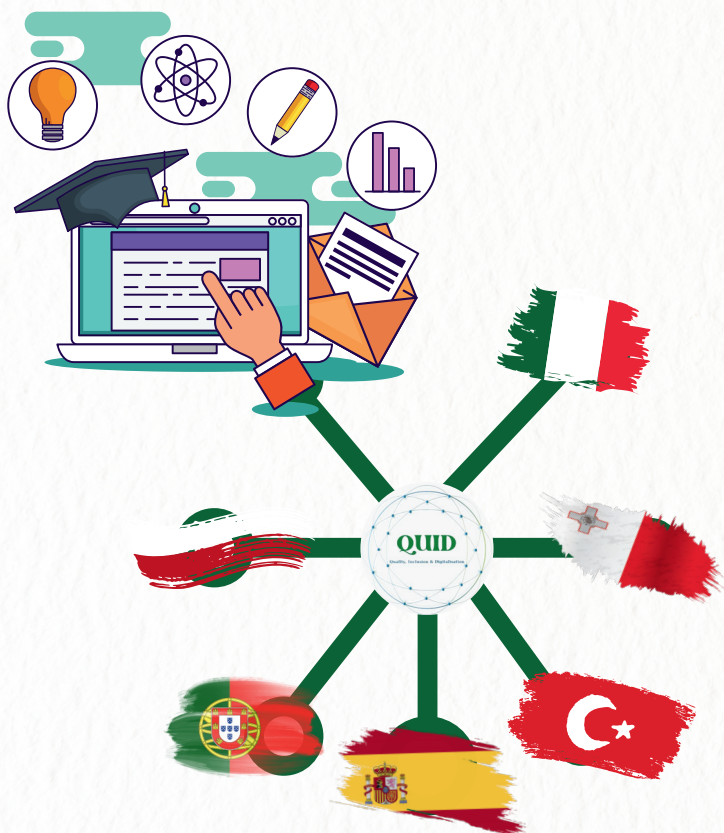
METHODOLOGY

The QUID project partners undertook a field analysis to analyse the state of the art of the training offer in their different territorial contexts and incorporate strengths and areas for improvement to equip teachers with the digital skills required in today's world.
They organised 6 focus groups with Teachers and 6 with Students in the period from April to June, 2022 involving 80 teachers and 89 students in 6 countries.

The focus groups were held and led by teachers or educators as moderators.

Students were asked to complete a questionnaire, teachers both a questionnaire and then a self-assessment questionnaire to evaluate their skills as regards their digital competences.

Some teachers think that nothing can replace physical lessons because they ensure a high level of interaction with students. Others feel that it is vital to integrate provision with a greater use of technological tools as these are necessary for students in their future lives so they need to know how to use them. They feel that it is the duty of schools to provide this education.

The Covid19 pandemic caught many educators in European countries, and not only, unprepared.
In fact, only 50% of teachers from the QUID partnership felt they had a good digital competence before lockdown, but they were forced to quickly acquire new skills and were able and willing to learn autonomously.

We hope that the learning programme developed can help educators to be more equipped in facing the daily challenges in their classrooms.
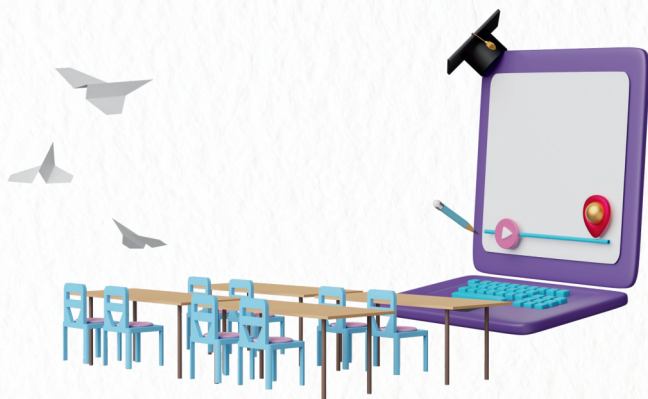
THE TRAINING PROGRAMME

The Training Programme to become an Educational Innovation Advisor is articulated as blended learning in a sequence of didactic actions, guaranteeing integration of the cognitive, operational, and monitoring path. A didactic palimpsest with a learning plan divided into 3 integrated learning strands:

