WP 2.5: INNOVATIVE TEACHING AND LEARNING PRACTICES

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CONTENIDO

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INTRODUCTION

The main rationale for documenting and sharing "Good Practices" is to enable persons and organizations to avoid "re-inventing the wheel"; to "learn in order to improve performance" and to "avoid the mistakes of others". Documenting and sharing "Good Practices" affords one the opportunity to acquire knowledge about lessons learned and to continue learning about how to improve and adapt strategies and activities through feedback, reflection and analysis in order to implement larger-scale, sustained, and more effective interventions.

- **Transferable**: methods and tools able to replicate
- **Innovative**: good ideas and practical
- **Impact**: have a strong effect on someone or something
- **Sustainability**: The proposed practice must be implementable over a long period of time without any massive introduction of additional resources.
- **Availability**: Characteristic of a resource that is committable, operable, or usable upon demand to perform its designated or required function. It is the aggregate of the resource's accessibility, reliability, sustainability, serviceability.
- **Accessibility**: capable of being understood or appreciated. Able to be easily obtained or used.
- **Adaptability**: Ability to alter itself or its responses to the changed circumstances or environment. Adaptability shows the ability to learn from experience.
- **Acceptability**: capability by good quality of conforming to approved standards. The fact of being approved of and considered normal by most people; suitability.
- **Actual**: less than 3 years of data
- **Effectiveness**: The good practice must work and achieve results that are measurable. The proposed good practice must produce results with a reasonable level of resources and time.
- **Creativity**: the use of imagination or original ideas to create something it may be useful in solving problems, communicating with others, and entertaining ourselves and others

- **Collaborative**: produced by or involving two or more parties working together

MARIE CURIE SKLODOWSKA

Online Library Course

GENERAL DATA	
TITLE OF THE GOOD PRACTICE	Online Library Course
POSITION AND TASK OF THE AUTHOR	Urszula Poślada - librarian
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	Library of Maria Curie-Slodowska Uniwersity Library website: http://bg.umcs.lublin.pl/nowa/index_en.php Online course: http://biblioteka.kampus.umcs.lublin.pl/moodle/
EDUCATIONAL LEVEL: PE/SE/AE	AE
KEY WORDS	social networks, digital media, Moodle, e-book, Library course
DATE (TIME/DURATION)	10-12.2012
DESCRIPTION	
SHORT INTRODUCTION	Aim of the course is to offer to first year students an online electronic book about university library and its resources. At the end all students have to pass an online test (there is a pool of 80 questions in total and system is choosing 20 for each student to answer). This project allow for: - more interactive form of classes (electronic guide) - train 5000 students in 4 months (by 7 teachers) - getting used by students to university e-learning platform - developing by students competences of self-management
TARGET GROUPS	First year students
SHORT DESCRIPTION OF THE CHALLENGE FACED	The biggest challenge was the number of students who are expected to take as course and pass online test (5 000). First of all it could make problems with server. Another issue was question of students account and data for login to the platform.
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED	Students have an access to the course all the time but they are divided into groups for passing the test (there are special time slots for passing online test by students from different faculties). Students set up their accounts by themselves. They are obliged to used their students index numbers in theirs profile data.
AIM	To deliver to students necessary knowledge about the system of university libraries, their resources and searching for information (this knowledge is needed for successful study). To support students in passing library test.
Criteria (click on the appropriate boxes, please)	
ACTIVITIES/ IMPLEMENTATION	On university e-learning platform library courses are set up (for each Faculty). On the platform there are special electronic materials (e-book and online guidelines) and online test are prepared. There is also a special online questionnaire for evaluation of the course and its

	effectiveness (by the students). Each faculty students have an access to the course whole project but there are special time slots for passing online test by different groups of students. Each student has to answer 20 different questions (there is a pool of 80 questions and system is choosing questions for a given student – questions and answers are mixing all the time). There is possibility to multiple attempts to pass the online test. 7 teachers are responsible for materials (resources) and test questions. After passing the test they give them credit.
RESOURCES: (Budget, human resources, infrastructures/material resources, other resources (please, specify)	7 teachers and 1 instructional designer e-learning platform – Moodle
TOOLS USED	e-learning platform – Moodle (in frame of the course mainly tools "Book" and "Quiz" are used).
LITERATURE REVIEW (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS,	 http://biblioteka.kampus.umcs.lublin.pl/moodle/
EVALUATION	
STRENGHT	Less people are engaged in online course for 5000 students (in traditional one much more teachers had to have classes – now it is 7, earlier it was app. 40). Organisational aspect – no more local problems for classes. Students have access to e-book and more interactive materials all the time. Materials are easy to update. Online questionnaire can be used each year (after small corrections). Students can learn at home and do test at home. Students prefer online version of course (it is for them more attractive and accessible). University is seen by first year students as a modern school which uses new technologies for education.
WEAKNESS	Some students have difficulty to pass online test (they claim that it is too difficult). There have to be a person responsible for help desk for students in case they have problems with platform or e-materials. Students get grade/pass from librarian and it is signed in student's index. Librarians have to sign about 5000 grades in student's indexes.
CONCLUSION	
LESSON LEARNT (TRANSFERABILITY)	Online test have multiple attempt option. Test serves as a learning tool, not only evaluation/grading tool.

	Course is very easy to transfer to organisations which can use Moodle platform. If organisation has electronic student's management system it is possibility to connect Moodle database and administration database. This improvement gives opportunity to get automatically grade from Moodle course to electronic student's index.

Multimedia

GENERAL DATA	
TITLE OF THE GOOD PRACTICE	Multimedia
POSITION AND TASK OF THE AUTHOR	dr Radosław Bomba – academic teacher
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	Cultural Studies Department in Maria Curie-Skłodowska University in Lublin, Poland
EDUCATIONAL LEVEL: PE/SE/AE	
KEY WORDS	data visualisation, network science, big data, cultural analytic, digital humanities
DATE (TIME/DURATION)	10.10.2012-20.01.2013
DESCRIPTION	
SHORT INTRODUCTION	Concept of the classes was inspired by idea of medialab. Pupils were divided themselves for small group 3-4 person each. During the classes students were working together for defining shape and purpose of their project. One restriction in their work was the main subject which I proposed: the popular culture. When every group found conceptual frame of their project their chose open source and free digital tools for visualization. In the next step students create couple of related presentation and publish them on blogs. All groups presented their work for all students who also evaluate presented work. Best project were published on the class webpage: http://medialab.umcs.lublin.pl/
TARGET GROUPS	Second year students
SHORT DESCRIPTION OF THE CHALLENGE FACED	The main problem was find appropriate digital tools which not to complicated and not to easy for the students. Another problem was encourage students to use it.
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED	I create couple online tutorials about tools which we made use of. I also used software which count and display vote which showed students outcome of their vote about best project. I think that it created competition between groups and positively affected on their work.
AIM	The main goal of the classes was encourage students to use digital tools and show in which way this tools could improve fields of humanities research
Criteria (click on the appropriate boxes, please)	<table><tr><td>Transferable</td><td>x</td><td>Adaptability</td><td></td></tr><tr><td>Innovative</td><td>x</td><td>Acceptability</td><td></td></tr><tr><td>Impact</td><td></td><td>Actual</td><td></td></tr><tr><td>Sustainability</td><td></td><td>Effectiveness</td><td>x</td></tr><tr><td>Availability</td><td>x</td><td>Creativity</td><td>x</td></tr><tr><td>Accessibility</td><td></td><td>Collaborative</td><td>x</td></tr></table>
ACTIVITIES/IMPLEMENTATION	

