

Best practices report – Sinergia s.c.s., Italy

We selected our best practices involving:

- Administrative staff
- Adult educators
- Teacher
- High educator

Best practice 1: **Mirweb Puglia**, main topic: tools and methodologies that could be used in administrative management of educational courses and learning/training activities

Best Practice 2: **“Progettare per scenari” Avanguardie Educative**, main topic: production of digital contents made by non-ICT experts

Best Practice 3: **“Macchina del tempo”**, main topic: ICT tools that could be used in educational courses and the learning/training activities

Best practice 4: **LecceLab – Progetto Bella Copia**, main topic: production of digital contents made by non ICT experts

Best practice 5: **Di.Da.Pro**, main topic: Tools and methodologies that could be used in educational courses and the learning/training activities and in their management

Best practice 6: **DIDALIM**, main topic: use of ICT tools and methodologies by non ICT expert

Case study: **INSO Project**, main topic: e-learning and distance learning

PROTOCOL TO DOCUMENT THE BP 1	
DATE	01/08/18
Name of the person that proposed the BP	Giuseppina Antonaci
Name of the person that found the data	Jonida Sheremeti – financial manager
Short description of the BP	<p>This best practice is based on the use of web platform for the management and financial reporting of the costs and activities of projects funded by national structural funds in Italy.</p> <p>The official name of the platform is: <u>MIRWEB Puglia</u> <u>Monitoraggio Interventi Regionali WEB</u> <u>Progetto Cofinanziato dalla Comunità Europea - POR Puglia 2014-2020 FESR-FSE</u></p>
Name of the coordinator	Sinergia s.c.s.
	<p><u>Long description of the BP (no more than 1/2 pages)</u></p> <p>The official name of the platform is: <u>MIRWEB Puglia</u> <u>Monitoraggio Interventi Regionali WEB</u> <u>Progetto Cofinanziato dalla Comunità Europea - POR Puglia 2014-2020 FESR-FSE</u></p> <p>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.</p> <p>The training is focused on adult learning and specifically on job orientation, lifelong learning, training for disadvantage people, employee training, intergenerational learning etc.</p> <p>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.</p>
WHY is a BP	The use of the web platform has different positive aspects:

	<ol style="list-style-type: none"> 1- The use of the platform avoids to administrative staff to print and send paper version to the managing authority. 2- The supporting documents are stored in e-version and can be checked at any time 3- Avoid missing documents due to courier mail 4- Reduce in time of checking of the managing authority 5- uniformized management: all the applicants use the same tools of reporting
HOW is different and original	Administrators use specific internal tools (softwares, office) for their managing purpose. This can bring to difficulties and misunderstanding when it comes to checking and monitoring of the projects.
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.
	Attachments:

<p>5 lines of comments from the coordinator</p>	<p>The ICT tools are a relevant element in the implementation of a training course, with specific reference to administration and reporting.</p> <p>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.</p>
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PROTOCOL TO DOCUMENT THE BP 2	
DATE	a.s. 2017/2018
Name of the person that proposed the BP	Prof. Maria Maddalena Bellocchio
Name of the person that found the data	Prof. Maria Maddalena Bellocchio
Short description of the BP	Research activity at local level on the National Program "Avanguardie Educative – Innovative educational methods "
Name of the coordinator	Prof. Maria Maddalena Bellocchio
	<p>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.</p>
WHY is a BP	<p>As project coordinator, I think this work is an example of BP because, thanks to the use of active methodologies and the organization of heterogeneous groups of students, there has been a significant involvement of all, including students with special needs and those with disabilities. Everyone's self-esteem has increased: students have learned how to do research on the web, have positively discussed, respecting the opinions of one another and have made an important step forward in the environmental, historical and artistic knowledge of the Lama Balice.</p>
HOW is different and original	<p>The innovation consists in the combined and harmonious use of active methodologies, theoretical study and visits in the terrain, but also in the flexible use of the hours dedicated to the different school subjects: a large part of the hours of the classes involved was dedicated to the research project.</p>

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/
5 lines of 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)