● cognitive, to develop knowledge and awareness using the OER and the Toolkit to investigate aspects of a pedagogical, methodological and technological nature that configure the work processes of the Educational Innovation Advisor along the entire value chain from training, to needs analysis, to didactic planning (instructional design) and also covering the provision of learning contents through new digital 4.0 solutions up to the evaluation of the Learning Outcomes innovated, objectified and contextualized thanks to the use of game-based mechanics (PR2, 3)

● operational, with laboratory activities, with the involvement of teachers in carrying out field trials with their students to test the effectiveness of the methodological and technological solutions for digital teaching learned in order to collect functional feedback for the fine-tuning of the model and its subsequent implementation and large-scale diffusion.

● behaviour, through a Learning, Teaching, Training Activity that will allow people:

✓ to take on the role of the Educational Innovation Advisor by adopting the personal skills and technical and technological knowledge acquired

✓ to enhance a behavioural repertoire that integrates relational and communication styles, persuasion skills, motivation and situational leadership to guide colleagues to change and make them evolve towards the role of Educational Innovation Advisor through train-the-trainer sessions

The Training Programme creates a European, educational model based on the complementarity of training solutions and situations characterised by the following elements of innovation that include the ability to generate positive medium-long term effects attributable to the following factors:

-Didactic multichannel that favours a combination of stimuli (cognitive, emotional, auditory, visual)

-Student-centred approach focussed on the user learning experience that supports and motivates young people to learn

-Flexibility of times and methods of use that it favours the empowerment of the learner stimulated by in-depth analysis of second level usable with the use of interactive tools, overcoming the space-time constraints of traditional teaching

-Sequentiality of the process, according to preliminary reports (from didactic planning to the validation of results)

-Permanent inductive e-Learning to access operational knowledge, to know how and why to do something, building your own life long e-learning path available (just in time) when choices are made; provided in language appropriate to the learner; centred on real or likely situations and contexts in which learners can relate and recognize these solutions they also favour the continuity of use and the replicability of the PR beyond the life of the project.

DIDACTIC OBJECTIVES

The didactic objectives recall the target skills in terms of cognitive, enabling and behavioural elements, taken as the output of the training process that are observable, measurable and documentable.

TRAINING PROGRAMME MODULES AND LEARNING OUTCOMES

"Constructive alignment is a design for teaching in which what it is intended students should learn and how they should express their learning is clearly stated before teaching takes place. Teaching is then designed to engage students in learning activities that optimise their chances of achieving those outcomes, and assessment tasks are designed to enable clear judgments as to how well those outcomes have been attained" (Biggs, 2014, pp. 5-6).

MODULE TITLE 1.INCLUSIVE ONLINE LESSON DESIGN

In the first module, we will present the basic aspects that are important for planning, delivering and evaluating an inclusive online lesson. This is a quick and basic overview of the content which participants can learn about in more detail in the following modules. The aim of the first module is to introduce participants to the elements of an inclusive online lesson plan, which they build on in the following modules.

	Expectations	Explanation
1	Title of the module	INCLUSIVE ONLINE LESSON DESIGN
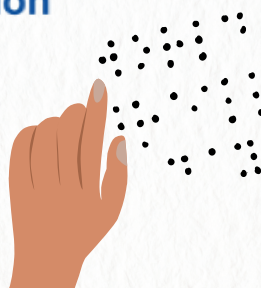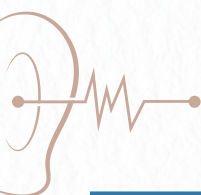
2	**Short description of the content**	Guaranteeing educational accessibility implies the deployment of institutional actions that eliminate obstacles and barriers to enable conditions that recognize the right to individuality of each student. This right is what guarantees the classroom of diversity.

This means that a space that has good accessibility conditions can receive all kinds of people without harm or complication for anyone. Ramps for the disabled, wheelchairs, the Braille alphabet and auditory signals are some of these technical aids in the face-to-face classroom. Subtitles, transcripts, audio descriptions, etc. are some of these technical aids in the virtual classroom.