RESOURCES: Budget Human resources Infrastructures/material resources Other resources (please, specify)	One teacher and 30 students
TOOLS USED	Wordpress, ImagePlot, Google Trends,
LITERATURE REVIEW (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS, ...	http://medialab.umcs.lublin.pl/
EVALUATION	
STRENGHT	- cooperation with friends - self evaluation - students can participate in evaluation process - use digital tools
WEAKNESS	Unequal divide of work between members of the group Students have different level of media competence
CONCLUSION	
LESSON LEARNT (TRANSFERABILITY)	Using digital tools and participation of students in the evaluation process increase their engagement in work.

Use of Google Forms in students own research

GENERAL DATA	
TITLE OF THE GOOD PRACTICE	Use of Google Forms in students own research
POSITION AND TASK OF THE AUTHOR	Tutor: diploma thesis at different levels, ranging from BSc to MBA
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	Maria Curie Sklodowska University, http://uczniko.umcs.lublin.pl, andrzej.wodecki@gmail.com
EDUCATIONAL LEVEL: PE/SE/AE	AE, Post Graduate, MBA
KEY WORDS	Research, diploma, online questionnaire
DATE (TIME/DURATION)	Since 2008
DESCRIPTION	
SHORT INTRODUCTION	Google Forms may serve as a very simple and fast tool supporting research performed by students eg during their diploma thesis preparation
TARGET GROUPS	Students preparing their diploma thesis at different levels, ranging from BSc to MBA
SHORT DESCRIPTION OF THE CHALLENGE FACED	Many students are afraid of even simple research using questionnaires. They are not aware of really simple tools like Google Forms, enabling delivery of online questionnaires literary in few minutes and simple statistical data analysis almost instantly.
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED	Ask students to prepare a set of no more than 10 questions, some of them closed, and some open Define the target group. Identify on-line places they are present, and best possible ways of accessing them (by e-mail; social networks; discussion forums; on websites etc) Use Google Forms (a part of Google Docs) to prepare online questionnaire Populate it by channels identified in step 2 Analyze data both using Excel and Summary report of Google Forms
AIM	Encourage students to perform their own research using simple and fast solutions

Criteria (click on the appropriate boxes, please)	Transferable	X	Adaptability	X	
	Innovative	X	Acceptability	X	
	Impact	X	Actual	X	
	Sustainability	X	Effectiveness	X	
	Availability	X	Creativity	X	
	Accessibility	x	Collaborative		

ACTIVITIES/IMPLEMENTATION	Students own research
RESOURCES: Budget Human resources Infrastructures/material	Google Docs account; access to the Internet.

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resources Other resources (please, specify)	
TOOLS USED	Google Forms
LITERATURE REVIEW (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS, ...	N/A
EVALUATION	
STRENGHT	Fast and simple. After research students are proud of doing some real "science" ☺
WEAKNESS	-
CONCLUSION	
LESSON LEARNT (TRANSFERABILITY)	It just works. The only problem is that students try to ask too many questions > check, if the answer needs not more than 3 minutes.

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EDEN

A Teacher's Blog for ICT integration

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	A Teacher's Blog for ICT integration
NAME OF CREATOR *	Tibor Prievara
POSITION AND TASK OF THE AUTHOR *	English teacher, founder and editor-in-chief of the above blog
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	http://www.tanarblog.hu
EDUCATIONAL LEVEL: SE/HE/AE *	SE
COUNTRY/ LANGUAGE *	Hungary, Hungarian
KEYWORDS (tags) *	Teacher, resources, blog, network
DATE (TIME/DURATION)	2013
DESCRIPTION	
SHORT INTRODUCTION *	The blog has started out as a place to share his thoughts and problems and practical tips of ICT integration in everyday teaching practices to and from practicing teachers. Soon after the initial phase, it became the hub of ICT practices ("The primary appeal of the website is that it is a grassroots initiative, with teachers discussing real issues as they emerge in the classrooms," says Prievara. "As we say, we are not in the command seat of ICT but report from the front lines or – if you like – the trenches."). Today it is read in most schools in Hungary.
TARGET GROUPS *	teachers
TYPICAL AGE RANGE	
SHORT DESCRIPTION OF THE CHALLENGE FACED	In Hungary there is a gap of expertise in the educational food chain as far as ICT is concerned. Most university professors have not had any first-hand experience of either teaching or being taught using ICT. Soon the first generation of teacher trainees with such experience – at least in their secondary or primary schools are being trained. Theoretical works abound, yet you sometimes cannot help but wonder how ICT will find its way to the new generation of teachers when very few of their professors use any technology. As a result, most of the training materials are either very broad or theoretical (e.g. should we use Facebook in education?) or very technical (e.g. This is how you create a gap-fill exercise in an IWB software.). What Tibor believes would be needed is something in between, ideas and pedagogy from where ICT is practiced – the classroom.
TYPICAL LEARNING TIME	n/a
AIM	This grassroots initiative is providing tools, methods and practices to Hungarian teachers to integrate ICT practices into their work. It takes advantage of the resources already at disposal; he changes his colleagues' perspective about 21st century education, not just introducing technology, but shifting their focus from teaching to

	learning.
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	The primary appeal of the website is that it is a grassroots initiative, with teachers discussing real issues as they emerge in the classrooms. The blog challenges the idea that for a teacher working ICT into daily teaching is simple. Teachers in Hungary are overworked and underpaid. Also, they seem to lack the technology and the equipment to get ahead. In the present it is a pool of resources of interactive e-learning materials and thousands of teachers take part in the face-to-face trainings. Ideas such as the flipped classroom, the meaningful adaptation of the concept of gamification, personalized learning paths and a new approach to assessing student work have now been implemented in a number of schools in Hungary and there is an ever-growing community of teachers spreading these new ideas to colleagues in their local communities. They have designed a low-cost (basically no-cost) ICT integration model that could be adopted in most schools in Hungary, making use of what teachers and students already have at their disposal. He concentrated on applications that are free and experiments with and shares them, working out integration methods as well. As a simple teacher, Tibor listened to education experts at conferences sharing their vision of the future, where at a point they looked at the audience of teachers and say "now it's your turn to make these changes work and break them down for everyday use in the context of public education." Having heard this so often, he decided to go for it and change the way he teaches completely to become a 21st century educator. This is involved defining individual learning paths for each of his students, using a different system to assess student progress, stressing the meaningful use of ICT and Web 2.0 applications to enhance learning (and not so much teaching), taking advantage of 'the cloud' to share and disseminate information, and implementing gamification by using a simple Excel worksheet. Tibor set up a new pedagogical framework and then started looking for the simplest possible way to implement it in a manner that it becomes viable in the long run. Having to teach 30+ contact lessons, there is simply no other way. Technology is not an add-on in this system (i.e. its role is not to 'spice up' or make visually more digestible an otherwise boring lesson), but an integral part of the learning process, more emphasis is on students using ICT outside the classroom than in classes. The best opportunity for innovation in education for him has proved to be 'the cloud'. In Hungary, schools have just received a huge package of software (e.g. will be able to use Lynx), which will definitely open new vistas. Collaborative tools (OneNote), file sharing (SkyDrive) and tools facilitating synchronous and asynchronous communication will be available to all schools in the country. Unlimited storage, smooth communication and collaboration are a game-changer.

