



**Strategies for
Digitizing Adult Education**
2017-1-ES01-KA204-037991

Collection of best practices



Erasmus+

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Inercia Digital

[ESP-ID-BP1: Adult learners and ICT: An intervention study in the UK](#)

Full descriptions of the approaches are available in the form of Case Studies on the NRDC web-site at www.nrdc.org.uk. The first seven of these approaches were taken forward into the second phase for trialling and testing.

Web Quests

This course used Web Quests with entry level ESOL learners – a Web Quest was developed based around local sites giving an element of familiarity which helped to overcome the difficulties caused by the low level of language skills. A variety of strategies of arranging pairs in order to encourage collaborative learning and to improve confidence in speaking were trialled. The personal tutors and the ICT tutors worked very closely together to keep the language focus and the ICT focus matched.

e-Portfolios

This course used OPEUS e-Portfolios, a web-based technology that allows users to design websites in which they can store and display their work thus creating electronic books or portfolios. This allowed quick display of learners' work (learners can design a web page and email someone with a link to their website) and allowed email feedback. This was intended to both develop both learners' language skills (writing and communication) and ICT skills (web design, word processing, email, etc). The learners were Entry 2 literacy group of 16 ESOL learners aged 16-20 at an FE College, who attended on a full-time basis. About half of the lessons for this class were held in rooms with computers, and the learners also had access to computers outside class hours in the Learning Centre.

Tablets

Tablets were used in an FE College setting with two groups of about 25 ESOL students in one 2.5 hour weekly session. This course aimed at creating language learning opportunities through the use of mobile technologies (incorporating ICT in classes where this would otherwise not be possible) and also laid emphasis on collaborative working in groups with the learners sharing use of the Tablets. The learners were also actively involved with the local community through participation in a neighbourhood project.

m-learning

ESOL and literacy learners used camera phones and handheld computers with mobile phone functionality and built-in cameras to send text, images and sounds as multimedia messages or emails to a website to create a mobile photolog/weblog, or moblog. The intervention was presented as a project during which learners became photo-journalists and prepared a photo record of college open day.

Digital Video

This course was titled 'ESOL and Computing', its aim was to develop both ICT and language skills, and it was run in an FE College. It was an optional course for second language learners, most learners were in an ESOL E3 course and they came to this course to get an introduction to ICT skills. Video Nation - a collection of amateur short streamed videos on the BBC web site - was used as a source of examples and material to work on. The learners then used a digital video camera to create films, and they were encouraged to take turns and assume different roles in filming the college's new building.

MindMaps

In this course the tutor used mind mapping software in an adult Basic Skills Literacy classroom in order to help improve the planning of written work through organising thoughts and structuring work into separate paragraphs. These maps could be saved directly into Word in order to be used as a basis for writing. This was a class of mostly retired learners who ranged in terms of literacy levels and who had a common interest in acquiring ICT skills.

National Test

This course took place in the evenings in a Community Centre which hosted a UK Online Centre accommodating up to seven learners. The aim was to encourage residents who lived on the estate to join a basic ICT class with embedded basic literacy skills. Tutors used Skills for Life resources and the BBC Skillswise website alongside other paper based and web based material and to prepare learners for the National Test in Literacy..

CyberLab

Cyberlab was a course for a literacy and numeracy embedded into topics including science, technology, history and culture in a framework of ICT-enabled activities. The intervention included a mixture of constructional, instructional and exploratory teaching and learning approaches. This has included the use of Logo and robots when investigating algorithms, and when investigating fractals, learners used digital cameras to take pictures of real life examples.

Family numeracy

This course used website resources to allow parents to assess and practise numeracy skills. The workshop was tailored around the needs identified by the assessments. A tablet computer was used to enable parents to model how they would undertake calculations. Different strategies that parents could use with their children were discussed and practised using freely available online children's games and school's

So what is Effective Practice?

The specific components of this approach to changing classroom dynamics for the use of ICT in adult literacy and ESOL classes were shown to be effective in supporting the development of ICT skills and confidence. Tutors were most successful when they managed the following strategies: i. Have clear reasons as well as a plan for using the technology. ii. Encourage learner autonomy (through managing activities, extending activities, discussion and reducing tutor presentation time), and consequently release teacher time to observe and get to know their learners better and so carefully adapt their teaching to learners' needs. This often meant understanding how to encourage self-directed learning through boosting their confidence. iii. Use of technology to construct (often shared) artefacts. iv. Use of a wide range of technologies, and in particular mobile technologies to support greater flexibility in learning in any place at any time. v. Collaborative learning was shown to be effective in terms of gaining confidence and speaking skills, but this was not always so; further work is needed to understand and develop more effective approaches to the use of collaboration with adult learners.

WHO are the persons to be contacted to have more infos

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WHERE could we find more infos (internet sites, mails, social media, clips and so on)

Full descriptions of the approaches are available in the form of Case Studies on the NRDC web-site at www.nrdc.org.uk

WHAT is the lesson we could learn from this BP or “case of study”

The most important conclusion this research offers is what is effective practice. Specially “encouraging learner autonomy (through managing activities, extending activities, discussion and reducing tutor presentation time), and consequently release teacher time to observe and get to know their learners better and so carefully adapt their teaching to learners’ needs.”

Attachments

<https://www.researchgate.net/publication/226248589/download>

Comments from the coordinator

The methodology and content of this best practice is something we can learn from and apply, because of how it was specifically adapted to the needs of a region, and teaching approach using Web Quests with entry level ESOL learners, OPEUS e-Portfolios, Mind Maps and such.

ESP-ID-BP2: Northstar. Basic computer skills certificate

Saint Paul Public Library and Community Literacy Consortium Consortium began a community-based process to determine how to assess and quantify digital literacy knowledge among lower-skilled adults, including displaced workers who might lack such skills. They hoped to provide meaningful assessment that could lead to a certificate useful for both employers and job seekers. Through an open community process, a broad-based task force designs the Northstar Digital Literacy Standards over a period of several months. The Northstar Standards are adopted as statewide digital literacy standards by Minnesota Adult Basic Education. They are integrated into the new Minnesota Adult Diploma. The state purchases sponsorships for each ABE program in Minnesota. Northstar becomes an official partner with the EdTech Center at World Education. EdTech sponsors a national Northstar webinar, introducing the draft Information Literacy module, in February 2016. Northstar is also featured in a US DoE - Office of Educational Technology webinar on technology in ABE

Certificates: Northstar Digital Literacy Certificates can be earned by individuals who receive a score of at least 85% on a proctored assessment Northstar assessment completed at a sponsor site. Those successfully completing multiple assessment modules have the option of generating certificates for each module passed, or receiving a summary certificate listing all modules passed.

Badges: Digital Badges (or Open Badges) is a new movement in credentialing. Badges are a way to display and document skills learned both in and out of the classroom. They have been described in EdWeek as "electronic images" earned for demonstrating skills in "multiple learning spaces, including after-school programs, summer workshops, K-12 classrooms, and universities. And once earned, the badges could follow students throughout their lifetimes, being displayed on websites or blogs and included in college applications and résumés." They are often used to show independent learning and skills mastered in service and volunteering, online learning and computer skills, and job skills or work experience.

The Northstar offers different modules on Basic Computer Skills, Internet Basics, Windows, Mac OS X, Email, Word, Social Media, Excel, PowerPoint and Information Literacy

WHO are the persons to be contacted to have more infos

support@digitalliteracyassessment.org

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://www.digitalliteracyassessment.org>

WHAT is the lesson we could learn from this BP or "case of study"

Reading the site webpage we can learn from their journey step by step, and what results it produced.

Attachments

<https://www.digitalliteracyassessment.org>

<https://www.youtube.com/watch?v=OZPC5Er6md4>

Comments from the coordinator

The self-guided modules of Northstar Digital Literacy are an example to follow. Their ideas for ten main areas can be useful, and also the fact that it is assessment, not curriculum. The way their Certification works can set a precedent to watch.

ESP-ID-BP3: Captured Wisdom

Captured Wisdom is an interactive resource that informs educators about successful practices of integrating technology into adult education instruction. Innovative, replicable activities are shown, described, and discussed by front-line classroom educators and learners so that other teachers feel they have actually visited the class and chatted directly with the learners and teacher about their work together. Adult educators often do not have rich informal opportunities to learn from one another and to share questions about teaching-related issues. "Student teaching" is a luxury not found in adult education, and, with part-time schedules and off-site classes, it is rare that teachers can arrange opportunities to colleagues' classrooms and watch what's going on. This situation is of particular concern when considering the issue of technology because teachers cannot fall back on well-developed models from their own, learning experiences.

Captured Wisdom documents the ways educators and learners actually use technology in their classrooms as a tool to support instruction and learning in a variety of content areas. When used as a vehicle for professional development, Captured Wisdom is especially useful for stimulating teachers to think about the approaches of other teachers and the ways they might adapt what they see and hear for their own education contexts, learners, equipment, and curricular and instructional goals and plans. Featured teachers were selected from recommendations garnered from postings on adult literacy e-mail lists, state literacy directors, presenters at conferences, and through word of mouth. We have attempted to provide variety in the kinds of activities shown, technologies used, and instructional content. To develop the Captured Wisdom stories, we videotaped teachers and learners describing and demonstrating how they use technology in classroom projects.

WHO are the persons to be contacted to have more infos

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Gina Burkhardt NCREL Executive Director

Kristin Ciesemier NCRTEC Director

3910 Chestnut Street Philadelphia, Pennsylvania 19104-3111 (215) 898-2100 Dan Wagner Director

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://files.eric.ed.gov/fulltext/ED454408.pdf>

North Central Regional Educational Laboratory, 1120 East Diehl Rd., Suite 200, Naperville, IL 60563. For full text: <http://www.ncrel.org/cw/a/>

WHAT is the lesson we could learn from this BP or "case of study"

It is most interesting, since we have the opportunity to watch trainers in action and learn as teachers.

Attachments

<https://www.oecd.org/site/schoolingfortomorrowknowledgebase/themes/ict/41284692.pdf>

<https://eric.ed.gov/?id=ED454408>

<https://files.eric.ed.gov/fulltext/ED454408.pdf>

Comments from the coordinator

Captured Wisdom is an invaluable resource for educators. It allows adult educators to visit colleagues' classrooms virtually, to see successful practices of integrating technology into adult education. It is in fact a best practice that allows to see colleague's best practices.

ESP-ID-BP4: Central Illinois Adult Education Service Center

CIAESC is part of the Professional Development Network. They provide professional development to adult education programs funded by the Illinois Community College Board. Their mission as a service center is to be an ongoing resource, and to provide for professional development that is results-driven, systems thinking, and constructivist in approach. The outcome is increased performance for adult education students, instructors, and programs. CIAESC utilizes innovative technologies to further effective training, practices, and resources in adult education. In <http://www.excellenceinadulthood.com> they offer most detailed information for students and educators about resources and programmes. We can focus on the e-learn portal of online courses http://www.excellenceinadulthood.com/pd_portal/ilearn/ and their 60-hour pilot programme. (Also their other ICT-RELATED RESOURCES <http://www.excellenceinadulthood.com/resources/online-technology-related-resources-for-adult-educators/>)

WHO are the persons to be contacted to have more infos

Dawn Hughes Executive Director: dj-hughes2@wiu.edu

309-298-2285

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<http://www.excellenceinadulthood.com>

<http://www.cait.org/ciaesc>

<https://www.facebook.com/WIU.COEHS/>

WHAT is the lesson we could learn from this BP or “case of study”

This Best Practice offers an incredible amount of information and options. The interface of the website is intuitive and user-friendly, and the resources it offers are varied (e.g: <http://www.excellenceinadulthood.com/resources/online-technology-related-resources-for-adult-educators/>)

Attachments

<http://www.cait.org/ciaesc>

Comments from the coordinator

This best practice focuses on the technology that is used in the workplace and creates a portfolio for students. The fact that it is government-related is a point to take into account. Its e-learn portal of online resources is quite rich as well.

[ESP-ID-BP5: LINCS, community, courses, and resources for adult education](#)

LINCS is a national leadership initiative of the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to expand evidence-based practice in the field of adult education

LINCS demonstrates OCTAE's commitment to delivering high-quality, on-demand educational opportunities to practitioners of adult education, so those practitioners can help adult learners successfully transition to postsecondary education and 21st century jobs.