Inclusive accessibility: the possibility that a person has, with or without mobility problems or sensory perception, to understand a space, integrate into it and interact with its contents

The 21st century implies being competent at a digital level, we learned this in the pandemic, digital media can be allies if we know how to take advantage of them...

Teaching online is much more than just changing the transmission channel, more things have to be changed

Complementary information:

CLICK HERE |

| 3 | **Expected learning outcomes** | The main goal in this module is to lay the groundwork for the rest of modules, so we are going to offer a broad view of what inclusive education is and what lesson design consists of. Finally, we will concretize all we have learnt to the context of online teaching, which will be the main topic on module 2.

1.To change the way we (teachers) consider diversity and to start viewing it as a way of enriching our lessons.
2.To question the teachers' role as change agents for the sake of real equality.
3.To value inclusion not only as necessary but also as a students' right
4.To know the most common types of learning differences or needs, their characteristics and strategies to handle them.
5.To apprehend key concepts about lesson design.
6.To introduce the basics of several methodologies and strategies and to weigh their pros and cons in terms of inclusive education.
7.To apply all the previous ideas to online teaching

Complementary information: **CLICK** **CLICK** |
| 4 | **Topics** | The topics and subtopics to be discussed in this module are:
Diversity and inclusion:
●Cognitive accessibility
●Accessible educational spaces
●Content accessibility
●Emotional accessibility
●Inclusive schools
Lesson design:
●Methodologies and strategies for inclusive schools
●Differences in lesson planning for face-to-face and online lessons

Complementary information: **CLICK** **CLICK** **CLICK** **CLICK** **CLICK** **CLICK** |

5	**Teaching & Learning Methods, Strategies**	Among the most suitable online techniques for inclusive education, we can mention... ● Videos as training pills, including transcripts, translations, accessibility tools... ● Informative PDFs ● Reflection questions (participation in groups) ● Gamification ● Self-assessment questionnaires, own or by peers (peer to peer) ● Challenge Based Learning (CBL) Complementary information: **CLICK HERE** **CLICK HERE** **CLICK HERE** **CLICK HERE** **CLICK HERE**
6	**Learning materials & aids**	There is a wide variety of online educational methods adapted to diversity and inclusion. Among them we could consider ● MOOCs (Massive and Open Online Courses), ● the NOOCs (Nano MOOCs), ● SPOCs (Small and Private Online Courses), ● LMS platforms (Moodle, Chamilo, etc.) In the next module, Digital Skills, each one of them is detailed and analysed separately. For this course, lessons will be placed in a LMS platform. Complementary information: **CLICK HERE** **CLICK HERE**

| 7 | Articulation of the unit | Bearing in mind the learning outcomes previously defined, the unit is articulated on the main ideas: inclusive education, lesson design and the implementation of both in digital teaching environments. Thus, the sections of this module are:

1- Unit 1: Lesson design. Previous definitions
2- Unit 2: Lesson design. Methodologies (cooperative learning, Bloom taxonomy, etc.)
3- Unit 3: Inclusion. Key concepts
4- Unit 4: Learning difficulties. Characteristics, strategies, etc.
5- Unit 5: Inclusion strategies. Multilevel, UDL, growth mindset, scaffolding, etc.
6- Unit 6: Online vs face-to-face. Learning environments

Complementary information: **CLICK HERE** **CLICK HERE** **CLICK HERE** **CLICK HERE** **CLICK HERE** |
| 8 | Self-evaluation and self-reflection | We have already explained that questionnaires, self-assessment and peer-assessment, are to be made, as well as self-reflection questions. Here we are going to specify and give examples of the types of questions to be asked, which are classified into five main sections.

Diversity and inclusion
1.Is diversity (ethnics, gender, disabilities, background…) considered as a way of enriching or as a problem?
2.Are the students enhanced to learn from those whose origins and context are different?
3.Are students with "special needs" considered as different or as part of a heterogeneous group?