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	His advice to teachers: "First, everyone should understand that it is possible to make a difference. Many teachers (especially novice teachers) are discouraged by (what they perceive to be) depleted infrastructure in schools and claim they could do if only they had… and here comes list of what would be necessary for them to start working. We have to understand that there is never going to be a time when everything is in place and everything works 100 percent of the time. Uncertainty (such as websites disappearing overnight, the router breaking down or certain sites blocked) is part of the process and can never be eliminated. Still, whatever you have is enough to start working! Secondly, it's really important that you use technology as a means to achieve pedagogical ends. Everyone should have a 'vision' as to what they would like to achieve and choose their tools accordingly. Then the process should be broken down to smaller, short-term goals that all point and work towards the overall target. It's really important not to lose sight of WHY we are doing things as well as being able to set attainable goals that would define and redefine classroom practices. Third, don't take students' ICT expertise for granted. Not once have I heard colleagues complain that their students are reluctant to co-operate in a shared online document or are unable to execute simple tasks such as uploading a document on SkyDrive. This takes time and effort. In short: don't fall victim to the digital native myth! Also, don't be intimidated by apparently tech-savvy students. Think of them as an asset. In a current pilot study, we ran into the problem of teachers coming up against quite a lot of technical issues that they seemed unequipped to deal with. On-site support would have been impossible to provide throughout the whole school day and issues had to be tackled on the spot and quickly in order for lessons to go as planned. So we have decided to train students participating in the pilot study to provide technical support to teachers. The scheme seems workable and everyone who is taking part benefits." Today, the blog is running a regular roundtable for teachers on ICT in schools, organises accredited further educational courses
Copyright	
DIFFICULTY	easy

Transferable	X	Adaptability	X
Innovative		Acceptability	X
Impact	x	Actual	X
Sustainability	X	Effectiveness	X
Availability	X	Creativity	
Accessibility	X	Collaborative	x

Life Through The Lenses – English teaching with extras

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	Life Through The Lenses – English teaching with extras
NAME OF CREATOR *	Eniko Berecki
POSITION AND TASK OF THE AUTHOR *	Secondary school teachers
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	www.missioncamera.blogspot.com
EDUCATIONAL LEVEL: SE/HE/AE *	SE
COUNTRY/ LANGUAGE *	Hungarian
KEYWORDS (tags) *	Project-based learning, languages, photography, collaborative learning, creativity, digital literacy
DATE (TIME/DURATION)	20 hours over a course of 2 months
DESCRIPTION	
SHORT INTRODUCTION *	This practice was created by a secondary school teachers using collaborative tools and project-based learning methodology. It is a 20-hour English-language project, which focuses on media, including the press photography. The project aims at the development of English language skills in addition to improving the digital literacy of students, expand historical knowledge, creativity and social sensitivity learning.
TARGET GROUPS *	lecturers, qualification teams, awarding bodies, learning technologists, library and student support staff and learning and teaching specialists - but may also be of interest to teachers (or teachers to be) in secondary schools
TYPICAL AGE RANGE	14-19
SHORT DESCRIPTION OF THE CHALLENGE FACED	Development of generic skills (communication, collaboration, e-skills, self-regulation, creativity) embedded in English language learning with solving real-life problems.
TYPICAL LEARNING TIME	20 hours
AIM	Enhancement of digital skills, language learning, empowerment of social skills, development of historical knowledge, creativity development, enhancement of social sensitivity
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	In the introductory part, the students explored the concept of media images, different products were tested in English, with special attention on press photos. Participants work out together the concept of image - text relationship. In the second part of the project was built on 10 famous press photos. The students discussed their intuitive reactions and feelings when seeing each of the famous images. Then came the Internet research, which charted in the photos according to the historical events depicted in the background and the subjects of the photos.

	The third part, explored the work and life of Robert Capa, the famous Hungarian press photographers and combined a visit to the Ludwig Museum exhibition on Capa. Pupils had to draft and conduct fictional television interviews with Robert Capa, which were then loaded to Youtube. In the last part of the project, the students themselves have become 'press photographers'. Different teams were formed according to themes: culture, religion , politics , environment, city life , sports, people. The teams documented the daily life of Budapest (their city), Their photos , their experiences, their statements recorded their work on a blog, and discussed each other's entries. At the end of the project the students organised a photos exhibition choosing from their own selection the best press photos at their school. They voted for the the best student photographer from among themselves as a celebration of their work..
Copyright	no
DIFFICULTY	easy

Transferable	X	Adaptability	X
Innovative	X	Acceptability	
Impact	X	Actual	X
Sustainability		Effectiveness	X
Availability	X	Creativity	X
Accessibility	X	Collaborative	x

Communication-oriented English language teaching on Facebook - Competency-based language teaching, collaborative knowledge building

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	Communication-oriented English language teaching on Facebook Competency-based language teaching, collaborative knowledge building
NAME OF CREATOR *	Timea Szalasi
POSITION AND TASK OF THE AUTHOR *	PhD Student in Educational Sciences, Secondary school teacher
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	Presentation in Hungarian: https://videotorium.hu/hu/recordings/details/6831,Kozossegi_oldalak_alkalmazasa_az_angol_nyelv_es_a_kepzomuveszet_tantargyak_gimnaziumi_oktatasaban_egy_pilotkiserlet_eredmenyei
EDUCATIONAL LEVEL: SE/HE/AE *	SE
COUNTRY/ LANGUAGE *	Hungarian
KEYWORDS (tags) *	Competency-based language learning, collaborative learning, Facebook, peer learning
DATE (TIME/DURATION)	2012
DESCRIPTION	
SHORT INTRODUCTION *	In the spring of 2012, a high school class of a secondary school were involved in English language education teaching in Facebook groups. The literacy area related to the school's curriculum was:- English: modern American culture. The students were encouraged to interact in the Facebook group specifically created for this exercise. The highlight of this practice is that the focus of learning lay entirely on the work of the students, who collected its content on the Internet, shared, read classmates positions and discussed them. The content was therefore not set by a teacher, but the students generated personally. The learning process was individualization, a method that could become teaching methodology.
TARGET GROUPS *	Secondary school pupils
TYPICAL AGE RANGE	14-19
SHORT DESCRIPTION OF THE CHALLENGE FACED	The Council of Europe developed the Common European Framework of Reference for Languages (CEF) between 1989 and 1996, which is a guidance document on the Europe-wide definition of level of language knowledge. This document defines speakers / learners competences (Common European Framework of Reference, 2002) general competencies (factual knowledge, skills and competences, existential competence, learning skills) and communicative language competences (linguistic, sociolinguistic and pragmatic competence). Due to the CEFR, large-scale reforms started in all areas of language learning, language teaching and language learning,