LINCS is comprised of:

- The LINCS Resource Collection
- LINCS Professional Development Center
- The LINCS Community, an online community of practice
- The Learning Portal

These components provide adult educators with the information, resources, professional development activities, and online network they need to enhance their practice and ensure their adult students receive high-quality learning opportunities.

In their Adult Education Online Courses we can explore 20+ self-paced, online courses available for use anytime, anywhere. One of them is Integrating Technology in the Adult Education Classroom (4 hours): This course covers the purposes for integrating technology, explores guidelines for planning to integrate technology into instruction, and organizes thinking about the wide range of technology tools available. Examples of adult education practitioners' experiences in integrating technology are incorporated throughout the course. In the culminating activity, participants create a Technology Integration Action Plan for a unit or lesson that they select for use with their adult learners.

We can also find resources by topic <https://lincs.ed.gov/professional-development/resource-collections/by-topic/Technology%20and%20Learning>

and access to different webinars, toolkits and reports.

WHO are the persons to be contacted to have more infos

In order to contact LINCS we need to fill an online form <https://community.lincs.ed.gov/contact-us>

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://lincs.ed.gov>

<https://lincs.ed.gov/learning-portal>

<https://www.youtube.com/user/LincsEd>

https://twitter.com/LINCS_ED

<https://www.linkedin.com/groups/4555711/profile>

WHAT is the lesson we could learn from this BP or “case of study”

From this best Practice we can learn how to organize our contents and create the e-learning portal

Attachments

<https://lincs.ed.gov>

Comments from the coordinator

It is worth noting that this best practice is funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE). It is again aimed at educators, a place where they can contact other professionals and seek help, and the fact that it branches out into The LINCS Resource Collection LINCS Professional Development Center, The LINCS Community and The Learning Portal makes it cover a lot of ground.

ESP-ID- CASE STUDY: Andalucía Compromiso Digital

ACD is supported by an extensive volunteer network and is present in all of Andalucía in populations of more than 20.000 inhabitants. Potential students can be informed about their offer and receive help online or physically in one of their multiple centres. ACD offers three types of training:

Personalized – Digital companionship of small groups (max 5 people) where the volunteer is physically present to solve any doubts and explain step by step, following the learning process at the rhythm that the student needs. There are several topics the student may want digital companionship with (<https://www.andaluciacompromisodigital.org/web/guest/formacion#zonaPersonalizada>) but there can also be the case that a student needs specialized help in something and can have one-on one training about everything they need (for example a migrant worker in a new country who needs to know how online job searching is in Spain) In-person training – with punctual conferences about certain topics and also 20h trainings with a set topic, of no more than 15 students Online Training – e-learning, MOOC and self-study, to choose from already-set modules, classified by difficulty (beginner, medium and advanced level) http://www.formacion.andaluciaesdigital.es/catalogo-cursos?p_p_id=accionesformativas_WAR_acciones_formativasportlet&accionesformativas_WAR_acciones_formativasportlet_mvcPath=/html/buscador_acciones/view.jsp&accionesformativas_WAR_acciones_formativasportlet_proyecto=1&accionesformativas_WAR_acciones_formativasportlet_mat_abierta=false&accionesformativas_WAR_acciones_formativasportlet_tipologia=21422

The different training modules were designed and modified throughout the years responding to the changing needs of citizenship and the growing use of ICT in daily life. Some topics include online financial transactions, safety and security on the internet, social networks, smart use of ICT, ICT for beginners, online job searching, office software, etc.

WHO are the persons to be contacted to have more infos

We can contact ACD via their website <https://www.andaluciacompromisodigital.org/contacto>

Or calling (+34) 955 06 26 36

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://www.andaluciacompromisodigital.org>

<https://www.facebook.com/andaluciacompromisodigital>

<https://twitter.com/AndaluciaComDig>

https://www.youtube.com/channel/UC_hxDGkoCQHxkGapGnHD9rQ

WHAT is the lesson we could learn from this BP or “case of study”

ACD can teach us how to make digital learning also approachable and human. Its social aspect makes it relatable and adaptable to every student’s needs. It also makes us reflect on possible users that can be migrants in a new ICT environment and aged population.

Attachments

<https://www.andaluciacompromisodigital.org>

<https://www.andaluciacompromisodigital.org/documents/10180/24176/Catálogo+Formativo/7b6601be-b1e3-4ea4-b31a-af5a1d8a33dc>

Comments from the coordinator

ACD is an outstanding example of ICT teaching. We have worked with them in the past and are very satisfied with their work ethic and the impact of their teaching. Its focus on improvement of employability through ICT teaching, its social aspect, its measurable everyday results and the fact that it is funded by the EU make it the perfect case study.

Sinergia s.c.s.

[ITA-SIN-BP1: Mirweb Puglia](#)

The official name of the platform is:

MIRWEB Puglia Monitoraggio Interventi Regionali WEB Progetto Cofinanziato dalla Comunità Europea - POR Puglia 2014-2020 FESR-FSE

The person which found the data is an administrative staff of Sinergia and uses this platform in her daily job as mandatory for the monitoring and financial reporting of Training projects granted by the Apulia region.

The training is focused on adult learning and specifically on job orientation, lifelong learning, training for disadvantage people, employee training, intergenerational learning etc.

The platform is a monitoring and financial reporting tool in which every organization that has been granted a project has to sign and login after signing the grant agreement with the local managing authority.

WHO are the persons to be contacted to have more infos

Jonida Sheremeti

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://mirweb.regione.puglia.it/>

WHAT is the lesson we could learn from this BP or “case of study”

The implementation of ICT (Information and Communication Technologies) in the area of public administration is one of the main innovations that affects the organization of administrative activities and procedures; moreover, it has significant impact on people who use public services.

Comments from the coordinator

The ICT tools are a relevant element in the implementation of a training course, with specific reference to administration and reporting.

Especially for training programs implemented with granted funds it's relevant the efficacy and effectiveness of preparation of documentation referred to that course. This tool, tested for different courses, let the administrators to implement effective management procedures, both at internal and external level.

ITA-SIN-BP2: “Progettare per scenari” Avanguardie Educative

The research was carried out in a class of 25 students, led by a lecturer coordinator, with the collaboration of 4 other class teachers, in the field of “Avanguardie Educative” (project "Designing for scenarios"), with the INDIRE’ (national agency) monitoring. Through active methodologies (brainstorming, cooperative learning and role play) the students get to know better the region of Bitonto (theoretical / practical study of Lama Balice) that led to the creation of an interactive brochure, with QR, to a video on the Lama and a link to a website on that subject. The work took place at school and online with the creation of a special Google classroom. The final product was evaluated by an expert, who suggested the appropriate changes to make it more effective.

WHO are the persons to be contacted to have more infos

Prof. Maria Maddalena Bellocchio

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

Facebook page of “ITE Vitale Giordano”

<http://avanguardieeducative.indire.it/>

WHAT is the lesson we could learn from this BP or “case of study”

It is fundamental to learn to use active methodologies and internet in a concrete learning process. Students become masters of a method that can be applied in the future to different contexts. Finally, in this type of work each of the students is able to make positive and useful contributions in order to reach the common goal.

Attachments

<http://avanguardieeducative.indire.it/>

Comments from the coordinator

This practice is interesting for several reasons:

- 1) Avanguardie educative is a movement for the innovation of school sector in Italy, with a high level of research and many professionals involved at national level
- 2) this project involved students without specific ICT skills in the development of digital contents, in a pro-active way
- 3) this project mixed face to face and at-distance activities, using different methodologies (theoretical lessons, practical activities, visits in the territory and ICT tools)

ITA-SIN-BP3: “Macchina del tempo”

Between Bari and Bitonto, on the bed of the Tiflis river that marked the furrow of the current Lama Balice, several dinosaur footprints have emerged, of about 100 million years ago. On the Cretaceous period, there was a bay in this area, almost a tropical beach and the dinosaurs lived there. With the use of the Time Machine, it is possible to experience a special "guided tour", right in this bay.

By wearing a special 3D virtual reality viewer, thanks to the interactive visualization, with real-time display and representation technologies, typical of the video game engine, you can flow yourself in a virtual reality and live a "guided tour" experience directly in prehistory.

In the Museum of Virtual History, you can also jump into the most recent history. You can discover the Peuceta potter, learn its story and interact with it in the lab. You can also stop off in a Roman taberna, get to know the eating habits of the ancient Romans and their experience. During the trip it is also possible to get in touch with other interesting topics, thanks to the detailed multimedia cards.

WHO are the persons to be contacted to have more infos

Ulixes Scs telephone +39 080.3743487

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

You can visit web site www.macchinadeltempo.eu

WHAT is the lesson we could learn from this BP or “case of study”

- karst
- prehistorical Lama Balice
- dinosaur

Comments from the coordinator

The most interesting part of this practice is related to the chance to train persons about history, culture and art, letting them to “visualize” things that cannot be seen in our days.

In this way the training is more effective and, thanks to the digital contents, is not only theoretical, but also experiential.

ITA-SIN-BP4: LecceLab – Progetto Bella Copia

LecceLab – Progetto Bella Copia is a project of the Municipality of Lecce, Legacoop Puglia and Forpuglia, public funding of Regione Puglia.

The project includes many kinds of activities with the aim of strengthening strategic competences for the employability of youth. The target group are young people among 16 and 18 years old in the city of Lecce. The project involved 400 young people from the secondary schools of Lecce.

The project focuses on innovation (technological and social) and legality. It intervenes on three main directions, functional to the strengthening of strategic competences for the employability of the younger generations:

Training on Innovative and socially responsible entrepreneurship;

Development of digital skills and creativity (<https://www.youtube.com/watch?v=9pCXPjQbm8E>)

Development of guidance skills and positioning on the (legal) labor market.

The activities foresee an integrated approach between entrepreneurs, facilitators, experts, testimonials and learners, that is important for knowledge and practices transfer's:

- Orientation and information seminars about the rules of access to the market, sources for active job search and technical knowledge of the sector of interest, information useful for the implementation of a business idea;
- Workshops on using of some innovative applications and systems useful for the realization of ideas and projects;
- Creative and innovative workshops on business creation aimed at learning the conditions of entrepreneurship through dynamic project work that make students the protagonists of practical business experiences. After this workshop will be implemented practical workshops on professional and soft skills aimed at developing the maximum inner potential;
- “Mise en situation” and simulated training company: a real simulation of designing and realization of an innovative entrepreneurial idea. The students take the role of experienced professionals in a selected field. In order to facilitate cooperation, sharing and participation processes, the legal form of innovative cooperative enterprise will be used. The aim is also to transfer the typical values of cooperation as a socially responsible business model, respectful of legal rules and norms.

Theatre play and expressive workshops allowed participants to better explore the unreal and the real experience on the topic of legality and illegality through emotions, sensations and body

The participants produced a final event show, realized at the Paisiello theatre in Lecce. During the event, they presented the final product realized (business models, 3D printers, App and more, theatre performance “Legal lifestyles” (https://www.youtube.com/watch?v=cZIY_DpD4vg)

WHO are the persons to be contacted to have more infos

Comune di Lecce: Raffaele Parlangei, dirigente settore programmazione strategica e comunitaria -
Raffaele.parlangeli@comune.lecce.it

Legacoop Puglia: Katia De Luca – deluca@legapuglia.it

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://www.leccelab.it>

<https://www.youtube.com/channel/UCKIaTbvCVwH0JuPCyh5KPiA>

<https://www.facebook.com/groups/LecceLab/>

email: legacoop@legapuglia.it

WHAT is the lesson we could learn from this BP or “case of study”

- The effectiveness of using new languages and tools for talking about employment, skills, legality, social responsibility, etc. in order to involve young people.
- The attitude and skills for digital innovation can be developed also in schools that are not technical ones, also with young people who are not studying ICT as school subject.
- Innovative tools and methods

Attachments

Download area on the website: <https://www.leccelab.it/tools/>

Video: <https://www.youtube.com/channel/UCKIaTbvCVwH0JuPCyh5KPiA>

Comments from the coordinator

This practice is interesting because it is focused on the development of digital skills for youth, with a specific focus on entrepreneurship and job integration.

The ICT tools applied to creativity are a key factor for the development of job opportunities for youth.