Cooperation
0.Is cooperative work and peer-support valued and encouraged?
0.Do high-performance students support other students in a systematic way?
0.Are groupings varied, heterogeneous and flexible through the unit? |

| 8 | Self-evaluation and self-reflection | Lesson planning
0.Are different ICT resources used to facilitate learning?
0.Are the lessons planned bearing in mind classroom diversity and different learning paces?
0.Are the contents adapted to previous knowledge and related to real-life situations?
0.Are the learning outcomes precise and known by the students?
0.Are there a variety of activities and tasks and are students allowed to choose among different options?
0.Do the lesson structure and the provided resources contribute to students' autonomous learning?
0.Is the scaffolding strong enough?

Accessibility
0.Is it verified that all the students have understood the directions before starting the task?
0.Is the progress of all students checked?
0.Are the resources accessible for people with disabilities (blind people, deaf people, etc.) or other difficulties (language)?
0.Are the attempts to eliminate the barriers to learning for certain students as opportunities for all the students?
0.Are these barriers to learning used as triggers for changed based or project-based learning activities?

Expectations and participation'
0.Are different achievement levels expected for students with different starting points?
0.Are expectations high on all the students and are they also encouraged to have high self-expectations?
0.Is effort valued over academic performance?
0.Do you believe that students' motivation can be raised by allowing them to participate and by including their interests in the units?

Complementary information: CLICK HERE |

9	**Module evaluation**	KPIs (key performance indicators) are tools that help analyse performance and your goal completion rate. When analysing educational projects, you can apply quantitative and qualitative metrics. ✓ Qualitative metrics ●Net Promoter Score (NPS). All you need to do is ask the course graduates one simple question: "On a scale from 1 to 10, how likely are you to recommend our course to your friends or a colleague?" ●Customer Satisfaction Index (CSI). It is the assessment of any user interaction with your product or service. The scale can vary from "very unsatisfied" to "very satisfied", or it can be in the yes/no answer format. ✓ Quantitative metrics ●Completion Rate. The percentage of students who have successfully completed the course. To measure this indicator, we take the number of those who finished the course and divide it by the number of those who started the course. As a result, we get the percentage of people who have fully completed the course. ●Number of enrolments. It is important as students enrol in a course, you could offer them additional courses. Number of new users. New users come from lead conversion. This conversion correlates with the traffic on your website and other channels, and it is related to the promotion and dissemination of the course.
10	**References /Additional reading**	Authors: Coral Elizondo (website) Alba Sabuco (books) Kagan (cooperative) Sara Osuna-Acedo (papers) Other resources: Reviewed Bloom Taxonomy Methodology guides Learning differences guides

MODULE TITLE 2. DIGITAL SKILLS SKILLSETS

In designing this Training Module, the various levels of digital proficiency of the trainees were considered, as well as the thematic areas that form the basis of each person's training. Thus, the suggested activities and educational resources contribute not only to the integration of digital technologies in pedagogical practices, but also to the development of the various dimensions of individuals, so that everyone feels able to use the technologies and digital infrastructures with confidence and security.

	Expectations	Explanation
1	Title of the module	**DIGITAL SKILLS SKILLSETS**
2	Short description of the content	To be digitally competent is to achieve these five topics: Information (data literacy), Processing, Communication (collaboration), Content Creation, Security (cybersecurity) and Problem Solving. Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society, having in mind intellectual property related questions and critical thinking.
3	Expected learning outcomes	The materials available in this Training Module are intended to support the trainee to create situations that allow them to:1 - Develop skills to use tools to produce, present and understand complex information and the ability to access, search and use internet-based services.2 - Integrate the digital in a pedagogically relevant way during the attendance of the modules.3 -Stimulate reflection on digital teacher training, through the development of active pedagogical practices that promote learning and the development of students' digital skills. Structuring and managing content, collaboration and interaction in a digital environment.