	curriculum design, textbook writing, language assessment, measurement of the language exam systems and teacher training.
TYPICAL LEARNING TIME	1 month - 1 semester
AIM	Content search, content-sharing, collaborative knowledge development, reflexion, meta-learning, topic-based discussion, deep learning of knowledge, language learning, peer learning
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	The description of the practice The teachers established a closed Facebook group for the Project, and then invited their students to become members of the Group. The first lesson introduced the topic lectures, presentations. The teachers gained information on the prior knowledge and experience of students on the topics, and introduced the themes and the idea of the Facebook project, its goals, tasks , requirements. As a second step, the group held a brainstorming on their selected subjects, and could begin the search for online resources. The students collected texts pictures, videos, web addresses on the subject, which was a shortlisted as referral / information on the wall of the Facebook group and was published. Classmates commented each other's distributed materials, so content-related conversations developed. Teachers acted as facilitators of the group and took care of the group's page and shared contents and encouraged the participation of students, praising the published content and gave guidance for further work. The online content was not rated with grades, the activities took place during school hours. In other classes, teachers responded to the shared content, highlighted important information compensating for the lack of knowledge items that indicated any mistakes, misunderstandings. Students and teachers worked together to assess the progress achieved so far and this method motivated pupils to further work generating in-depth questions by the students that showed a deep understanding of the subject. The last hours have been used to analyse the knowledge collected, the pupils highlighted what they found most important in relation to the topic, what was the most interesting and the most surprising information. The last step was to post the described reflections on the project and shared it on the group's site. Methodological notes: Learner autonomy and learner-centered approach The highlight of this practice is that the focus of learning lay entirely on the work of the students, who collected its content on the Internet, shared, read classmates positions and discussed them. The content was therefore not set by a teacher, but the students generated personally. The learning process was individualization, a method that could become teaching method. The role of the teacher was to: encouraging students to work, assist, administer the published content, moderate comments and conversations.

Tamás
Bill Gates changed the whole world with his company Microsoft. He is considered as the 2nd richest person in the world, only with 0,5 million dollars from the richest, Carlos Slim Helu. In my opinion he is a huge mind, although he made lots of people poor.

Bill Gates – Wikipedia, the free encyclopedia
en.wikipedia.org
William Henry "Bill" Gates III (born October 28, 1955 in Seattle, Washington)[4] is an American business magnate, investor, philanthropist, and author. Gates

Like · Comment · Share · May 11 at 10:22am

Adri and Márta like this.

Tímea what do you mean by making lots of people poor?
May 11 at 10:23am · Like · 2

Tamás There is a fact that about five years ago his shares raised a lot, and then he, not accidentally of course, made them fall. He made a lot of money from that, but many people lost everything they had had.
May 11 at 10:26am · Like

Ádám omg I didn't know this
May 11 at 10:27am · Like

The social nature of learning

Collaborative knowledge construction is an important component of this program: the contributions of individual students explore collaborative learning with the help of social online media. The students study the subject, the knowledge elements are collected together, than expanded and modified in groups, based on published posts and comments. The interactions allow students to learn from each other, comment on each other's thoughts.

The teaching of grammar proved to be very effective in the Facebook group in terms of correcting grammar or vocabulary errors. Some school lessons were dedicated to look for grammatical errors and correct me as one of the tasks of the group.

Márta
Tiger Woods. Who doesn't knows Tiger Woods, the famous golfer? He's born December 30, 1975. Now he is the highest-paid professional athlete in the world and earns 90 million dollars a year. He became professional in 1996. He broke numerous golf records. He's winnings:
* PGA Tour wins (72)
* European Tour wins (38)
* Japan Golf Tour wins (2)
* Asian Tour wins (1)
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Like · Comment · Share · May 11 at 10:40am

👍 Adri and Natália like this.

Ádám And sex addicted
May 11 at 10:41am · Like · 👍 1

Istvan know*
May 11 at 10:41am · Like

Istvan famous*
May 11 at 10:41am · Like

Istvan he was*
May 11 at 10:41am · Like

Tamás *His* winnings:
May 11 at 10:42am · Like

Márta born in*
May 11 at 10:42am · Like

Karolina http://www.youtube.com/watch?v=In6kDKedDow

NUSIPIRKSIU.LT Tiger Woods Roger Federer Thierry Henry Gillette Phenom
http://www.nusipirksiu.lt/

Curriculum integration

The group dealt with a number of topics (such as the United States geography, natural heritage, cultural and artistic values and academic life, economy and politics) that are covered by other subjects as well, such as geography, literature, science, art history, sociology, and history. Based on a consultation with teachers of the other subjects thus provided an excellent opportunity to exploit the previous knowledge and skills in other subjects and expand and deepen knowledge.

Meaningful learning

The identity of today's teens and socialization is largely determined by the activity in the social web (Szalas, 2012). For them, being online is a real- life extension, they make friends, have conversations, share and obtain information, express opinions, organize themselves in groups around a

	common interests. The social networking site in their case is a natural environment in which to feel at home, they have a good knowledge of the user interface, possess a certain level of proficiency in communication standards on the web. During the Facebook language lessons the students were able to gain knowledge that was based on their individual interests, it was relevant and meaningful. The teacher coordinated the work with the various tasks. Within the tasks, however, everyone got a free hand in researching for resources, the selection of content and format of the content as well. The students took part in creating new tasks, they could also suggest new ones, making them more relevant to their interests. Students also developed their competence in communication. They could practice and develop their foreign language skills, which could be an oral and written communication with other language speaking peers. The informal nature of the Facebook group was suitable for the practice of colloquial language, and provided an opportunity to highlight the formal and informal language differences. 'Netiquette' rules, or social conventions that are necessary for effective online communication, and the provisions of the copyright law were also discussed. Divergence The differences among the students' and their Facebook-related tasks were fully appreciated. Some students preferred looking for a task related video, others preferred text or image, and vice versa, while others prefer to read each other's entries. Some diligently posted newly discovered information, others preferred discussing. The individual differences made the work of the group and the group's page colorful. The teachers as peers The learning process of the teacher consisted in following the learning dynamics. Due to the diversity of students, the teacher had to apply a steady stream of alternatives for effective teaching and learning. The teacher is acquiring new knowledge, experience ('learning by doing'). On the other hand, the teacher is also involved in the construction of common knowledge as he/she is also looking for new resources and becomes part of the components of knowledge acquired by the learners.
Copyright	Timea Szalas
DIFFICULTY	Easy, required prior methodological knowledge and social online media facilitator skills