PROTOCOL TO DOCUMENT THE BP 3	
DATE	August 2018
Name of the person that proposed the BP	Chiara Cannito
Name of the person that found the data	Chiara Cannito
Short description of the BP	<p>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.</p> <p>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.</p>
Name of the coordinator	Giuseppe Cornacchia (Thesis srl)
WHY is a BP	<p>It's a BP because:</p> <ul style="list-style-type: none"> - there is interaction between students and learning units - there is an immersive virtual reality in which you can 'touch' dinosaurs - you can read scientific info by touching a blue sphere so learning is very funny - you can see the reproduction of prehistoric Lama not only on a book
HOW is different and original	It's different and original and unique because there is no other virtual representation /immersive visit of natural and geological type

	in Apulia. The virtual experience is concluded by a frontal lesson (using slides and papers) that checks the contents learned.
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”	<ul style="list-style-type: none"> - karst - prehistorical Lama Balice - dinosaur
	Attachments:
5 lines of 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

PROTOCOL TO DOCUMENT THE BP 4	
DATE	03/08/2018
Name of the person that proposed the BP	Katia De Luca – Legacoop Puglia
Name of the person that found the data	
Short description of the BP	<p>LecceLab – Progetto Bella Copia is a project of the Municipality of Lecce, Legacoop Puglia and Forpuglia, founded by 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 in workshops, lessons, discussions involving entrepreneurs and startupper, practical activities related to 4 areas:</p> <ol style="list-style-type: none"> 1) Balance of competences and Job 2) Digital skills and creativity 3) Cooperative and innovative startup 4) Legal habits: theater and expressive skills
Name of the coordinator	Raffaele Parlangei – Comune di Lecce
	<p>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:</p> <ul style="list-style-type: none"> - <u>Training on Innovative and socially responsible entrepreneurship;</u>

	<ul style="list-style-type: none"> - <u>Development of digital skills and creativity</u> (https://www.youtube.com/watch?v=9pCXPjQbm8E) - <u>Development of guidance skills and positioning on the (legal) labor market.</u> <p>The activities foresee an integrated approach between entrepreneurs, facilitators, experts, testimonials and learners, that is important for knowledge and practices transfer's:</p> <ul style="list-style-type: none"> • 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 <p>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))</p>
<p>WHY is a BP</p>	<ul style="list-style-type: none"> - Involvement of different type of public (public administrations, private enterprises, no profit, etc.) - Involved 400 young people in the municipality of Lecce and 10 secondary schools - High levels of improved skills and learning competences, according to the monitoring results

HOW is different and original	<ul style="list-style-type: none"> - Co-design of the project activities involving the schools, the municipality and startups - New languages and tools when talking about legal issues, work and enterprise to students; - Enterprises are directly involved and work with the students on their business models and pitch
WHO are the persons to be contacted to have more infos	<p>Comune di Lecce: Raffaele Parlangei, dirigente settore programmazione strategica e comunitaria - Raffaele.parlangeli@comune.lecce.it</p> <p>Legacoop Puglia: Katia De Luca – deluca@legapuglia.it</p>
WHERE could we find more infos (internet sites, mails, social media, clips and so on)	<p>https://www.leccelab.it https://www.youtube.com/channel/UCKIaTbvCVwH0JuPCyh5KPiA https://www.facebook.com/groups/LecceLab/ email: legacoop@legapuglia.it</p>
WHAT is the lesson we could learn from this BP or “case of study”	<ul style="list-style-type: none"> • 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
	<p>Attachments: Download area on the website: https://www.leccelab.it/tools/ Video: https://www.youtube.com/channel/UCKIaTbvCVwH0JuPCyh5KPiA</p>
5 lines of comments from the coordinator	<p>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.</p> <p>The ICT tools applied to creativity are a key factor for the development of job opportunities for youth.</p> <p>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.</p>

PROTOCOL TO DOCUMENT THE BP 5	
DATE	28/08/2018
Name of the person that proposed the BP	Prof. Alberto Fornasari
Name of the person that found the data	Alberto Fornasari
Short description of the BP	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.
Name of the coordinator	Prof. Beatrice Ligorio
	<u>Long description of the BP (no more than 1/2 pages)</u>
WHY is a BP	<p>DI.DA.PRO has created a network learning centre that has:</p> <ul style="list-style-type: none"> • improved the effectiveness of the lessons, introducing a blended teaching; • widened the pool of training users, also reaching students who have difficulty attending lessons and people not enrolled in degree courses; • modernized the training offer, responding to the need for more effective tuning with the demands of the national and local labour market. <p>The project in the first testing phase was aimed at students (also Erasmus) enrolled in the second year of the three-year degree in Education and Training Sciences who attend the Adult Education course and to the students of the Master's Degree in Training and Management of human resources enrolled in the first year attending the Psychology course of Education and E-learning.</p>
HOW is different and original	To these students, DIDAPRO offers the opportunity to participate in online training activities and to enjoy, alongside traditional "face to face" university lessons, videotapes of the same, specific video-lessons and professional training activities. In the latter case, students who will later attend the internship will be able to take short videos of the presentation of some selected structures