4	**Topics**	- information and data literacy; - communication and collaboration; - creation of digital content; - safety; - problem solving.
5	**Teaching & Learning Methods, Strategies**	1. Videos as training pills, including transcripts, translations, accessibility tools... 2. Informative PDFs 3. Gamification 4. Self-assessment questionnaires
6	**Learning materials & aids**	1. Digital media (videos/audios/youtube) 2. Print materials (pdf, doc, report, ppt, xcel...) 3. Educational game
7	**Articulation of the unit**	Topic 1: Knowledge of the most used digital skills-both hard and soft (10 minutes of microlearning) Topic 2: Selection of the skills to be included in the set (10 minutes to review the teaching material: videos and presentations - 4 minutes to solve quiz) Topic 3: Teaching methodologies of the selected skills (10 minutes to review the teaching material: videos and presentations - 4 minutes to solve quiz) Topic 4: Flexibility and Safety in online materials (10 min.to review the teaching materials: videos and presentation- 4 min. to solve quiz)
8	**Self-evaluation and self-reflection**	Multiple choice quiz, fill in the blanks, games...
9	**Module evaluation**	Online badge, with the percentage needed to move on to the next module, until reaching the last one.

| 10 | References/ Additional reading | Learn+ – MILAGE (case study App Milage Aprender +)

Key competences for lifelong learning - Publications Office of the EU

JRC Publications Repository - DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes

Toolkit

Digital Skills

What does Self-Assessment and Self-Reflection bring to the Learning Journey

ONLINE SELF-ASSESSMENT TOOL – Digital skills Accelerator

Digital Skills Assessment Tool

Commission launches new digital skills test for users to understand their level of digital skills - Employment, Social Affairs & Inclusion

https://designteachengage.wisc.edu/instructional-materials/

Teaching online safety in schools - GOV.UK

World Teachers' Day: 5 benefits of networking in education

5 Ways to Establish Effective Communication in the Classroom - Mentimeter

UNESCO ICT Competency Framework for Teachers

Strategies for Teaching Online

Flexible strategies for ensuring quality learning outcomes in education in emergencies: NEQMAP 2021 thematic review

Teaching in Flexible Learning Spaces

Focus on: Can online education ever be safe? | Eurydice

Strategies for Teaching Data Literacy - I School Online

Information Literacy | UNESCO

MALWARE | English meaning - Cambridge Dictionary

PHISHING | English meaning - Cambridge Dictionary

inappropriate content collocation | meanings and examples of use

Antivirus definition and meaning | Collins English Dictionary

Password definition and meaning | Collins English Dictionary

Supporting every teacher: teaching adults – coping with unstable internet connection

Introduction to the use of browsers | Student's digital skills

Flipping Your Classroom |Center for Teaching & Learning

What Is Cooperative Learning? 5 Strategies for your Classroom

Project-Based Learning (PBL) | Edutopia

GAMIFICATION | English meaning - Cambridge Dictionary

How to make storytelling effective – for all learners

How Elementary Teachers Can Make the Most of Feedback in Distance Learning | Edutopia

Self-Assessment | Center for Teaching Innovation |

MODULE TITLE 3. ENGAGEMENT

The third module is on engagement which is crucial to develop motivation and influence student decision-making processes that impact comprehension of knowledge and skills development. Participants will be provided with the knowledge how to identify students' strengths and difficulties in order to select goals and working methods appropriate for a given group. The advantages of group work in building student engagement will also be presented. There will also be scope of information on establishing class/online rules to build a prepared environment and help students focus and build intrinsic motivation to work.

	Expectations	Explanation
1	Title of the module	Engagement
2	Short description of the content	The sense of community and belonging is extremely important for the level of student involvement in the teaching-learning process. "Self-reflection seeks insight about yourself and your behaviour, values, knowledge and growth. Self-evaluation, on the other hand, is used to study your performance in order to improve it. Both are related and necessary to your growth both at work and outside of it" - that quote shows that at the same time individuality and the group is important. That's why according to the Montessori system, every day' Community Meeting to which we can use even various systems is so important to build in ourselves engagement.
3	Expected learning outcomes	Engagement is a basic part to provide and to use the provided pieces of information, knowledge, understanding, attitudes, values, skills, competencies, or behaviours. Teachers/Educators will understand in what ways a sense of community is essential and builds and increases students' engagement. Students achieve goals, feel satisfied, think about success not because of the popular outcome, but because somebody feels appreciated, which builds self- confidence and a positive attitude. Teachers/Educators will also learn how to set up rules to build intrinsic and extrinsic motivation in students using methods such as group work, community meeting and providing knowledge on academic honesty.