Transferable	X	Adaptability	X
Innovative	X	Acceptability	X
Impact	x	Actual	X
Sustainability	X	Effectiveness	X
Availability	X	Creativity	X
Accessibility	x	Collaborative	X

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DigiSkills: Network for the enhancement of digital competence skills

EDEN UNITED KINGDOM

Good practice: The e-Feedback Evaluation Project (eFeP)

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	The e-Feedback Evaluation Project (eFeP)
NAME OF CREATOR *	María Fernández-Toro, Concha Furnborough, The Open University, United Kingdom
POSITION AND TASK OF THE AUTHOR *	Lecturers (Spanish), Faculty of Education and Language Studies Department of Languages
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	http://www.open.ac.uk/education-and-languages/main/ The full study is available: http://www.eden-online.org/system/files/051_Fernandez-Toro_Furnborough.pdf
EDUCATIONAL LEVEL: SE/HE/AE	HE
COUNTRY/ LANGUAGE *	United Kingdom, English
KEYWORDS (tags) *	Research-based, student, feedback, e-learning, technology-enhanced, learning
DATE (TIME/DURATION)	2012-2013
DESCRIPTION	
SHORT INTRODUCTION *	This study shows that in technology-enhanced learning enforced with e-feedback, highly motivated students do engage with tutor feedback and make active efforts to integrate it. However in some cases their cognitive, affective, or metacognitive responses to the feedback are ineffective. It suggests that a tutor's incorrect assumptions about the student's abilities, expectations or attitudes in relation to feedback can contribute to these occasional breakdowns in communication. By giving students a voice, the 'feedback on feedback' method used in the study encourages students to articulate their responses to the feedback and makes it possible to identify what comments result in successful or unsuccessful feedback dialogue. The e-Feedback Evaluation Project (eFeP) is a JISC-funded collaborative project involving the Open University (OU) and the University of Manchester, UK. The Open University, uses of both audio-recorded and written efeedback at the Department of Languages for a number of years. The evaluation looks at staff and student perceptions of assignment feedback, the quality of feedback itself, and student engagement with the feedback. More specifically, the project aimed to evaluate: the students' and tutors' attitudes to assignment feedback in each of the media commonly used at the OU; the quality of feedback in three of the media used in terms of the criteria being assessed and the depth of feedback on strengths and weaknesses;

	the effectiveness of feedback in terms of student engagement and response.
TARGET GROUPS *	Students, researchers
TYPICAL AGE RANGE	18-65
SHORT DESCRIPTION OF THE CHALLENGE FACED	Effective feedback not only enriches the learning experience, but is essential to successful learning (Hurd, 2000; 2006; Ramsden, 2003; White, 2003), yet the results of the UK National Student Survey (2012) show that feedback remains an ongoing challenge for HE institutions in terms of student satisfaction.
TYPICAL LEARNING TIME	n/a
AIM	The aim of the project is to evaluate the use of spoken and written e-feedback in a context in which these modes of delivery have been adopted by a Higher Education institution across an entire subject area.
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	Feedback on feedback The F/F study was designed as a follow-up to the staff and student surveys and the analysis of tutor feedback. The aim of the study was to elicit and evaluate the students' cognitive, metacognitive and affective responses to their tutor's feedback. In analysing the recordings, special attention was given to the attitudes and perceptions reported in the surveys, as well as the features of tutor feedback that had been identified in the feedback analysis study.. Subjects Participants adult university students studying distance learning modules in Spanish at the Open University. All the levels taught at the OU were represented in the sample, which consisted of two students taking the beginner module, two from the lower intermediate module, four from the upper intermediate, and two from the advanced module. Method Students were given a written set of instructions and a screencast showing a simulated talkthrough recorded by one of the researchers. All the necessary material was available online. The recording tool used was Jing, which allows a maximum recording time of 5 minutes. Students were asked to produce two recordings each: one about their marked written script (TMA) and another one about the accompanying feedback summary form (PT3). Students were sent anonymised copies of these document files so that no personal details could be seen on their recordings. In their task brief, they were encouraged to talk us through the assignment feedback, covering any aspects that they considered relevant, such as their first reaction to the feedback, which comments they did or did not understand, which ones they found useful or not useful, what feelings different comments elicited, what use students made of the feedback, and what they learned from it. Once the recordings were completed, students submitted them by email. Thus, from the initial briefing to the

final submission, the entire process took place electronically.

Each student's recordings were analysed in terms of their use of the two media (TMA script and PT3 form); their cognitive, affective and metacognitive responses to comments on strengths and comments on weaknesses; and their responses to different depths of feedback relating to strengths and weaknesses of their work. The notion of depth, proposed by Brown and Glover (2006) refers to feedback that either indicates a weakness/strength (depth 1), corrects the error/describes the strength (depth 2), or gives an explanation (depth 3). Fernández-Toro, Truman and Walker (2013) suggest an additional level for cases where errors or strengths are categorised, for example when tutors use codes to indicate the category to which an error belongs (e.g. gender agreement). Thus, the four depths considered in this analysis are:

1. Indicated;
2. Categorised/Described;
3. Corrected/Exemplified;
4. Explained.

A further category was added where some kind of action to avoid an error or build on a strength in future is proposed. As the brief given to the students was fairly open, responses to different types of feedback cannot be compared quantitatively.

Results

Students' reported strategy for using the feedback All students reported looking at the PT3 form before the TMA script, and all started by looking at their mark. They were also generally enthusiastic about receiving an overview in the general feedback form. As for the script, one student admitted that she had not really looked at it much, whilst another reported that she normally sets it aside until she has enough time to work systematically through each comment on her script. Printing out the feedback is common practice, sometimes in parallel with the computer, as markup comments on Word can be easier to read on screen than on paper. Subsequent use of the feedback was reported in only three cases, normally for revision purposes before the final assessment. Although all students found the feedback useful and clear, one stated that she had not learnt much from it and would just continue doing the same as she had been doing in her assignment.

Students' responses to feedback on weaknesses

Where tutors annotated or commented on problem areas, a number of possible responses were observed:

Active integration: Understands the information provided by the tutor and elaborates on it. For example, a correction is given and the student then adds a categorisation (e.g. 'gender agreement') or an explanation ('because población is feminine'); or the tutor gives an error category (e.g. ´verb form´) and the student then provides the correction ('I should have written fueron').