	<p>(companies, communities, commissioning schools, etc.) that will present their activities and skills. In addition, a certain number of lessons in Webinar format will be scheduled. Each Webinar lesson will be announced in advance so that it will be possible to engage students live from a distance.</p> <p>The audiovisual materials produced will be downloadable from a repository dedicated to the project on the website of the department</p>
<p>WHO are the persons to be contacted to have more infos</p>	<p>Prof.ssa Beatrice Ligorio mariabeatrice.ligorio@uniba.it 080 5714314</p>
<p>WHERE could we find more infos (internet sites, mails, social media, clips and so on)</p>	<p>https://manageweb.ict.uniba.it/notizieuniba/2016/didattica-blended-di-base-e-professionalizzante-didapro</p>
<p>WHAT is the lesson we could learn from this BP or “case of study”</p>	<p>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.</p>
	<p>Attachments:</p> <p>https://manageweb.ict.uniba.it/notizieuniba/2016/didattica-blended-di-base-e-professionalizzante-didapro</p> <p>Everything takes place on a Department platform that is not accessible to any enrolled students. It is suggested to contact the manager.</p>
<p>5 lines of comments from the coordinator</p>	<p>This practice is very relevant, referring to the innovation process of higher education system in our region.</p> <p>Until now the e-learning and distance learning are very small.</p> <p>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.</p> <p>This proposal is an important challenge to solve these problems.</p>

PROTOCOL TO DOCUMENT THE BP 6	
DATE	28/08/2018
Name of the person that proposed the BP	Prof. Alberto Fornasari
Name of the person that found the data	Alberto Fornasari
Short description of the BP	DIDALIM (Lavagna interattiva, e-book, apprendimento 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.
Name of the coordinator	Prof. Michele Baldassarre
	<u>Long description of the BP (no more than 1/2 pages)</u>
WHY is a BP	The course is aimed at teachers, trainers, all those who are studying as teachers and aims to provide methodological tools for the use of technology at school to enable them to: <ul style="list-style-type: none"> • use new media devices in the educational field; • to work with new media and new technologies in school and out-of-school; • acquire practical skills for the use of new media devices (LIM, e-book, tablet) in conducting class activities; • communication skills and adequate and useful tools to discern the communication strategies to be adopted and the languages to be used.
HOW is different and original	For the reasons explained above
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,	https://www.uniba.it/notizieuniba/2017/didalim

mails, social media, clips and so on)	
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
5 lines of 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

PROTOCOL TO DOCUMENT THE CASE STUDY	
DATE	28/08/2018
Name of the person that proposed the BP	Prof. Alberto Fornasari
Name of the person that found the data	Alberto Fornasari
Short description of the BP	<p>INSO Project</p> <p>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.</p> <p>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</p>
Name of the coordinator	Prof. Alberto Fornasari
	<p>Specific objectives</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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</p>

	<p>(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.</p> <p>Activities</p> <ul style="list-style-type: none"> • 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.
<p>WHY is a BP</p>	<p>Through the project, IRISS-CNR enhances human capital and supports the creation of job opportunities in Sudan, with a training plan strictly aimed at the needs of the receivers and the specifics of the territory, to help them to limit the reasons that generate the migration flows. In addition to this, the knowledge of current migration processes is deepened, in order to support the EU</p>

	dialogue with North Africa and the Horn of Africa on migration issues.
HOW is different and original	The Comboni College of Karthoum students involved in the project (Faculty of Computer Science) had the opportunity to deepen through modules at a distance fundamental module to increase those skills on the use of ICT to promote the development of the Sudanese economy.
WHO are the persons to be contacted to have more infos	Alberto Fornasari alberto.fornasari@uniba.it +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
5 lines of 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.