4	**Topics**	- engagement. - lesson goals - individualization of didactics - inclusion policy - classroom rules - group work - academic integrity - psychological support - team building - community meeting - the role model of adolescent's group
5	**Teaching & Learning Methods, Strategies**	The following methods/strategies will be used during this module: - online recorded lessons and pills with transcripts - concept based education - support materials and resources - practical examples of tools and resources use Among the most suitable online techniques for building engagement, we can mention... a) Visualisation b) Inquiry-based instruction c) Cooperative learning d) Mobile devices (iPads and/or tablets - used to follow and then analyse daily activity of students in the classroom, e.g. photos, videos, posters, presentations, common net programmes, to prepare satisfying for everyone portfolios - show individual areas in which somebody can find her/his own place and be proud) e) Differentiation f) Attitude of management g) Finding common and interesting for everyone disciplines/ areas to develop h) Independent projects i) Discussion - brainstorm j)Support of pedagogists/ psychologists k) Developing thinking skills (the ability to look at evidence/problems and reason through what is needed to be done) l) Communication skills, (the ability to articulate one' thoughts in writing and orally) m) Self-management skills (the ability to organise oneself and stay focused on the task at hand and to hit deadlines) n) Research skills (the ability to find out relevant information that is appropriate to the task at hand) **CLICK HERE**

6	Learning materials & aids	Zoom Moodle Google Meet Social media
7	Articulation of the unit	1. Organising the group 2. Settling the rules (Explaining the role of engagement in our activity, Explaining the consequences of being the part of social network) 3. Organising the thematic Community Meetings
8	Self-evaluation and self-reflection	At the end of each lesson educators should reconsider their attitude and teaching methods. They should ask themselves some questions: If they have a holistic approach to students? If they see more than the scope of knowledge, which they want students to remember. If they teach how to prepare a proper environment for teaching and learning? They should think and apply academic integrity on a daily basis and remember that school is not only for sharing knowledge but we should bring up life-long learners who are citizens of the world.Every day the model teacher organises a Community Meeting during which each student has enough time to be the most important part of the group of adolescents and adults. Each student has her/his/their own time to share, to acknowledge, to announce.
9	Module evaluation	At the end of the module, a 5 questions multiple choice quiz will allow each trainee to self-evaluate their knowledge acquired.
10	References/ Additional reading	CLICK HERE CLICK HERE CLICK HERE CLICK HERE CLICK HERE CLICK HERE CLICK HERE

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MODULE TITLE 4.EVALUATION

The fourth module is on evaluation. In fact, the design of assessments within a course can have a significant impact on student learning and engagement. Assessments are primarily developed to demonstrate achievement of course learning outcomes and serve as a motivational factor in driving student decision-making.

	Expectations	Explanation
1	Title of the module	EVALUATION
2	Short description of the content	Creating meaningful online assessments poses distinct challenges for instructors accustomed to teaching in face-to-face contexts. It is possible to develop effective, rigorous online assessments but special attention needs to be given to alignment with learning outcomes, technological limitations and academic integrity. Just like in a traditional classroom, there is a wide range of effective assessment options that work well in the online learning environment. Being online can open up new possibilities that you might not have considered before. In this lesson, you will learn more about some of these strategies to help you choose and customise the assessment tasks for your course.
3	Expected learning outcomes	● Differentiate between different forms of assessment, including authentic, formative, summative ● Identify the components of a balanced, comprehensive assessment strategy ● Design online assessments that demonstrate whether students have achieved the learning outcomes for your course ● Choose from a variety of online assessment strategies for your course ● Create effective and efficient feedback and grading practices using rubrics and appropriate technology tools

4	**Topics**	The following assignment types are the most common:
2	**Short description of the content**	●<u>Assignment:</u> CLICK HERE Use assignments to collect student work online or in-person (on paper) and to provide them with grades and feedback in return. You can also create assignments to add columns in the grade book for participation and other completion-based grades. ●<u>Quiz:</u> CLICK HERE Use quizzes to create a variety of question types to test your students' learning in an exam format. There are also options to create formative and self-assessments by creating practice quizzes and surveys. ●<u>Discussion:</u> CLICK HERE Use discussions to evaluate students' engagement with specific course topics through their text, audio, or video-based responses to questions and prompts posed by you and/or their peers. ●<u>Peer Review</u>: CLICK HERE A peer review assignment enables students to provide feedback on another student's assignment submission. Peer reviews are a tool that allows communication between students and can help students master the concepts of a course and learn from each other. Peer reviews can be assigned to show student names or display them anonymously.
5	**Teaching & Learning Methods, Strategies**	Teaching & Learning Methods, Strategies, 8 online assessment strategies for powerful insights without the paperwork ● Peer assessment ● Independent projects ● Jigsaw projects ● Self-assessment ● Learning journals ● Portfolios ● Video presentations and podcasts ● Online discussion: CLICK HERE