	Attempted integration: Tries to elaborate on the feedback but produces an inaccurate/inappropriate interpretation (e.g. correcting the tense of a verb when the problem actually related to the verb´s meaning).
	Informed acceptance: Appears to understand the information provided in the feedback but does not elaborate on it (e.g. [looking at a spelling correction] 'Oh yes, that was silly!').
	Uninformed acceptance: Acknowledges the information provided by in the feedback but there is no evidence of understanding (e.g. [tutor rewrites a sentence] 'yeah, that sounds better').
	Uncertainty: Acknowledges lack of understanding ('Can't understand why aunque is deleted here').
	Rejection: Disagrees with the information provided by the tutor ('it does annoy me when she says I should have included more information when the word limit is so ridiculously low´).
	Evaluation: Evaluates the error, either by explaining what caused it (e.g. Russian student says 'past tenses are different in Russian') or by voicing an evaluative judgement about their performance ('silly mistake').
	Planning: Proposes some kind of action to improve performance ('I must revise prepositions').
	Students' responses to feedback on strengths
	Cognitive, affective and metacognitive elements were also present in the students' responses to feedback related to the strengths of their work, though the most evident aspect was the affective response:
	Appreciation of effort recognition: Student is pleased to see his/her efforts acknowledged in the feedback ('It was quite difficult but you see my tutor says well done'; 'Two ticks for my quotation at the end! I like that quotation and I am very pleased that my tutor liked it.'). This was the most common response to feedback on strengths.
	Appreciation of personal rapport: Student feels that the feedback treats him/her as an individual (e.g. personal greetings).
	Cognitive and metacognitive responses generally mirrored those elicited by feedback on weaknesses, although some response types were less apparent for feedback on strengths:
	Active integration: e.g. tutor says 'good introduction' (Depth 2: strength categorised) and student adds that she made sure to include 'the mandatory quote' in her introduction (Depth 4: strength explained).
	Attempted integration: A correction may be interpreted as praise (e.g. tutor says 'you exceeded the word limit' and student then explains that she always worries that she will not be able to write so much 'but you see I exceeded that!').
	Informed acceptance: e.g. 'Good. I got that one'.
	Planning: e.g. 'She tells me my referencing system is correct so if I use that in my final assessment I'll be ok'.
Copyright	María Fernández-Toro, Concha Furnborough, The Open University,

	United Kingdom
DIFFICULTY	difficult

Transferable	X	Adaptability	X
Innovative	X	Acceptability	X
Impact		Actual	X
Sustainability	X	Effectiveness	X
Availability	X	Creativity	X
Accessibility	X	Collaborative	

Learning Design for a 21st Century Curriculum

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	Learning Design for a 21st Century Curriculum
NAME OF CREATOR *	Open Learning Design Studio
POSITION AND TASK OF THE AUTHOR *	Group result
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	http://www.olds.ac.uk/
EDUCATIONAL LEVEL: SE/HE/AE *	Se/He/Ae
COUNTRY/ LANGUAGE *	English
KEYWORDS (tags) *	MOOC, learning design, curriculum design
DATE (TIME/DURATION)	9 weeks

DESCRIPTION		
SHORT INTRODUCTION *		This free, open and online course (MOOC) has been designed for anyone with an interest in curriculum and learning design. The structure of the MOOC reflects a proposed process for a design inquiry project. In such a process, designers identify a (learning/curriculum) design challenge, explore it to gain an understanding of its context and driving forces, generate possible solutions, implement a solution and reflect on the process as a whole and its outputs.
TARGET GROUPS *		lecturers, qualification teams, awarding bodies, learning technologists, library and student support staff and learning and teaching specialists - but may also be of interest to teachers (or teachers to be) in secondary schools
TYPICAL AGE RANGE		23-65
SHORT DESCRIPTION OF THE CHALLENGE FACED		Support educators in creating their own teaching practice with specific methodology called using open educational resources.
TYPICAL LEARNING TIME		9 weeks
AIM		
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	WEEK 1 'Initiate'	In this first week the process of establishing a definition of learning design and identify how it relates to other fields of educational research started. Students explore the links and distinctions between Curriculum Design, Learning Design, Instructional Design, and Educational Design Research, and begin to identify some of the grand challenges of using a learning design approach to the design of learning in the 21st century. During this week, committed participants also initiate their own learning or curriculum design project in their domain of practice. This project provides an opportunity to apply and use the principles, representations and methodologies that they encounter through the MOOC. Go to week 1...

	WEEK 2 'Inquire'	This week considers ways of understanding, describing and using context in learning design. It demonstrates how context can be modelled as an ecology of resources (potentially available to help learners) and filters (that constrain interactions with these). Also used: personas (Nielsen, 2007), scenarios and force maps (Mor, 2013) to investigate contextual aspects of design challenges. Participants reflected on these approaches and select one or more to apply in their own design challenges. Go to week 2...
	WEEK 3 'Ideate'	This week introduces the notion of visual representations and their value in enabling design thinking, discourse and sharing. There were opportunities to experiment with collaborative sketching and story boarding, and to trial and critique a range of curriculum design tools such as the OULDI feature cards, pedagogy profile and course map and the Viewpoints cards. Go to week 3...
	WEEK 4 'Connect'	This week we assume that the 'teacher-designer' (Peter Goodyear's term - a good way to think of teachers) knows roughly what the conceptual focus is. The 'Connect' concept is similar to what in one recent project became known as 'BOTWOO' - building on the work of others. Not an elegant acronym, but strangely memorable. Even the OER (Open Educational Resources) movement is still struggling to make this idea catch on among teachers, although it's been around for a while. But the idea is to start not with the content as the object of reusable design knowledge, but the teaching pattern (or pedagogical pattern, or learning pattern). We will be looking at ways of tackling that issue, with practical activities to illustrate how it might be done. Go to week 4...
	WEEK 5 'Prototype'	This week we go from design idea - the sketch - to the first stage of implementation - the prototype. Not the final product, but enough to clarify the functionality and basic technical issue for meeting the user requirements. Go to week 5...
	WEEK 6 'Curate'	This week introduces the principle of the open licensing of online content and the relevance of Open Educational Resources to Curriculum and Learning Design. We will investigate methods of finding and identifying OER and the many ways they can be incorporated into designs. There will be opportunities to create and upload your own OER and to 'remix' OER created by others. Go to week 6...

	WEEK 7 'Evaluate'	Evaluation of learning designs is critically important. Around the world, each month sees the introduction of numerous commercially produced or locally developed learning designs, OERs, and other learning events promoted as engaging, effective, and efficient. Yet systematic evaluation of these is often lacking and evidence for their efficacy is weak. To conduct a useful evaluation of learning designs requires a "triangulation" approach whereby multiple strategies and tools are applied. This week is specifically designed to establish evaluation as a key strategy throughout the learning design process. Go to week 7...
	WEEK 8 'Reflect'	This week we will step back and reflect on the concepts discussed so far and consider the wider perspective, including the theoretical underpinnings of learning design. The origins of learning design as a research field can be traced back to the late nineties. Rop Koper and colleagues at the Open University of the Netherlands developed an Educational Modelling Langage and from this an IMS specification for learning design (http://www.imsglobal.org/learningdesign/). Go to week 8...
	WEEK 9 'Plenary'	This final week will provide opportunities to review your learning and plan any next steps in developing your curriculum and learning design practice. It will be a show and tell week, in which projects which have developed during the course will be selected by the OLDS MOOC community for review, details to follow. Go to week 9...