Digital innovation is a key element of the development of the society in general, and for this reason is crucial that the young generations will be trained to be ready for this process.

ITA-SIN-BP5: Di.Da.Pro

Di.Da.Pro (Didattica blended di base e professionalizzante). The project activated by our Department of Scienze della Formazione, Psicologia, Comunicazione, of university Of Bari “Aldo Moro” arose from the need to make university teaching more effective and responsive to current demands from the labour market.

WHO are the persons to be contacted to have more infos

Prof.ssa Beatrice Ligorio

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080 5714314

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://manageweb.ict.uniba.it/notizieuniba/2016/didattica-blended-di-base-e-professionalizzante-didapro>

WHAT is the lesson we could learn from this BP or “case of study”

The higher education system in Apulia region needs to implement an effective e-learning system, in order to address the needs of all its users.

Attachments

<https://manageweb.ict.uniba.it/notizieuniba/2016/didattica-blended-di-base-e-professionalizzante-didapro>

Everything takes place on a Department platform that is not accessible to any enrolled students. It is suggested to contact the manager.

Comments from the coordinator

This practice is very relevant, referring to the innovation process of higher education system in our region.

Until now the e-learning and distance learning are very small.

The different needs of users are not taken into account (learners, not only in the field of university education), focusing mainly on on-the-job training.

This proposal is an important challenge to solve these problems.

ITA-SIN-BP6: Didalim

DIDALIM (Lavagna interattiva, e-book, appendimento digitale). The course is addressed to teachers, trainers, all those who aspire to teaching and aims to provide methodological tools for the use of technology at school.

WHO are the persons to be contacted to have more infos

Michele Baldassarre

michele.baldassarre@uniba.it

0805714628

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://www.uniba.it/notizieuniba/2017/didalim>

WHAT is the lesson we could learn from this BP or “case of study”

The relevance of training programs on digital skills development of educators

Attachments

<https://www.uniba.it/notizieuniba/2017/didalim>

There are two links on the page with all the contents

Comments from the coordinator

The training initiatives aimed at developing ICT skills in teachers, trainers and educators is crucial for the digitalization of the education and training.

Referring both to initial studies both to the continuous learning the digitalization cannot be separated from an effective training on skills for the use of tools in teaching

ITA-SIN-Case Study: INSO Project

The general objective of the project is to promote the socio-economic development of Sudan by enhancing the achievement of skills, supporting the professional growth of the individual and its integration into the labour market.

The training course beneficiary are 150 participants selected among students from Sudanese universities, university professors and professionals from the Ministry of Higher Education and Scientific Research of Sudan

Specific objectives

Strengthen the know-how of students enrolled in university programs of "Computer Science" and "Information Technology" that already offer job opportunities, providing complementary knowledge aimed at the needs of the productive sectors and of the local administrative areas;

Supporting university professors in professional guidance and professionals from the Ministry of Higher Education and Scientific Research of Sudan in order to create stable relations between universities and local administrative and business contexts;

Promote internships in the country oriented to job placement through the support of academic and ministerial authorities.

Finally, the INSO project assumes a particularly significant value in the field of Italian research in Human and Social Sciences, as it attempts to influence the direct causes of migration and the effectiveness of migration policies.

The INSO project is conducted by IRISS-CNR (leader), in partnership with the University Service Center for Lifelong Learning (CAP) of the University of Bari, the Comboni College of Science and Technology (CCST) in Khartoum and the Ministry of Higher Education and Scientific Research of the Republic of Sudan (MOHE). Furthermore, through the granting of patronage, the Italian Embassy in Khartoum (Sudan) and the Embassy of the Republic of Sudan in Rome are involved.

Activities

Design and delivery of training courses for students enrolled in university programs of "Computer Science" and "Information Technology", oriented towards innovative topics in an expanding local market. These courses are provided directly by the IRISS at the CCST in Khartoum through a series of workshops and through an e-learning platform created by the CAP, which also contributes to distance teaching activities. The main topics dealt with are the following: Sustainable development; New technologies in the workplace; Valorisation of local identities for development; Creation of micro-businesses and marketing; Job search techniques; Social networks and relationship dynamics; Social media as a tool for the promotion of micro-enterprises.

Support to university professors and officials of the Ministry of Higher Education and Scientific Research of Sudan through special workshops at IRISS and the CAP, in order to increase relations between the University and the local productive world and the creation of a network of Departments of Professional Orientation at the same Universities.

Creation of a territorial and extraterritorial network in collaboration with the CCST and the MOHE, for the realization of internships aimed at the employment of university students.

Elaboration of the strategy of promotion and dissemination of results, strengthening of the network of international collaborations, in addition to monitoring and evaluation of the innovative practices experimented in the project.

WHO are the persons to be contacted to have more infos

Alberto Fornasari

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+393809062763

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://www.facebook.com/insoproject/>

<https://www.iriss.cnr.it/progetti/innovazione-nella-societa-percorsi-formativi-e-valorizzazione-del-capitale-umano-sudan-inso/>

<http://www.insoproject.com/>

WHAT is the lesson we could learn from this BP or “case of study”

The importance of the digital skills for the development of an economic system;

The usability of at distance programs.

Attachments

http://www.insoproject.com/wp-content/uploads/2017/04/INSO-project_brochure_EN.pdf

Comments from the coordinator

This is a complete example of good practice for digitalization of education and training because:

- it is focused on an e-learning and at distance programme (due to the fact that the trainers were in another country)
- it is focused on the development of digital skills for employability (New technologies in the workplace, Social networks and relationship dynamics; Social media as a tool for the promotion of micro-enterprises)
- it is focused on the use of ICT to promote the development of the Sudanese economy.

Akademia Humanistyczno-Ekonomiczna w Lodzi

[POL-AHE-BP1: Blended-learning / distance learning-Moderating](#)

Students learn how to apply available applications (best webinar software). They learn ICT tools they can use at work especially Moodle platform. The participants make new professional acquaintances and relations in the context of new technologies and applying them in education.

Activating methods are applied to build an atmosphere of cooperation which allows to recognise one's own resources. Team building and group work exercises are introduced while fulfilling the tasks before Project Teams emergence. This procedure is important as it helps to create a space for exchanging knowledge, experience and good practices not only by the trainer but between participants as well.

Teacher/trainer writes a scenario and prepares a bank of activating exercises. As a resources links, presentations, case studies, good practices, internet connection are being used. The teacher is adjusting exercises and topics to participants' needs who are learning a methodology while working with it.

This method is suitable for any course on postgraduate study level.

WHO are the persons to be contacted to have more infos

Elżbieta Dul-Ledwośńska – teacher/trainer/internship coordinator

edul@ahe.lodz.pl

Lidia Mirowska

lmirowska@ahe.lodz.pl

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

The method is provided by online studies at the Polish Virtual University PUW puw.pl

WHAT is the lesson we could learn from this BP or “case of study”

This is learning by doing, a hands-on method which is considered the most desired form of learning in the 21st century.

Attachments

How we learn at PUW platform-YouTube film

<https://www.youtube.com/watch?v=czG18rQSSkY>

PUWs team in Moodle course



Lidia Mironowska Koordynator ds. jakości studiów zaocznych
Paulina Łuczelczyk Koordynator ds. jakości kształcenia zaocznego
Twaja Jędrzejczak Koordynator ds. jakości kształcenia zaocznego

Droży Studenci!

Kurs Moodle jest przeznaczony dla studentów, którzy przed przystąpieniem do własnych zajęć powinni poznać narzędzia i funkcje platformy oraz sposoby ich wykorzystania w e-learningowym systemie edukacyjnym PUW-u.

KURS MOODLE NIE PODLEGA OCENIE

Pracujemy na popularnej platformie Moodle (z ang. Moduł Object-Oriented Dynamic Learning Environment) czyli **Modularnym Obiektowo Zorientowanym Środowisku Nauczania**. Szkolenie, w którym bierze Państwo udział, stanowi praktyczne uzupełnienie instrukcji.



Place for screen casts

FILMY INSTRUKTAŻOWE (SCREENCASTY)

JAK DODAC ZDJĘCIE DO PROFILU



JAK NAPISAĆ WIADOMOŚĆ NA POCCIE PLATFORMOWEJ



First step on moodle platform-instructions



Place for activities and tasks

Dyskusje na forum

Forum to miejsce kontaktu z dydaktykiem i innymi studentami w trybie asynchronicznym, niezależnie od czasu.

Dyskusje na forach mogą dotyczyć kwestii organizacyjnych i merytorycznych.

FORUM ORGANIZACYJNE 27 nieprzeczytanych wpisów

Forum organizacyjne to miejsce przeznaczone na wątek powitany, podsumowanie oraz inne kwestie organizacyjne, dotyczące pracy na kursie.

FORUM MERYTORYCZNE 6 nieprzeczytanych wpisów

Forum merytoryczne to miejsce przeznaczone na pytania dotyczące obsługi platformy Moodle.

Dyskusje na czacie

Czat to miejsce do komunikowania się w sposób synchroniczny dydaktyka ze studentami.

Terminy spotkań na czacie ustalone są podczas trwania kursu.

Czat klasowy

Zadania

Zadanie to jedno z narzędzi wykorzystywanych przez dydaktyka do sprawdzenia wiedzy studentów. Narzędzie to umożliwia przesyłanie prac zaliczeniowych. Poniżej przykładowe zadanie oraz ćwiczenia samosprawdzające.

Zadanie nr 1 — PROFIL

Zadanie nr 2 — FORUM

Zadanie nr 3 — POCZTA PLATFORMOWA

Zadanie nr 4 — KALENDARZ

Zadanie nr 5 — PRZEŚLIŁ PLIK

Oświadczenie dla studentów

Proszę wypełnić oświadczenie i przesłać jako plik do zadania nr.5

Dodatkowe aktywności

PUW znajdziecie również na Facebook

Centrum Pomocy

Comments from the coordinator

- It is not only training of technical skills but also new way of communication
- We learn good habits in e-learning
- We learn how to build good professional image in Internet
- It is support place for students
- This practice make e-learning more effective

POL-AHE-BP2: Design thinking methodology

At the beginning students have an introductory lecture to understanding the design methodologies and processes; they are focusing on five main phases of design thinking to understanding the origin of innovation and design. The second part they get to know empathy - especially important in the first stage of any Design Thinking process.

They try to define, select and ideate the problem to work on during the class which is really connect with the imperative challenge “Using new technology in teachers practice”

The problem to work on during the class is connected with digitalization in education and using ICT solution in education.

This field of study is for practicing teachers, so they have opportunity to exchange of the real experiences.

They have time to prototyping, product ideation, testing and iteration

(experimentation and final presentation).

Students of management in education learn how to apply available enhancements in their own practice. They learn methodology of design thinking they can use at professional work life.

This method is suitable for any class on postgraduate study level. Students can work on their own problems.

The overall goal of this kind of meeting is to show human-focused, prototype-driven, innovative design process.