7	**Articulation of the unit**	Unit Unit 1: Module Overview: Online assessment – First Reflection: Online assessment groups Unit 2: Assessment Design – Aligned assessments: Students show what they know – Varied assessments – Online assessment strategies and tools Unit 3: Feedback and Grading – The many forms of online feedback – Rubrics: Helpful for Students/efficient for you – Academic integrity online – Module Quiz: Online assessment Unit 4: Build your course activity – Build your course activity: Online Assessment Final Reflection: Online assessment groups
8	**Self-evaluation and self-reflection**	– Rubrics – Reflective journals – Blogs – Portfolios
9	**Module evaluation**	For module evaluation, trainees will be required to apply the above-mentioned online evaluation strategy. At the end of the module, each trainee will make their evaluation, write their comments and complete the module.
10	**References/Additional reading**	CLICK HERE CLICK HERE CLICK HERE

MODULE TITLE 5. TOOLKIT – RESOURCES

The final module of the QUID Training Programme regards the toolkit and useful resources for educators. It touches upon different delivery methods and also provides some practical examples of tools and resources that are commonly used in today's world.

	Expectations	Explanation
1	**Title of the module**	**TOOLKIT and RESOURCES**
2	**Short description of the content**	Participants will be provided with the basic notions regarding the application of the most common tools and useful resources to improve digital lessons. Specifically, resources and tools that teachers must be able to use in order to digitize their skills and improve communication with other teachers, students and their families. Specifically, the following main tools are analysed: -Emails -Lesson Design tools -Social Media -Assessment tools -Class blog -Gamification

| 3 | Expected learning outcomes | We expect participants to learn and consolidate the importance of the teacher's digital skills for the enrichment of their professional and teaching skills as well as the digital skills of students. |

We expect participants to learn and consolidate the importance of the teacher's digital skills for the enrichment of their professional and teaching skills as well as the digital skills of students.

In detail:

-knowing why communication is important in the learning process

-knowing how to use email to communicate with students, and their families

-knowing how to use social media to involve and attract students

-knowing how to use a class blog

-knowing how to use gamification and include it in the lessons

-knowing how to use them for assessment purposes

-be able to discuss with other colleagues about digital tools and resources

-be able to use inclusive digital tools and resources

-be able to communicate in a digital environment

-   raise awareness about the importance of the digitalization of the teaching methods

-   be able to involve the school community in the digitalization process

-   be able to enhance the student's potential for digital skills

-   be able to use responsible the digital tools

-   be able to create a class atmosphere also online

-   be able to interact with students

use of tools to facilitate group activities/projects

4	**Topics**	-utility of digital tools -emails -lesson design -social media -assessment -class blog -gamification
5	**Teaching & Learning Methods, Strategies**	The following methods/strategies will be used during this module: - online recorded lessons and pills with transcripts - support materials and resources practical examples of tools and resources use
6	**Learning materials & aids**	**Tablets and laptops** How to use CANVA: How to use Quizizz: Software to improve distance learning: CLICK HERE How to communicate digitally with students and parents: CLICK HERE How to use social media: CLICK HERE Other resources: CLICK HERE

7	**Articulation of the unit**	N° Lessons: 1 1. Introduction 2. utility of digital tools 3. emails 4. lesson design 5. social media 6. assessment 7. class blog 8. gamification 9. conclusion
8	**Self-evaluation and self-reflection**	At the end of each lesson, a short multiple-choice quiz will allow each trainee to self-evaluate his/her knowledge acquired.
9	**Module evaluation**	A multiple-choice quiz can be done to verify the basic theoretical concepts.
10	**References/ Additional reading**	How to use CANVA: How to use Quizizz: Software to improve distance learning: CLICK HERE How to communicate digitally with students and parents: CLICK HERE How to use social media: CLICK HERE Other resources: CLICK HERE