Feedback

There are many ways to comment and feedback on the course and discuss it with others:

1. Many of the activities encourage to post thoughts and comments in open areas such as on Cloudworks or own blog. This is a great way to share experiences and to reflect on the learning design used in the course.

2. Direct feedback to the project team using Feedback Form. This enables students to submit feedback anytime: after an activity, after finishing a week, or just when something crops up. We are really keen to hear about your experiences of the course and to hear about what you enjoy, what you have difficulty with, and what suggestions you have about improving it in future.

Fill in the OLDS MOOC Expectations and Initial Experience Survey: http://tinyurl.com/OLDSMOOC-Expectations

Here's a good example of such a feedback with reflection and learning: http://learningcreep.wordpress.com/2013/03/10/a-review-

or-two-giving-the-heads-up-for-social-learning-designs-oldsmooc/

The course team reflected on the feedback already while the course was up and running in its blog, establishing so a direct contact and feedback system with the students:

http://www.olds.ac.uk/blog

Evaluation: OLDS-MOOC Badging strategy

The course offered badging as an experimental feature of this MOOC. There are 9 OLDS-MOOC badges in total (including the very shiny Hotshot Trophy badge). As you collect the badges, they will be displayed on the participants' Cloudworks profile. They also support Mozilla Open Badges, so they can also be added to Mozilla Open Badge Backpack.

The OLDS-MOOC project team anticipated that the introduction of badging into the OLDS-MOOC will have a three-fold impact.

Firstly, that participants will feel more motivated to complete the MOOC, and that the approach will to some extent manage the high drop-out rates commonly experienced in open online courses.

Secondly, that participants will be encouraged to push their practice beyond the central learning design journey 'story-arc' that the MOOC presents, and engage in the more challenging aspects of learning design practice. For example in terms of their engagement with a wider community, and development of their identity and responsibilities within, across and beyond that community.

Finally, it is hoped that badging will encourage participants to add links to their activity outputs in Cloudworks. This is thought particularly important in the context of this MOOC because it uses a distributed network of 3rd party tools rather than a central repository. It is hoped that encouraging the collation of links to participant outputs will better enable finding and sharing of outputs with other participants, and also will support the OLDS-MOOC project team in their evaluation activities.

Functionality

Basic Mozilla badging functionality has been written into Cloudworks which will allow anyone to create and award a Mozilla badge. Awarded badges will appear on the user's Cloudworks profile page. Users are required to input a badge name, description, an image file and verification criteria. Badge creators can then choose between two approval processes:

Specify a set of users who can approve or reject badge applications The badge is awarded if a specified number of users on the site approve it (add number of users who must approve)

It is anticipated that the first option will be used where the criteria are identified as 'product' outputs (e.g. "create and share an OER") and the second where the criteria are related to process (e.g. "engage in and reflect on a process of collaborative design with 2 or more other designers"). However, it is up to the badge creator to choose the appropriate approval process – for example predicted

	number of badge applicants may well influence the choice of approval process.
Copyright	Open Learning Design Studio
DIFFICULTY	difficult

Transferable	X	Adaptability	X
Innovative	X	Acceptability	X
Impact	X	Actual	X
Sustainability	X	Effectiveness	X
Availability	X	Creativity	
Accessibility	X	Collaborative	

7Cs of Learning Design and Toolkit

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	7Cs of Learning Design and Toolkit
NAME OF CREATOR *	Prof Grainne Conole
POSITION AND TASK OF THE AUTHOR *	Professor of Learning Innovation, Director, Institute of Learning Innovation, University of Leicester, UK
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	http://www2.le.ac.uk/departments/education/people/ili-staff/grainne Sources: http://e4innovation.com/?p=628 Toolkit: http://www2.le.ac.uk/projects/oer/oers/beyond-distance-research-alliance/7Cs-toolkit
EDUCATIONAL LEVEL: SE/HE/AE *	HE/AE
COUNTRY/ LANGUAGE *	English
KEYWORDS (tags) *	Learning design, innovation, curriculum, learning activity
DATE (TIME/DURATION)	2013, 2 days duration for a workshop
DESCRIPTION	
SHORT INTRODUCTION *	The 7Cs of learning design framework and Toolkit The 7Cs of learning design framework illustrates the key stages involved in the design process, from initial conceptualisation of a learning intervention through to trialing and evaluating it in a real learning context. The framework consists of the following stages: Vision Conceptualise (i.e what are you designing and why, who are you designing for?) Activities Capture (in terms of capturing resources to be used and activities around Learner Generated Content) Communicate (mechanisms to foster communication) Collaborate (mechanisms to foster collaboration) Consider (activities to promote reflection and enable assessment) Synthesis Combine (combining the activities to give a holistic overview of the design and associated learning pathways) Implementation Consolidate (in terms of running the design in a real learning context, evaluating, refining and sharing the design). Each C has a set of Conceptual Learning Designs (CLDs) associated with it. The 7Cs of Learning Design workshop is a highly interactive, face-to-face two-day workshop that enables academics and course teams to design effectively for learning. This hands-on workshop is based on a well rehearsed, well researched team approach to learning design using learning technologies.
TARGET GROUPS *	Lecturers and tutors who want guidance and inspiration for more effective, imaginative and creative uses of a virtual learning

	environment such as Moodle or Blackboard, and the Web, to enhance the learning process for learners
	Academics or course teams wanting to make the learning experience more interactive and engaging for learners – whether at the level of a whole course or at the level of elements within a course
	Anyone with responsibility for designing new courses or redesigning existing courses
TYPICAL AGE RANGE	23-65
SHORT DESCRIPTION OF THE CHALLENGE FACED	New technologies, offer a plethora of ways in which learners can curate and manage content, and communicate and collaborate with peers. Social and participatory media enable learners to be part of a rich ecology of peer learners, potentially distributed worldwide. Mobile learning is now a reality through smart phones and tablets, meaning that learners can truly learn anywhere and anytime. Virtual worlds and serious games provide rich authentic environments that can foster approaches to learning such as role-play and problem-based learning. Despite this, there is a gap between the potential and the reality. Teachers and learners lack the necessary digital literacy skills (Jenkins 2009) to be able to harness the affordances (Conole and Dyke 2004) of new technologies. The chapter will describe a new learning design methodology, which has been created to help teachers make more informed design decisions that are pedagogically grounded and make effective use of technologies to foster different pedagogical approaches. This includes: a range of learning design representations, which both guide the design process and make the design explicit and hence sharable with others, harnessing social media to promote discussion and engagement with peers and in particular use of a specialised social networking site for sharing and discussing designs, and a range of workshops created and evaluated as part of our 7Cs of learning design framework (Armellini 2012; Conole 2012).
TYPICAL LEARNING TIME	2 days
AIM	By the end of the workshop, participants will have: Gained awareness and application of the range of resources, tools and methods which are available to support learning design, including learning design tools/methods and open educational resource repositories Considered a range of pedagogical approaches and the role played by different technologies in supporting these approaches Conceptualised the design process from different perspectives Developed an innovative storyboard to share with colleagues back in the office, to spark discussion around livening up a dry course Drafted an action plan for next steps in the design/ redesign process
DESCRIPTION OF THE SOLUTION/S	For each of the seven stages we have developed a series of conceptual designs, building on our own work and the work of others