WHO are the persons to be contacted to have more infos

Elżbieta Dul-Ledwośńska – teacher/trainer/internship coordinator

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Lidia Mirowska

lmirowska@ahelodz.pl

Wiesław Przybyła - chief of PUW

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WHERE could we find more infos (internet sites, mails, social media, clips and so on)

The method is provided by blended learning postgraduate AHE studies management in education and computer science with e-learning items for teachers

<https://www.ckp-lodz.pl/studia/129/zarzadzanie-oswiata>

the subject information technology in management

<https://www.ckp-lodz.pl/studia/112/informatyka-z-elementami-e-learningu>

the subject introduction to e-learning

people involved in this practice

<https://www.facebook.com/Polski.Uniwersytet.Wirtualny/photos/a.475694861129.252365.231056901129/10155892269936130/?type=3&theater>

<https://www.facebook.com/Polski.Uniwersytet.Wirtualny/photos/a.475694861129.252365.231056901129/10155781612716130/?type=3&theater>

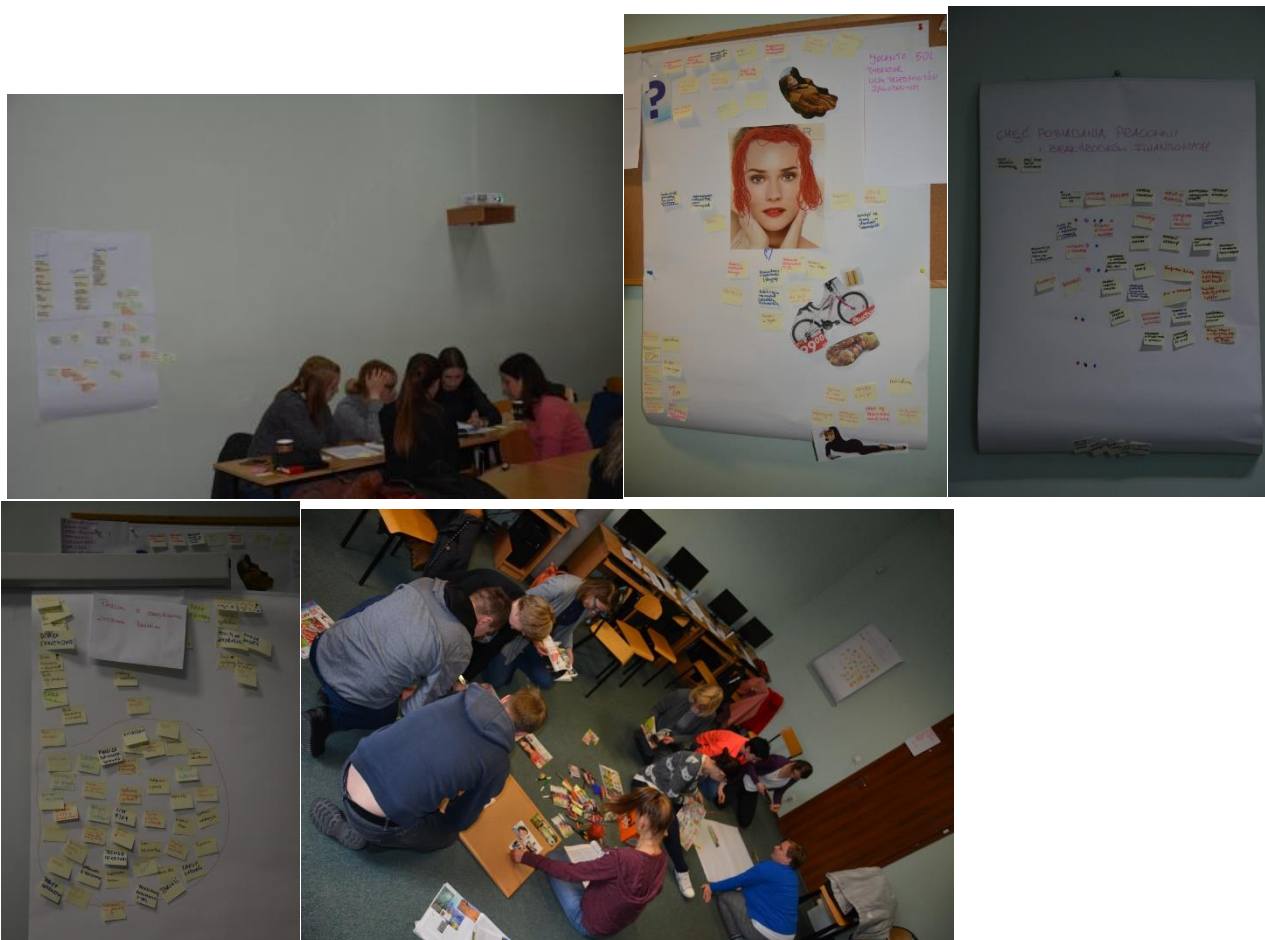
<https://www.facebook.com/Polski.Uniwersytet.Wirtualny/photos/a.475694861129.252365.231056901129/10155284589711130/?type=3&theater>

<https://www.facebook.com/Polski.Uniwersytet.Wirtualny/photos/a.475694861129.252365.231056901129/10155183336196130/?type=3&theater>

WHAT is the lesson we could learn from this BP or “case of study”

This is active workshops with a “learning by doing” approach integrated with the theoretical content provided by the teachers.

Attachments



Comments from the coordinator

- There are two synchronic ways of education- new training methodology and new technology in education as a subject of work
- This practice conduce building an atmosphere of cooperation
- Space for exchanging knowledge, experience
- Place for learning from each other
- Very innovation educational practice

POL-AHE-BP3: Digitalization

In every single semester some teachers recommended the same traditional textbook or some chapters of this. Our students have opportunity to order a digital version of resources from traditional AHE library. They have also place to finding the most popular digital resources putting in field of study on moodle platform.

The resources are grouped into areas corresponding with studies to enhance access and improve preservation of library materials.

If student wish to scan the manuscript is necessary to check the source of the manuscript. This information appears in the Library Catalog <http://katalog.ahe.lodz.pl>

If the manuscript is from AHE source, student sends to the source library an application form for permission to scan. We can scan documents or photographs chapter of textbook, text documents, articles. There are some restrictions on what and how we can copy items from our collections. This materials are only for learning using, we observe copyright laws.

WHO are the persons to be contacted to have more infos

Lidia Mirowska

lmirowska@ahe.lodz.pl

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

The method is provided by online studies at the Polish Virtual University PUW puw.pl and for traditional AHE students and teachers as well

<https://www.ahe.lodz.pl/student/biblioteka>

WHAT is the lesson we could learn from this BP or “case of study”

It's a way to build a base of bits of course book, manual, article and all you need for education in the form of digitized and used. You don't need to go traditional library you only order a scan.

Attachments

Infos about AHE library

<https://www.ahe.lodz.pl/en/for-students/library>

POL-AHE-BP4: Documentary making

This method is connected to a course rather than an individual lesson. Students are asked to create short documentary-style videos on a given subject. Participants are divided into groups (groups of 3-5 usually work best). They can decide by themselves on the subject, do the research. Participants can also create a storyboard for their documentary, which develops other skills involving co-creation and collaboration. It takes up some time and resources on the part of students: they have to record and edit their documentaries checking all the time for relevance in relation to the subject. Having the edited versions of the documentaries provides a second peer review and assessment opportunity. This is also a useful way to discuss the content in relevance first to the subject but also to the technical skills and materials needed. Documentaries are a format familiar to all students and nowadays it is possible to make documentaries practically for all students who have smartphones with built in video cameras. This method supports technical as well as theoretical, reflective competences and skills amongst the participants. It is also a useful way to get students out into the real world and to help them learn to work as a team.

WHO are the persons to be contacted to have more infos

Elżbieta Dul-Ledwosińska – teacher/trainer/internship coordinator

edul@ahe.lodz.pl

Lidia Mirowska

lmirowska@ahe.lodz.pl

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://www.facebook.com/AHElodzenglish/videos/667924930225687/>

WHAT is the lesson we could learn from this BP or “case of study”

The student do not need to have an access to suitable recording and editing equipment. All they need is a mobile device camera and editing programme on the computer: (Adobe premiere – optional), many online editing programs are available which makes an added value. The comment from the students “And this is the 1st part from our video of photography and public relations. Hope you like it, it doesn't have the best quality but we did our best. Me, Inês, Tânia, Isabel, André, Neyna.”

Attachments



Comments from the coordinator

- It is a way to build new communication and collaborative skills
- Very important knowledge about copy rights in using video
- Material available for everyone - open sources,
- Documentary making is universal skills in new technology life
- This practice conduce teambuilding with atmosphere of cooperation, exchanging knowledge and experience.

POL-AHE-BP5: LearningApps

“LearningApps.org is a Web 2.0 application, to support learning and teaching processes with small interactive modules. Those modules can be used directly in learning materials, but also for self studying. The aim is to collect reusable building blocks and make them available to everyone. Blocks (called Apps) include no specific framework or a specific learning scenario. The blocks are therefore not suitable as complete lessons or tasks, instead they must be embedded in an appropriate teaching scenario.”

quotation from <https://learningapps.org/about.php>

Teacher prepared some exercise using LearningApps application. Final task for students is to prepare their own exercise for the teacher. They can decide by themselves on the subject matter, related to on-going main subject.

This is a useful way to build collection exercise for replay material.

This is also simply way to improve technical skills. This method supports technical as well as theoretical, reflective competences and skills amongst the participants, because the content of the LearningApps exercise is related to the main subject.

WHO are the persons to be contacted to have more infos

Lidia Mirowska

lmirowska@ahe.lodz.pl

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

The method is provided by online studies at the Polish Virtual University PUW puw.pl

More infos are available

people involved in this practice

<https://www.facebook.com/Polski.Uniwersytet.Wirtualny/photos/a.475694861129.252365.231056901129/10155351787946130/?type=3&theater>

mail: grygoruk.anna@wp.pl

main page

<https://learningapps.org/>

WHAT is the lesson we could learn from this BP or “case of study”

The student do not need to have an access to specialistic software. All they need is a internet access, because LearningApps is open source.

It is simple and users friendly.

Attachments

“Akademia on-line” – PUW conference April 2018 <http://akademiaonline.puw.pl/>



IX Polski MoodleMoot (2018) <https://moodlemoot.pl/> June 2018

Comments from the coordinator

- Educational games makes e-learning class more attractive
- LearningApps is very users friendly environment
- LearningApps is free for students and teachers- available to everyone
- It is very imortatn to make this proctice more popular
- It is learning by fun for everyone

POL-AHE-Case Study: Virtual Internship

This is not the first case that a student is working remotely.

Case study: Sylvia's internship (graphic designer)

A virtual internship at <https://breakplan.pl/kariera>

A travel services website

This student lives and works in Norway while studying in Lodz, Poland. Because fulfilling the Internship programme is obligatory she found the company offering virtual internship and still manage her other duties.

“The first contact was via email, I got the information about who would be my internship mentor and what I was supposed to do as a test. It was a project of a travel guide's page. I sent my work to the mentor, all of it via email.

Then, together with the representative of the company we decided on facebook and messenger, which suited me as I could get quick response or feedback that way.

My job was retouching photos which were later placed on the website or on the pages with the tours offer. I created images for Facebook funpage, illustrations promoting events or contests.

I was delivering the works that were accepted and approved, uploading them on google disc, posting on facebook or sending via email.

My duties were organised in this way: I was given a link to the schedule created as an excel file in which I could mark preferred dates and hours on which I was available and willing to work. My mentor was adjusting the tasks and the schedule (deadlines) to it.”

WHO are the persons to be contacted to have more infos

Elżbieta Dul-Ledwośńska – teacher/trainer/internship coordinator

edul@ahe.lodz.pl

Lidia Mirowska

lmirowska@ahe.lodz.pl

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://breakplan.pl/kariera>

<https://virtualinternships.com/>

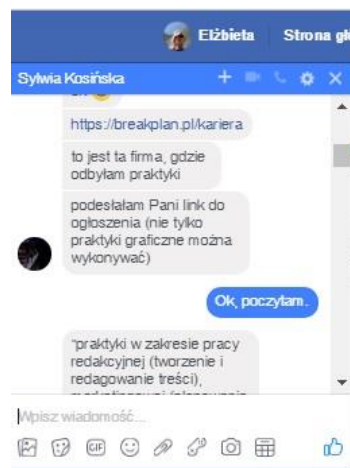
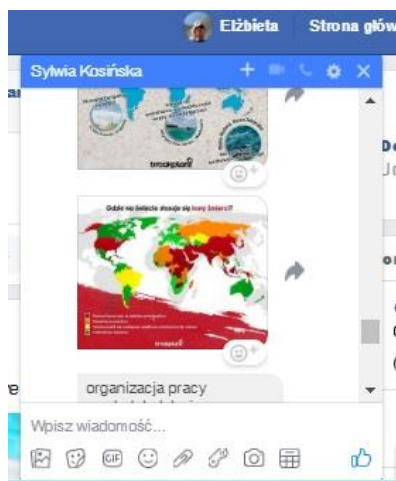
<http://www.internships.com/virtual>

<https://money.usnews.com/money/careers/articles/the-10-best-jobs-for-millennials>

WHAT is the lesson we could learn from this BP or “case of study”

We are facing the change affecting labour market nowadays. More and more people value a work-life balance and freedom of working independantly. Introduction to digital tools and methods equals promoting a creative approach to one's own job career. Using the Internet, digital tools and devices is so millennial!