THE OPEN EDUCATIONAL RESOURCES DEVELOPED

The OERs have been developed in the form of interactive video training pills, which combine entertainment and learning and increase beneficiary involvement. Thanks to the presence of further in-depth materials sought online and/or developed by partners in different formats (PDF, links to videos or external websites, interviews with stakeholders, etc.), users can continually interact with the e-learning platform. A total of 13 units have been developed that can be accessed following free registration at www.erudire.it.

QUID - QUALITY INCLUSION AND DIGITALISATION

The project **QUID – QUALITY INCLUSION AN DIGITALISATION** focuses on the development of digital and methodological skills of a pool of teachers from 6 EU countries (IT, TR, ES, PT, PL, MT) favouring their evolution towards the role of **Didactic Innovation Advisor**, able to govern **4.0 teaching tools** and to apply Integrated **Digital Teaching** methods that are inclusive, interactive, flexible, accessible and personalized.

YOU CAN ALSO ACCESS THE OERS DİRECTLY FROM THE PROJECT WEBSİTE: HTTP://QUİD-PROJECT.COM/.

THE QUID TOOLKIT: METHODOLOGIES FOR EDUCATIONAL INNOVATION

The partners have also developed a comprehensive toolkit, that offers educators, policymakers, and stakeholders practical strategies and tools to foster quality inclusive education. It contains 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.
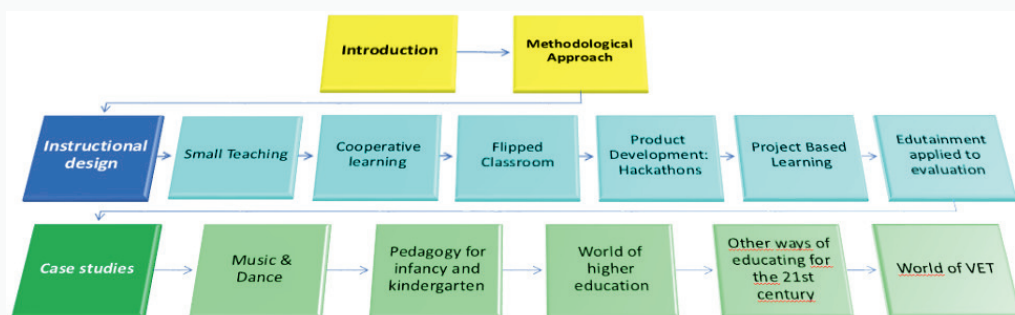
GENERAL STRUCTURE OF THE QUID TOOLKİT

It also showcases a collection of inspiring case studies. These real-world examples demonstrate the successful integration of digital tools in diverse educational settings. Whether it's the implementation of inclusive online learning platforms, the use of assistive technologies to support learners with disabilities, or the utilization of data analytics to personalize learning experiences, these case studies exemplify how digital technologies can enhance educational outcomes for all learners.

You can access the **TOOLKIT** from the project website: http://quid-project.com/.

PILOTING AND FINE-TUNING

Together with the **QUID TOOLKIT: METHODOLOGIES FOR EDUCATIONAL INNOVATION,** the modules aim to help educators working in the European countries involved, and not only, to become educational innovation advisors, true protagonists of learning and an inspiration to their learners.

This training programme has been further integrated to allow adaptation to the learners' needs after verifying the effectiveness of the model with other colleagues through train-the-trainer sessions which involved 50 educators from partner organisations (29 physically and 21 online) that were held from 22nd-26th May, 2023 in Madrid hosted by ECO, one of the project partners, at the Faculty of Education: UNED.

More information on all project deliverables and activities can be found on the project website at: **http://quid-project.com/home/**

ACCESS TO LEARNING MATERIALS

The modules of the QUID training programme developed as OPEN EDUCATIONAL RESOURCES FOR DIGITAL UPSKILLING can be found on the www.erudire.it learning platform provided by Conform S.c.a.r.l. one of the QUID project partners and are free for use by anyone interested. You just need to register.