Attachments



Comments from the coordinator

- It is universal because of possibility starting in every country
- the method promotes a new way of thinking about virtual reality,
- it is a example of modern ways of working independently
- New way of using the Internet in real life
- It should be promoted among students of any course to show benefits of working digitally at home

Casa Corpului Didactic Teleorman

[ROU-CCDT-BP1: Google Apps for Education Tools](#)

This BP highlights the fact that the introduction of Google Apps for Education Tools into the Romanian education system leads to a change in the role of teachers and pupils in the process of teaching-learning-evaluation, the exponential growth of the quality of the educational act and the involvement of students in the educational instructive process.

WHO are the persons to be contacted to have more infos

Doina Drăgoi

Fănica LUCA

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://www.eduapps.ro/aplicatii-educatie/g-suite-for-education/>

WHAT is the lesson we could learn from this BP or “case of study”

Following the meeting, BP developers learn about the role and importance of technology in education and learn how to use the main Google tools and applications, such as using email and contact lists and groups in educational contexts, storing data online, the use of collaborative documents and online forms that can be used both as work sheets and as evaluation tests.

Google offers a number of applications:

Drive and Docs

Gmail and Calendar

Sheets and Forms

Wikipedia

<http://www.wikipedia.com>

It is a general encyclopedia, available on the Internet in several languages, with content open to all, both for use and development.

Scribd

<http://www.scribd.com>

<http://www.slideshare.net>

For free storage and publishing. Power Point, Word, or Pdf presentations. It can be referenced as a link or embedded in the blog or web page.

It allows creation of non-linear presentations with possibilities such as: zoom, presentation itinerary, image insertion, links, videos, pdf files ppt. drawings.

Comments from the coordinator

Teacher Eliza Marinela Sotirescu, the coordinator of activity, concluded that the use of Google Apps for Education applications in the teaching-learning act contributes to improving the quality of the instructive-educational process, having an active and participative character and a real active- student's personality.

A bundle of digital tools for classroom collaboration and up-to-date education

Using classroom technology and themes and projects helps students develop the digital skills needed in the 21st century, stimulates critical thinking and creativity

24/7 technical support, no commercials, unlimited storage space, data security

Available anytime on any device regardless of the operating system

Google manages security, servers and updates

Educational tools designed for team work that increase efficiency and generate significant time and cost savings

ROU-CCDT-BP2: Use of ICT in the educational act

We have created this BP to highlight some important issues related to the use of ICT in the educational act. Thus, we took into account the fact that the use of new technologies (ICT) gives the teacher the means by which he/she can approach the educational act in a new perspective.

WHO are the persons to be contacted to have more infos

Eliza SOTIRESCU

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

AEL is built to work autonomously in any school, but also to connect to systems located at higher levels.

<http://www.youtube>

YouTube

YouTube is part of the recent Web 2.0 phenomenon and is a free service for storing video content.

didactic.roWikipedia

<http://www.wikipedia.com>

It is a general encyclopedia, available on the Internet in several languages, with content open to all, both for use and development.

Scribd

<http://www.scribd.com>

Provides free online publishing and storage in doc, ppt, pdf, xls, etc.

Documents can be private or embedded in blogs, social networks, web pages and can be found by search engines.

Slideshare

<http://www.slideshare.net>

For free storage and publishing. Power Point, Word, or Pdf presentations. It can be referenced as a link or embedded in the blog or web page.

Prezi

<http://www.prezi.com>

It allows creation of non-linear presentations with possibilities such as: zoom, presentation itinerary, image insertion, links, videos, pdf files ppt. drawings.

WHAT is the lesson we could learn from this BP or “case of study”

The lesson we can learn from this BP is that computer use has many advantages:

-Encouraging innovative learning, adaptable to conditions of rapid social change;

- consolidating the scientific investigation skills;
- Awareness of the fact that learned lessons will later find usefulness;
- creasing the efficiency of the coherent knowledge acquisition through the immediate appreciation of students' answers;
- enhancing students' motivation in the learning process;
- stilling of logical thinking and imagination; introducing a cognitive, effective, style of independent work;
- installation of the self-sufficiency climate, competitiveness;
 - mobilizing psychomotor functions in computer use;
- the development of visual culture;
- forming practical lessons;
- ensuring a permanent feed-back, the teacher being able to redesign the activity according to the previous sequence;
- facilities for rapid data processing, calculation, displaying of results, drawing of graphs, tables;

Comments from the coordinator

Teacher Eliza Marinela Sotirescu, coordinator of the activity, concludes that the use of ICT in the teaching-learning act contributes to the improvement of the quality of the instructive-educational process, having an active and participative character and a real active and formative value on the student's personality.

ROU-CCDT-BP3: "Digital Worksheet"

"DIGITAL WORKSHEET" offers great opportunities for presenting or transmitting new content, provides interdisciplinary treatment of the information provided, offers the possibility to individualize the training, presents the new knowledge in an interactive manner, creates a conversational working way between the user and the computer.

WHO are the persons to be contacted to have more infos

Gabriel Adrian BRÂNZOI

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

REVISAL, SIIIR

WHAT is the lesson we could learn from this BP or "case of study"

After the meeting, the participants in the BP elaboration will find Candidates will have knowledge about the main computer learning models and will acquire the skills needed to design and implement them with the help of specialized tools. They will also acquire the necessary knowledge to use the programs already used in the education system (REVISAL, SIIIR, etc.).

Candidates will have notions about the above listed programs, will be able to access, know the requirements of each program and actually work on the platform.

Comments from the coordinator

The candidates will have knowledge on how to manage and interrogate their own requirements, access to their own reports and forms, the ability to respond quickly to the requirements of faster and more complex.

The ICT tools are a relevant element in the implementation of a training course, with specific reference to administration and reporting.

Especially for training programs implemented with granted funds it's relevant the efficacy and effectiveness of preparation of documentation referred to that course. This tool, tested for different courses, let the administrators to implement effective management procedures, both at internal and external level.

ROU-CCDT-BP4: "Using ICT in Teaching"

"The use of ICT in teaching" aims to develop the competences of primary, secondary and lyceum teachers in the use of information and communication technology, in line with the general objective of the SOP HRD - e-Mentor: Skills and Skills Development ICT and Educational Mentor of People with Disabilities for Teachers ", ID: 140877.

This process is necessary in order to provide an adequate education to the specific information society requirements, becoming efficient through the transfer of competences for organizing, conducting and evaluating the didactic process.

The program also aims to increase the degree of digital inclusion of students with disabilities, who will benefit from the expertise accumulated by the trained teachers.

WHO are the persons to be contacted to have more infos

Eliza SOTIRESCU

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<http://www.e-mentorat.ro>

WHAT is the lesson we could learn from this BP or "case of study"

Some of the advantages of this new training method would be: to provide excellent opportunities for presenting or transmitting new content, to provide interdisciplinary treatment of the information provided, to offer the possibility of individualizing training, to present new knowledge in an interactive manner, to create a module conversation work between the user and the computer.

In order to get as much information as possible on the use of ICT in teaching, the participants concluded that more ICT professionals should be encouraged to help pre-university teachers build basic knowledge about the use of online tools in the educational context, discover the potential of on-line tools in the educational process, administrative activities in schools, and communicate with parents and the community and discover the opportunities that "Using ICT in Teaching" brings to the process teaching-learning-evaluation.

Comments from the coordinator

The ICT tools are a relevant element in the implementation of a training course, with specific reference to administration and reporting.

Especially for training programs implemented with granted funds it's relevant the efficacy and effectiveness of preparation of documentation referred to that course. This tool, tested for different courses, let the administrators to implement effective management procedures, both at internal and external level.

[ROU-CCDT-BP5: "A successful career in pre-university education through the implementation of innovative training programs"](#)

The main aim of the project "A successful career in pre-university education through the implementation of innovative training programs" was to improve the access and participation of teachers from pre-university education in the South-Muntenia and South-West regions of Romania to continuous training opportunities in priority areas of education reform (ICT, curricular and psycho-pedagogical empowerment) through a multi-region, innovative lifelong learning program based on digital resources and the sustained initiation of lifelong learning management tool.

WHO are the persons to be contacted to have more infos

Sferle Sorin

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<http://www.romfra.ro/cariera-de-succes-in-invatamantul-preuniversitar-prin-implementarea-de-programe-de-formare-inovative-14520363>

WHAT is the lesson we could learn from this BP or "case of study"

The training program offered has managed to solve various aspects by reducing the time resources, the financial and material resources necessary for the teachers to participate in the courses, by the possibility of informing and educating at distance through the e-learning platform, stimulating the didactic framework in the continuous responsible education process. A multiregional training program consisting of 4 courses with MECI priority themes based on digital resources was implemented. The training program provided teachers in the S-Muntenia and SV regions of Romania, the opportunity to take part in blended learning courses with sessions in the classroom where students can work in the team and interact with colleagues and the trainer, and distance learning sessions, mediated by digital resources, allowing unconditional self-training of time or financial resources using interactive multimedia materials.

The fact that teachers have been able to browse online materials at their own pace increases the degree of flexibility adapted to their learning style and solves the problem of timing mismatches and the difficulty of finding a timeframe that is acceptable to all those interested in this training program. Through the online community developed in the project, teachers have learned from the experience of other colleagues, so that the information and resources that teachers have access to are relevant and accessible when they need it. Teachers participating in the course have been able to stimulate and motivate current generations of students who are "digital generations", expanding the use of computers and the internet in everyday professional activities.

Comments from the coordinator

This practice is interesting for several reasons:

- 1) "A successful career in pre-university education through the implementation of innovative training programs", including 4 training modules: ECDL (European Computer Driving Licence), Competency-based curriculum design, Crisis management class management, Interactive teaching-learning methods, being a project that included a large number of trainers, very good professionals;
- 2) All teachers involved in the project have acquired specific ICT skills in the development of digital content in a proactive manner, acquiring the ECDL certificate;
- 3) Training activities were conducted in blended-learning systems using different methodologies (theoretical lessons, practical activities, classroom application and ICT tools).

ROU-CCDT- CASE STUDY: The Teacher of Educational Software

Through the ""The Teacher of Educational Software" continuous training program teachers were involved in the pre-university education - the development of competences in the design of the didactic approach, but also the creation of the training program interface, ie the realization of their own educational software applications, within the project "The Teacher - Educational Software Creator ", implemented by the Ministry of Education, Research, Youth and Sport, in partnership with Siveco Romania.

WHO are the persons to be contacted to have more infos

Ministry of Education from Romania

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://sites.google.com/site/gr2ccdmm/profesorul-creator-de-soft-educational>

WHAT is the lesson we could learn from this BP or “case of study”

This program is innovative because teachers from different disciplines have learned to create educational software, to use computer applications Edu Integrator, to use computer applications in lessons.

Comments from the coordinator

This practice is interesting for several reasons:

- 1) Integrate ICT tools into lessons;
- 2) Using creative educational software applications;
- 3) Digital didactic portfolios.

Oltu Public Education Center

TUR-OPEC-BP1: Distance Education

Distance learning is the system which provides people who couldn't finish their education in formal education to complete their education without going to the formal schools. The students in the system are supported with TV programmes and lessons on internet. They have 4 exams each year and when they are successful they have diploma.

WHO are the persons to be contacted to have more infos

Cemal TANRIVER

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<http://www.allaboutturkey.com/education.htm>

WHAT is the lesson we could learn from this BP or "case of study"

Distance education is the system is non-formal education system in which students can get secondary school and high school education without going to school.

TUR-OPEC-BP2: E-yaygin

E-Yaygin is the system in which all courses are planned in whole Turkey. The learners can enter the system and can find the courses in all Turkey. Also the course certificates and all information about courses and learners are stored in the system.

WHO are the persons to be contacted to have more infos

Cemal TANRIVER

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://e-yaygin.meb.gov.tr/Login.aspx>

WHAT is the lesson we could learn from this BP or “case of study”

E-Yaygin is the system in which you can find all records in adult education in Turkey. Using e-books, list of e-book resources available for PUW

TUR-OPEC-BP3: EBA

Educational Information Network (EBA) is an online social education platform offering digital educational materials such as videos, educational software and educational games) free of charge to each students. EBA provides digital educational materials for students at school, at home at any time and place, independently of time and space. This ensures that education is carried out outside of the walls of schools. The aim of the EBA platform is to support the use of effective digital educational materials through information technologies and to ensure the integration of technology into education. EBA continues to evolve by delivering reliable digital educational content tailored to each class levels of schools by following innovations in education and technology.

E-content in EBA is produced by expert teams in the field; EBA is also enriched with digital content provided by leading education firms in the field in Turkey and in the world. Educational games in EBA are published from <http://www.eba.gov.tr/eicerik> webpage .

WHO are the persons to be contacted to have more infos

Cemal TANRIVER

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://tr.wikipedia.org/wiki/EBA>

WHAT is the lesson we could learn from this BP or “case of study”

The project provides every adult education center to reach the digital education.

TUR-OPEC-BP4: Fatih Project

FATIH Project in Education emphasize the importance of assessing students on fields on interest, activities and tendencies but not only students' success in classes and also analysing the data about students' school history. The issue in question here is not only creating statistics with the data collected. This project also aims to store any kind of information formed in student's educational process in a single identity system and create an infrastructure where analysis can be conducted with a data pool.

Being able to draw the right data among millions of data and analyse the related one will make it easier to win students by an individual educational tool who haven't been included before and also become a source of information in terms of directing students to the right profession considering the interest and success fields. It is must to conduct individual data analysis to win a student individually. This project aims the transition from a system where students are evaluated with only exams to a new system which will evaluate students by ;

Identifying the lacking aspects of the students according to the exam results,

Analysing these visually,

Identifying fields of interest outside the course subjects,

Discovering the special skills,

Understanding the best way a student learns in the easiest way,

Identifying the subjects to which a student is disposed.

By using the classroom management system, interaction between teacher-student-interactive board-tablet will be provided, informing gathering/learning processes will be used more efficiently, teacher will be able to share the materials produced in classrooms with his/her students, assign them homework, measure the learning levels in a more controlled way via classroom management.

For the effective use of this system, high speed and secure internet (VPN) is provided to all schools. Systems installed and changes in the hardware in schools can be followed by school information system.

WHO are the persons to be contacted to have more infos

Cemal TANRIVER

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

https://en.wikipedia.org/wiki/Fatih_project

WHAT is the lesson we could learn from this BP or "case of study"

The project provides every adult education center to reach the digital education.

TUR-OPEC-BP5: ICT Class

In OPEC we have 2 ICT class with 25 computers. ICTs stand for information and communication technologies and are defined, for the purpose of this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” [4] These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.

In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. But ICTs are more than just these technologies; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries.

WHO are the persons to be contacted to have more infos

Cemal TANRIVER

WHAT is the lesson we could learn from this BP or “case of study”

The project provides every adult education center to reach the digital education.

TUR-OPEC- CASE STUDY: Istanbul Institute of Business

The Istanbul Institute of Business is a provider of distance and formal education for students to gain new perspectives, develop their professional skills and specialize in a specific area. In today's information society, information is very valuable and expensive. But the desire to learn, which cannot be sold with money and has no monetary value, is the main purpose of the institute's activities.

Since the foundation, new experts and academicians have joined the institute and continue to participate. Since foundation year 2012, the institute has worked with many non-governmental organizations. They have supported socially beneficial education, such as sign language, and have added to their future goals. Particularly in the field of distance education, coming to a stage that exceeds the country's borders, enables us to walk confidently in future plans.

WHO are the persons to be contacted to have more infos

Cemal TANRIVER

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://www.iienstitu.com/enstitu-hakkinda>

Consorzio Lavoro e Ambiente

[ITA-CLA-BP1: FTS Project](#)

The need to guarantee a continuous and high quality professional training and updating, the quick development and the potential of the new communication and information technologies and their increasingly massive use, pushed the creation of these protocols: for quality systems of distance education training. The Distance Learning methodologies, combined and enhanced by the new communication and information technologies, blended with the traditional ones, represent the ideal tool to guarantee quality of adult trainings. The certified FTS protocols are important for developing the training of tourism workers and, more generally of SMEs.

The FTS protocols will represent an additional service for bilateral organizations, inter-professional funds, Regions and individuals, who will be able to benefit from high quality products and be sure of the results.

WHO are the persons to be contacted to have more infos

Tito Livio Mongelli

cla@galileo.it

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

www.flexibletrainingsystem.it

www.galileo.it

WHAT is the lesson we could learn from this BP or “case of study”

The implementation of ICT (Information and Communication Technologies) in the training field makes all the training materials more appealing and stimulating. Furthermore, the distribution of training using different tools makes it "easier" and certainly more immediate. Considering the possibility of distance learning, even the use of training can be customized both for times and for use.

ITA-CLA-BP2: Kit for learning English for McD Restaurant

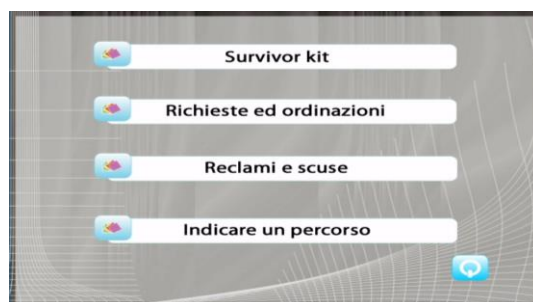
The Multimedia kit for basic English “Accoglienza in lingua Inglese” in 2009 won the “European Label for Creativity and Innovation” and in 2012 won the “European Label for innovative projects in language teaching and learning”.



Can be enjoyed through three self-teaching tools: one pocket-size handbook, one Interactive-DVD which contains the same handbook’s topics together with supplementary clips with English or Italian subtitles and English audio, and a DVD with a dictionary of tourism most used words together with the correct translation and pronunciation in English.



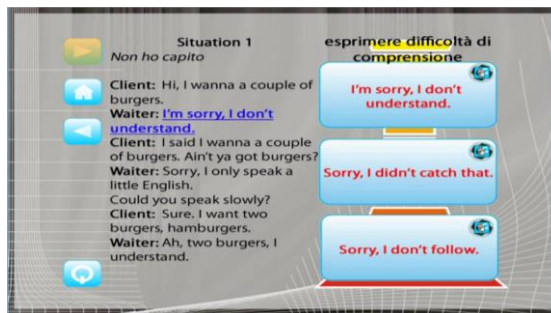
The handbook is about one hundred pages and it has been designed in pocket-size in order to be used not only on the job but everywhere. It is divided into four parts which deal with various working situations, followed by a dictionary of useful terms with relative translation and pronunciation: Survivor kit, requests and orders, complaints and excuses, give directions and terminology.



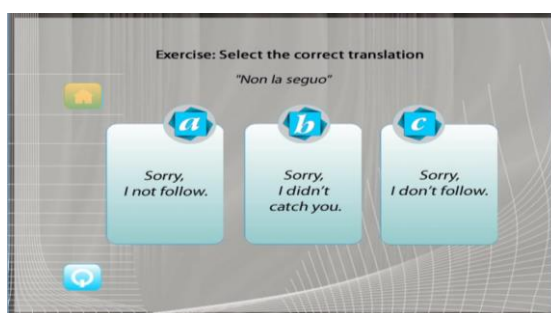
The multimedia section is made up of two DVDs. The first DVD contains twenty clips which represent the real “situations” we find within the handbook.



The various language solutions are repeated in audiovisual form and, similarly, also the exercises already present in the handbook, together with multiple choice questions.



The real situations the employees face during daily work are simulated in twenty chapters. For every “situation” we have a basic text together with various sentences and exercises.



The text is structured as a dialogue between employee and customer with various language solutions.

The second DVD supplies a dictionary of tourism words most used words together with the correct translation and pronunciation in English.

In the vocabulary of the book it is possible to find the translation of the terms, the phonetic version of the term and the facilitated pronunciation in Italian.

A	Aceto balsamico Balsamic vinegar (<i>balsamic vinegar</i>) [bɔːtˈsæmɪk] [ˈvɪnəɡər]
	Aceto Vinegar (<i>vinegar</i>) [ˈvɪnəɡər]
	Acqua Water (<i>uoter</i>) [ˈwɔtər]
	Acqua minerale gassata Sparkling mineral water (<i>sparklin mineral uoter</i>) [ˈspɔːrklɪŋ] [ˈmɪnərəl] [ˈwɔtər]

WHO are the persons to be contacted to have more infos

Tito Livio Mongelli

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

Tito Livio Mongelli

cla@galileo.it

WHAT is the lesson we could learn from this BP or “case of study”

The use of materials that can stimulate both sight and hearing allow easy and fast learning. The personalization of materials to specific needs stimulates learning because the user feels immediately involved in the evolving situation.

ITA-CLA-BP3: Council of Europe Toolkit

The Council of Europe has developed the toolkit (available in seven languages) to support member states in their efforts to respond to the challenges posed by unprecedented migration flows. It has been produced as part of the project Linguistic Integration of Adult Migrants (LIAM) of the Council of Europe's major Programme on language policy.

The toolkit includes the 57 tools and other resources contained in the various sections of its website. Tools can be downloaded and adapted to meet the needs of different contexts

The toolkit is designed to assist organisations, and especially volunteers, providing language support for adult refugees. Throughout the toolkit "refugee" is understood in a broad sense and includes asylum seekers as well as refugees.

The integration of migrants and the impact on it of their acquisition of competence in the language(s) of the host country are a focus for political debate and policy initiatives in a growing number of Council of Europe member states.

The Council of Europe project "Linguistic Integration of Adult Migrants" (LIAM) aims at offering support to policy deciders and practitioners to facilitate migrants' integration in civil society.

More information on the website: <https://www.coe.int/en/web/lang-migrants>

WHO are the persons to be contacted to have more infos

<https://www.coe.int/en/web/language-policy/home>

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://www.coe.int/en/web/lang-migrants>

<https://www.coe.int/en/web/language-policy/home>

WHAT is the lesson we could learn from this BP or "case of study"

This best practice brings together two primary needs: education and integration among peoples

Comments from the coordinator

This tool could also be considered a standard and it is free.

ITA-CLA-BP4: EMMA: European Multiple MOOC Aggregator

The European Multiple MOOC Aggregator EMMA, is a 30 month pilot action supported by the European Union. It aims to showcase excellence in innovative teaching methodologies and learning approaches through the large-scale piloting of MOOCs on different subjects. EMMA provides a system for the delivery of free, open, online courses in multiple languages from different European universities to help preserve Europe's rich cultural, educational and linguistic heritage and to promote real cross-cultural and multilingual learning.

Digital Dis-courses is a new 12 part MOOC freely available on the EMMA platform starting from 19 September 2016 which aims to tackle the fundamental question of what it means to be digital. Each of the 12 lessons in this MOOC is led by a distinguished expert in the field of digital culture who will present their own thoughts on what it means to have a digital persona, exploring notions like the digital unconscious, cyberspace relationships, digital identity and connected knowledge. During their modules they will take us through the changing landscape of self, society and technology, transforming hopes and criticism into valuable food for thought. The format is a classic MOOC format with a video lecture and accompanying text-based content. Each expert offers a lesson in their specialist field, and the lessons combine to give an overview of the development of digital culture in recent times. Each lesson is accompanied by links to other materials recommended by the expert. Interaction is encouraged in the Conversation Forum.

An example is: Making Apps in Your Classroom, Now!

It allows you to learn how to develop applications to express concepts that are difficult to explain differently, to solve problems or to fully understand what you would otherwise do in the classroom. The course is open and free and has already allowed thousands of teachers and hundreds of thousands of students to successfully apply coding in the classroom.

It requires the knowledge of CodeMOOC that can be acquired with other basic courses. No other basics are needed and you do not need computer experts or computer enthusiasts.

WHO are the persons to be contacted to have more infos

<http://project.europeanmoocs.eu/contact/>

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://platform.europeanmoocs.eu/#>

https://platform.europeanmoocs.eu/course_making_apps_in_your_classroom_

<https://www.facebook.com/EUmoocs>

<https://www.youtube.com/channel/UCrGXaJPa962ofQftbQi-vbA>

<http://project.europeanmoocs.eu/contact/>

WHAT is the lesson we could learn from this BP or “case of study”

The implementation of MOOCs widens the knowledge of teachers and learners on topics that are essential to keep up with the times.

In addition to the complete training program, the procedure for attesting the skills acquired is also completely innovative:

Each participant will receive a certificate of completion issued by the University of Urbino in the form of an Open Badge and a printable PDF certificate at the end of all activities and following the delivery of all the tasks.

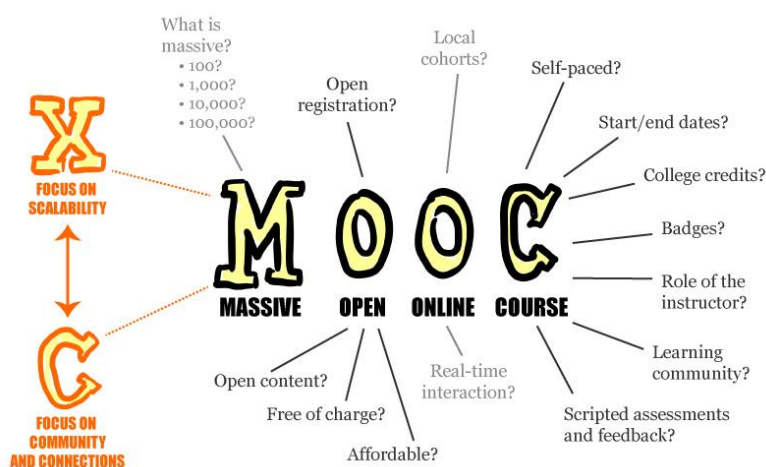
Comments from the coordinator

EMMA and some of its parts are useful and innovative tools to introduce ICT in adults centers and schools

ITA-CLA-BP5: Mooc

A MOOC (massive open online course) is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive courses with user forums to support community interactions among students, professors, and teaching assistants as well as immediate feedback to quick quizzes and assignments. MOOCs are first introduced in 2006 and emerged as a popular mode of learning in 2012.

A massive open online course is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive courses with user forums to support community interactions among students, professors, and teaching assistants as well as immediate feedback to quick quizzes and assignments. MOOCs are first introduced in 2006 and emerged as a popular mode of learning in 2012.



Early MOOCs often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources. Some later MOOCs use closed licenses for their course materials while maintaining free access for students.

WHO are the persons to be contacted to have more infos

<http://www.comune.torino.it/torinogiovani/formazione/le-principali-piattaforme-mooc>

<https://www.socialacademy.com/academies/start-tutorial/posts/le-10-migliori-piattaforme-mooc-in-italiano-e-come-puoi-utilizzarle-per-la-tua-formazione>

<http://www.eduopen.org/moocs.html>

<https://www.mooc-list.com/>

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<http://www.comune.torino.it/torinogiovani/formazione/le-principali-piattaforme-mooc>

<https://www.socialacademy.com/academies/start-tutorial/posts/le-10-migliori-piattaforme-mooc-in-italiano-e-come-puoi-utilizzarle-per-la-tua-formazione>

<http://www.eduopen.org/moocs.html>

<https://www.mooc-list.com/>

WHAT is the lesson we could learn from this BP or “case of study”

Use internet to produce and share quality contents in a structured way is very important to create good Adult Education Schools.

Comments from the coordinator

Use internet to produce and share quality contents in a structured way is very important to create good Adult Education Schools.

[ITA-CLA- CASE STUDY: Flipped learning](http://www.apprendimentocapovolto.it/flipped-learning.html)

<http://www.apprendimentocapovolto.it/flipped-learning.html>

While often defined simplistically as “school work at home and home work at school,” Flipped Learning is an approach that allows teachers to implement a new and effective methodology, or various methodologies, in their classrooms.

To counter some of the misconceptions about this term, the governing board and key leaders of the Flipped Learning Network (FLN), all experienced Flipped Educators, have composed a formal definition of “Flipped Learning.” Explicitly defining the term may dispel some of the myths repeatedly promulgated by teachers, the media, and researchers.

These Flipped Learning leaders also distinguish between a Flipped Classroom and Flipped Learning. These terms are not interchangeable. Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice:

- Flexible Environment;
- Learning Culture;
- Intentional Content;
- Professional Educator.

Flexible Environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

WHO are the persons to be contacted to have more infos

<http://www.apprendimentocapovolto.it/flipped-learning.html>

Aaron Sams

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<http://www.apprendimentocapovolto.it/flipped-learning.html>

<http://flippedclass.com/tools/>

<https://flippedlearning.org/>

WHAT is the lesson we could learn from this BP or “case of study”

We need to create flexible spaces in which students choose when and where to learn. It is possible to create a learning matrix in which students are actively involved in building knowledge while participating and evaluating their learning in a way that is personally meaningful.

Comments from the coordinator

See Also: <http://www.flippedlearning.eu/>

les Jacarandá

[ESP-JAC-BP1: les Jacarandá Intranet](#)

INTRANET:

As said before, Intranet centralizes information about school organization, staff, students and families for management, control, communication and organizational purposes. It constitutes a place to gather relevant information related to the whole school community, information that, traditionally, was scattered around in different places.

It is designed to be used by staff providing information about:

1. Organization (teachers and groups timetables, classroom assignments, names of people in charge of different school positions, school calendar planning, family and personal data...)
2. Curriculum (student academic and/or special needs reports, marks, documents related to assessment...)
3. School coexistence and student behaviour (incidents, penalties, tasks related to penalties...)

It is also used as:

1. Control system (teacher assistance, teacher classroom management, students entry and exit times at no regular moments...)
2. Data base for:

Following-up students and groups performance by tutors, teachers and staff.

Later analysis and self-assessment reports.

3. Request system (use of premises and resources, suggestions and requests...)
4. Communication system.- It is not only able to send punctual information about changes in real time, but it can also be used as an internal mail service.
5. Repository system.

WHO are the persons to be contacted to have more infos

Anastasio Pineda- Headteacher

anastasio.pineda@gmail.com

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<http://www.iesjacaranda.es/web/>

WHAT is the lesson we could learn from this BP or “case of study”

Having a common system like this makes work easier and facilitates the possibility of not only accessing and using information on demand, but also revising and improving school processes in a regular basis.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Attachments

The image shows two screenshots of the I.E.S. Jacarandá intranet. The top screenshot is the login page, titled 'I.E.S. Jacarandá' and 'Inicia sesión para acceder'. It features a user icon, input fields for 'Usuario IES' and 'Contraseña', and an 'Iniciar sesión' button. The bottom screenshot shows the main dashboard. On the left, there are navigation menus for 'Asistencia del profesorado', 'Dirección del centro', 'Consultas', 'Trabajo', 'Departamento', and 'Páginas de Interés'. A 'Profesores ausentes' section lists staff members like Alfonso Manuel Leal Campillo. The central area is a green 'Mensajes de Profesores' box containing a list of announcements such as 'Control horario de entrada y salida', 'Libro de matemáticas perdido', and 'CASA DEL TERROR 31 DE OCTUBRE'. On the right, there is a search bar, a calendar for 'OCTUBRE, 2018', a 'Programado para hoy...' section showing 'Nada programado para hoy', and an 'Horario' table.

Comments from the coordinator

The has changed the daily routine of the staff members. The way we work and the way we communicate.

ESP-JAC-BP2: Adult Education Moodle Platform

IES Jacarandá has been working in Adult Education for over 20 years but we started implementing blended-learning in 2010. The regional government, Junta de Andalucía, created the organization, infrastructure, curricula contents and a Moodle platform in order to implement this methodology.

Learners register in this course in order to get their basic compulsory Secondary Education Certificate of studies. Learners must be 18 or older, but those who are 16 can also enroll if they have a job contract, have a health problem or any other issue that prevents them to attend to regular classes. Most of our students are middle aged learners who left school many years ago or young people who quit school at 16, but before getting their certificate.

In blended learning, there are two parts: 8 hours of compulsory face-to-face classes (Mondays and Tuesdays from 18:00 to 22:00) and distance learning, at home, communicating and using the Internet to get access to all the contents in the Moodle platform.

Face-to-face classes are delivered in 7 different schools, IES Jacarandá coordinates all of them, manage the platform, state the curriculum, elaborates the tasks and the writing exams, makes the assessment and delivers the final certificates of studies.

Learners work at home or at school with a computer, connected to the Internet. They have all the contents (documents, videos, presentations, podcasts, etc...) in the Moodle platform. The methodology is as follows: they attend to school 8 hours a week, teachers explain the contents and the tasks- if the learner needs further explanations can attend to tutorial hours where they can get a more personal assistance. Then, they must perform a task, related with the contents and at the end of the term, the learners must sit a written exam, related to the tasks. So, everything is related.

They can get their certificate in 1 or 2 years, there are two levels, according to their competence, mainly in reading, writing, basic numeric operation and ICT. Traditional subjects are gathered into three main fields:

- Communication Field: Spanish language, literature and basic English language;
- Social Field: related to Social Science, History, Geography and Citizenship;
- Scientific-Technological Field: related to Maths, Science or Technology.

Each course is divided into three different terms of modules. It is necessary to pass all the modules to get the final certificate. The assessment is as follows:

- 20% assessment of work, attitude and participation in the classroom;
- 20% assessment of tasks;
- 10% use of Moodle platform;
- 50% assessment of written tests.

All the need during the course is a computer and an Internet connection.

WHO are the persons to be contacted to have more infos

María Francia Gabriel

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<http://www.juntadeandalucia.es/educacion/portals/web/educacion-permanente>

<http://www.juntadeandalucia.es/educacion/portals/web/educacion-permanente/eso/modalidades>

<http://www.juntadeandalucia.es/educacion/portals/web/educacion-permanente/eso/recursos>

<http://www.juntadeandalucia.es/educacion/portals/web/educacion-permanente/eso/semipresencial>

WHAT is the lesson we could learn from this BP or “case of study”

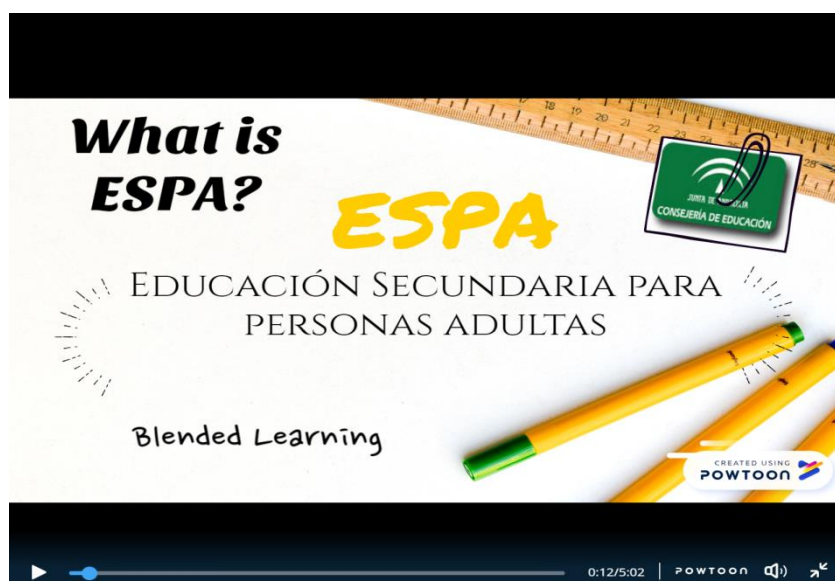
This methodology suits very well adults needs in terms of personal organization and family adjust.

Attachments

<https://www.powtoon.com/online-presentation/fqFP2JqofyF/blended-learning-ies-jacaranda/?mode=movie>

<https://www.youtube.com/watch?v=K7ajORmhKfk>

<https://www.youtube.com/watch?v=DTMT-ntytIM>



Comments from the coordinator

This kind of learning is more flexible for adult learners, so hundreds of students have got their certificate of Secondary Education and most of them have decided to go on studying or training at some company.

ESP-JAC-BP3: Teachers' Training In The Framework Of European Programmes

IES Jacarandá started taking part in European Programmes about 10 years ago, in strategic partnerships. Afterwards, individual members of staff began to apply for training activities, in the previous Programme Lifelong Learning.

When the new Programme Erasmus+ KA1 was implemented, management at school had already realised teachers' training is a key action in the new learning context, so they decided to prioritise and facilitate this activity to the staff.

To integrate European life long learning programs in our school training program, we started by setting the specific aims of our school, designing a European School Development Plan, in order to frame our necessities and goals, in relation with the aims achieved.

Once we had identified our school needs, we looked for, not only the usual local, regional or national sources, but all the possible training sources and we chose the training activities which suited our purposes best.

The fact of choosing activities included in European sources of training, forced us to apply for KA1 projects and to enroll in the School Education Gateway Platform.

Presently, integration of different training sources is a fact.

During last course, we had 17 mobilities in KA-104, Adult Education, related to this areas of improvement:

- Improvement of language skills;
- Motivation and professional development;
- School management;
- New pedagogical methodologies.

Besides, one of the teachers had an online training activity, through School European Gateway, called "Future Scenario for Education". This course online has been the starting point to a new KA2 project, so everything is interrelated.

Finally, there is a dissemination of each training activity, mainly through the webpage of the institution, where best practices are kept.

WHO are the persons to be contacted to have more infos

María Francia Gabriel

Almudena Romero.

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

School Education Gateway platform.

European Agencies websites.

WHAT is the lesson we could learn from this BP or “case of study”

It is possible to include European training programs in our institutions training plans. Doing it that way increases the expected results and highly contributes to motivation and dissemination.

Attachments

PRESENTATION ABOUT OUR OUR PARTICIPATION IN EUROPEAN PROJECTS

<https://www.youtube.com/watch?v=ULwH0kWn8Sw>

BEST PRACTICES - TRAINING IN IES JACARANDA

<http://www.iesjacaranda.es/web/index.php/2014-10-04-16-48-38/erasmus>

Comments from the coordinator

Training of teachers has become a priority in our institution. This has meant a progressive change for the school and the staff, relating to their daily practice, methodology and relationship with the institution.

[ESP-JAC-BP4: Critical thinking and education-a través del entrenamiento de las destrezas de pensamiento-critical thinking by training thinking skills](#)

Critical thinking might be described as the ability to engage in reflective and independent thinking. In essence, critical thinking requires ability to reason, it is about being an active learner rather than a passive recipient of information. It involves inductive and deductive reasoning, analysis and problema solving, as well as creative, innovative and complex approaches to the resolution of issues and challenges.

Critical thinkers will identify, analyse and solve problems systematically rather than by intuition or instinct.

Training on thinking skills teaching and learning constitutes one of the needs detected by our training planning. This concrete training pretends to contribute to the achievement of one of our general aims, that is, the improvement of our students academic results.

It requires a progressive long- lasting training.

After having the training, teaching teams compromised to include thinking skills in their curriculum development so, when designing learning activities, they take into account students training on thinking skills.

The activities designed are now part of a repository for innovative learning activities. By using activities to enhance Critical Thinking learners are better able to understand why something has occurred as opposed to just what has occurred.

WHO are the persons to be contacted to have more infos

María Francia Gabriel

Almudena Romero.

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

We use bibliography in Spanish but we suppose it can be found in English as well. Here you are some links to make up your minds.

<https://aacclarebeliondeltalento.com/2016/11/19/aprendizaje-basado-en-las-destrezas-del-pensamiento-cambiando-el-panorama-educativo-espanol-autor-robort-swartz/>

<https://www.youtube.com/watch?v=PcZFR8e1Pcc>

https://www.youtube.com/watch?v=9ZR_MBUEuDo

<https://www.youtube.com/watch?v=y47nNwZn-Ks>

WHAT is the lesson we could learn from this BP or “case of study”

Integrating thinking skills in established curriculum has the advantage of providing a meaningful context for them.

One of our goals as teachers is to produce learners who are well informed and that use what they know in a critical and analytical way, that is, the aim is to promote independent thinkers.

Attachments

<https://globaldigitalcitizen.org/10-great-critical-thinking-activities-that-engage-your-students>

<https://globaldigitalcitizen.org/critical-thinking-exercises-blow-students-minds>

<https://globaldigitalcitizen.org/12-strategies-teaching-critical-thinking-skills>

<https://www.smore.com/0udr-fun-critical-thinking-activities>

Comments from the coordinator

Right now only part of the staff is using this methodology, but no doubt more and more teachers will be trained and will begin to use it.

[ESP-JAC-BP5: Ict tools, used in the classroom kahoot/ i-nigma/ plickers/ powtoon](#)

The aim is to promote teachers and students knowledge on innovative tools so we have included them in the planning of school annual activities. These are some of the App we use:

KAHOOT

It is a game-based learning platform, used as educational technology in educational institutions. Its learning games are multiple-choice quizzes. They can be used to review students' knowledge, for formative assessment, or as a break from traditional classroom activities. Kahoot also includes trivia quizzes.

I-NIGMA

I-nigma turns the phone camera into a sophisticated barcode reader. Thanks to exceptionally quick and robust scanning, it is regularly ranked as top performer in this category. There are different ways to use in the classroom.

1. Get the students up and moving by creating a scavenger hunt. Place questions around the room. Add possible answers to the questions and accompany each answer choice with a QR code that sends students to a new location. Only the correct answer will send them to a new question. Incorrect answers offer a hint and send them back to the question they missed.
2. You can make matching games where students can self-check using QR codes. Place half of a QR code on the question and the other half on the matching answer. If the student successfully matches them, the QR code will respond with whatever positive message you created. Another idea is to use codes for flash cards—another great way to self-check.
3. Simplify research projects.- Provide quick and easy links to articles, videos, web sites or podcasts that the students are able to Access.
4. Give tutorial help for homework. Add a QR code to help with homework assignments. Students can link video tutorials that teachers have made which can help them recall what they learned during class.

PLICKERS

It is an assessment tool, a quick and simple way to check student understanding. It allows teachers to collect on-the-spot formative assessment data without the need to have students use devices or paper and pencil. Teachers can use this tool with previous planning or on the go as needed. This tool provides teachers with the data needed to inform their instruction.) It's a data collection tool that's helpful for teachers and fun for the students.

POWTOON

It is an animation software that creates animated videos with a professional look. It is also designed to allow education professionals and students to create contents.

WHO are the persons to be contacted to have more infos

María Francia Gabriel

Almudena Romero.

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<http://www.iesjacaranda.es/web/index.php/2014-10-04-16-48-38/erasmus/erasmus-curso-2017-2018-adulto>

https://www.google.com/search?client=firefox-b&ei=mKvRW9GzJ4mCgAb-15LwBA&q=kahoot+it&oq=kahoot&gs_l=psy-ab.1.1.0i67k1j0I9.4754.7140.0.10124.6.4.0.2.2.0.740.1338.0j2j0j1j6-1.4.0....0...1c.1.64.psy-ab..0.6.1356...0i10k1.0.XttXWH3fWbE

<http://www.i-nigma.com/i-nigmahp.html>

<https://get.plickers.com/>

<https://www.powtoon.com/home/?>

<https://www.powtoon.com/blog/11-ways-to-use-powtoon-in-your-classroom/>

WHAT is the lesson we could learn from this BP or “case of study”

Students get more motivated when using this kind of Apps.

It is an active methodology, learning by doing, that favors the acquisition of competences.

At present, it is just a complement to traditional textbook, but they are becoming more important each year.

Attachments

<https://www.teachthought.com/the-future-of-learning/are-apps-the-new-textbook/>

<https://www.digitaltrends.com/mobile/best-apps-for-teachers-education/>

Comments from the coordinator

We are aware, as professionals of education, that the teaching- learning activity is changing a lot: new methodologies, new dynamics, new tools, etc. We are also aware, that this change requires training for professionals and a progressive adaptation to new ways of teaching.

ESP-JAC-CASE STUDY: Prodig- Program Of School Digitization



In Andalusian educational centres there are two evident facts: a huge variety related to their typology and every single one has experience in their digitization.

PRODIG aims the improvement of education through ICT competence, integrating the course of action into three fields:

Teaching-learning process: competencial learning through active methodologies and development of ICT competence.

Organization of the centre: open and inclusive centre, which facilitates the improvement of different processes, like learning or information and communication process.

Information and communication: ICT presence in the organization, personal, updated and available to the whole school community, using tutorials and being in touch with all the school sectors.

The final goal is to transform each centre into a digitally competent organization, which keeps on working towards improvement.

This program is progressive, through out three courses:

1st course: diagnosis and experimentation

2nd course: implementation of actions decided by the centre

3rd course: extension, consolidation and reinforcement.



PRODIG is based on the European Framework for Digitally Competent Educational Organisations DigCompOrg. Related to this framework there are two European initiatives which aims the diagnosis and development of ICT competence: CRISS_H2020 Y SELFIE

As the teaching professions face rapidly changing demands, educators require an increasingly broad and more sophisticated set of competences than before. In particular the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence. On International and national level a number of frameworks, self-assessment tools and training programmes have been developed to describe the facets of digital competence for educators and to help them assess their competence, identify their training needs and offer targeted training. Analysing and clustering these instruments, this report presents a common European Framework for the Digital

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Competence of Educators (DigCompEdu). DigCompEdu is a scientifically sound background framework which helps to guide policy and can be directly adapted to implement regional and national tools and training programmes. In addition, it provides a common language and approach that will help the dialogue and exchange of best practices across borders. The DigCompEdu framework is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational training, special needs education, and non-formal learning contexts. It aims to provide a general reference frame for developers of Digital Competence models, i.e. Member States, regional governments, relevant national and regional agencies, educational organisations themselves, and public or private professional training providers.

As it has been said above, the first year in PRODIG is dedicated to diagnosis and experimentation. First of all, staff, learners and families are informed; then, it is set up a team of coordination; they are in charge of implementing the assessment of the organization as digitally competent; this is the first step to design a project according to necessities; finally, first experimental actions are implemented in the classroom.

One of the main goals during this course is the detection of staff needs and different methodological approaches which allows the integration of ICT competence in different curricular areas.

Our school is right now immersed in the process of diagnosis. To reach this goal we are using a tool, called SELFIE.

SELFIE is based on a European Commission framework on promoting digital-age learning in educational organisations.

The tool has been developed in close cooperation with a team of experts from schools, education ministries and research institutes across Europe. Partner institutions include the European Training Foundation, the European Centre for the Development of Vocational Training (CEDEFOP) and UNESCO's Institute for Information Technologies in Education.

(Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies) is a tool designed to help schools embed digital technologies into teaching, learning and student assessment. It can highlight what's working well, where improvement is needed and what the priorities should be. The tool is currently available in the 24 official languages of the European Union with more languages to be added over time.

SELFIE gathers – anonymously – the views of students, teachers and school leaders on how technology is used in their school. This is done using short statements and questions and a simple 1-5 agreement scale. The statements cover areas such as leadership, infrastructure, teacher training and students' digital competence.

The assessment takes around 30 minutes. Questions are tailored to each group. For example, students get questions relating to their learning experience, teachers reflect on training and teaching practices and school leaders address planning and overall strategy.

Based on this input, the tool generates a report – a snapshot ('SELFIE' :-)) of a school's strengths and weaknesses in their use of digital technologies for teaching and learning. The more people in the school taking part, the more accurate the SELFIE of their school will be.

The results and insights from the SELFIE exercise are for your school only and are not shared unless you choose to do so.

The findings can help you see where you are at and, from there, start a conversation on technology use and develop an action plan for your school. SELFIE can then be used at a later stage to gauge progress and adapt the action plan.

WHO are the persons to be contacted to have more infos

Joaquín Delhom- ICT Teacher and coordinator of the project

joadelvia@gmail.com

WHERE could we find more infos (internet sites, mails, social media, clips and so on)

<https://emtic.educarex.es/250-emtic/innovacion-metodologica/3070-selfie>

<http://educalab.es/intef/digcomp/digcomporg>

<http://www.juntadeandalucia.es/educacion/portals/abaco-portlet/content/9703ac88-f660-45a5-9453-49c061215a57>

<http://www.juntadeandalucia.es/educacion/portals/abaco-portlet/content/9703ac88-f660-45a5-9453-49c061215a57>

<http://www.juntadeandalucia.es/educacion/portals/abaco-portlet/content/26ae2fc6-2c15-4d4f-9868-c48d7f472434>

WHAT is the lesson we could learn from this BP or “case of study”

We live in a global world and we are ruled by European institutions, so it is important to have this kind of tools that facilitates the assessment of different competencies in any country, it does not matter where they have been acquired. Competences are recognized anywhere.

Attachments



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DigCompOrg – The theoretical foundation of SELFIE



Estrategias de dinamización.



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Comments from the coordinator

PRODIG is a process that we have just started. Meanwhile DAE project is taking place, this is the second year of the project, so we expect that both programmes influence and feedback each other.