DEVELOPED OR ADOPTED *	in the field. Participants interact with a pack of cards around the following elements: 1. Principles: What is the essence of the course, what are the core principles? So for example cultural or aesthetic aspects may be important, the intervention may have a practical focus or be about applying theory to practice, it may be based on a professional community of peers or it might be important that the intervention includes elements of serendipity. 2. Pedagogical approaches: What pedagogies are involved? For example is the intervention based on constructivist principles, is it problem or inquiry-based? 3. Guidance and support: What guidance and support are provided? For example in terms of a website or module handout, or access to study materials. 4. Content and activities: What kinds of activities are included and what content will the learners be using? 5. Reflection and demonstration: Are the learners actively encourage to reflect at key points? How are they demonstrating their learning? What forms of diagnostic, formative and summative assessment are included? 6. Communication and collaboration: How are the learners interacting with each other and their tutors? Are there any elements of collaboration included? See the presentation here: http://www.slideshare.net/GrainneConole/course-features Once the course features exercise has been completed, teachers can fill in the course views map, which provides more details on the six elements of the course features view. This includes details of which tools and resources are associated with each of the elements and any notes such as details of prerequisites required or description of the philosophy underpinning the learning intervention, for example it might be that peer interaction is deemed important or that learners are expected to generate their own materials. The third example is the pedagogy or activity profile. This enables teachers to map the types of activities the learners will engage with. There are six types: assimilative activities (reading, viewing, listening), information handling, communicative, productive, experiential (such as drill and practice exercises) and adaptive (such as modeling or simulation). The profile also indicates the amount of time spent on assessment activities. The profile is available as an online flash widget. A key conceptual view is the storyboard. This enables teachers to see how the different elements of the design process fit together. It consists of a timeline, with the activities included in the design along the middle. Learning outcomes are mapped to the assessment elements. Above the activities any inputs to the individual activities are include: for example reading materials or podcasts.

The 7Cs of Learning Design Toolkit

This section contains an integrated set of resources for technology-enhanced learning design across discplines. The resources have all been tried and tested by participants on the University of Leicester's Carpe Diem workshops and the Open University's OULDI (OU Learning Design Initiative) project, and are organised under the headings of seven Cs: conceptualise, capture, create, communicate, collaborate, consider and consolidate.

How to use the 7Cs toolkit for designing technology-enhanced learning

A brief guide to using the resources in this toolkit

The 7Cs e-tivities map

This document contains links to all the e-tivities in the 7Cs learning design toolkit, along with a short purpose statement for each one. This is the recommended starting point for anyone interested in using the 7Cs resources.

E-tivity 2: Introduce yourself

Purpose: to introduce yourself to other participants on the 7Cs Learning Design course and get to know others. To be done using the discussion forum of your virtual learning environment.

E-tivity 3: Start your reflective blog

Purpose: to start a blog in the Virtual Learning Environment (VLE), sharing your expectations of, and reflections on the learning design course with your fellow participants. Blogs will be written individually, and the "comments" function will be used to respond to other learners' blog posts.

E-tivity 4: Course description

Purpose: to share the description of the module/course that you plan to design.

E-tivity 5: How to ruin a course

Purpose: to identify undesirable course features to be avoided. To be done in a group, either face-to-face or online.

E-tivity 7: Consider your course features

Purpose to consider the features you want to include in your module/course, which will affect not only the look and feel of the course, but also the nature of the learners' experience. Can be done face-to-face with physical, printed cards, or online using the free Linoit.com sticky notes software.

E-tivity 8: What are discussion forums, blogs and wikis good for?

Purpose: to consider the use of three central, VLE-based tools for interaction and collaboration on your course. Designed to be done online using a VLE-based wiki or other collaborative writing tool.

E-tivity 9: Create your course map

Purpose: to start mapping out your module/course, including your plans for guidance and support, content and the learner experience, reflection and demonstration, and communication and collaboration. To be done in course teams, preferably face-to-face, and uploaded to

	a shared space for other participants to see and comment on. E-tivity 10: Analyse your activity profile Purpose: to consider the balance of activity types that will be included in your module/course. To be done in course teams, either online or face-to-face. Activity profiles to be uploaded to a shared space for peer feedback. Archived 7Cs resources The resources in this folder were used in the SAIDE, SPEED and other learning design workshops run by the Beyond Distance Research Alliance in 2012. Updated versions of these resources can be found in the parent folder. E-tivity 12: Plan for assessment To create an assessment plan for your module/course, incorporating good practice. E-tivity 13: Develop your storyboard Purpose: to develop a storyboard for your module/course in which the learning outcomes are aligned with the assessment events, topics (contents) and e-tivities. E-tivity 14: Using and reusing OERs To learn about different ways of using OERs based on evidence from research and to plan for the creation of open content. E-tivity 16: Resource audit Purpose: to decide how you will source the content for your module/course, including the possibility of incorporating OERs produced elsewhere. E-tivity 17: Use your voice To practise the use of voice technologies to foster learning. E-tivity 18: Plan a series of podcasts Purpose: to plan for the creation of a series of podcasts/audio files. E-tivity 19: Create a podcast for learning To plan for the creation of a series of podcasts/audio files. E-tivity 20: Find and use open images To find and incorporate suitable images into OERs. E-tivity 21: Develop your e-tivities Purpose: to generate one or more e-tivities for your module/course, ensuring alignment with your storyboard and course map.
Copyright	University of Leicester's OER Repository by the Beyond Distance Research Alliance: http://www2.le.ac.uk/projects/oer/oers/beyond-distance-research-alliance
DIFFICULTY	Difficult, required prior knowledge

Transferable	X	Adaptability	X
Innovative	X	Acceptability	X
Impact		Actual	X
Sustainability	X	Effectiveness	X
Availability	X	Creativity	X

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Accessibility		Collaborative	X

SPANISH CONFEDERATION OF TRAINING CENTRES (CECE)

Surf Moodle

GENERAL INFORMATION	
TITLE OF THE BEST PRACTICE	SURF MOODLE
AUTHOR'S POST AND TASKS	PILAR PAGÉS VALLEJO TECHNOLOGY TEACHER MASTER IN EDUCATIONAL TECHNOLOGY AND E-LEARNING COMPUTER SCIENCE TEACHER TRAINER OF DESIGNER OF ON-LINE COURSES
FURTHER INFORMATION: Institution / EMAIL / WEB	CAMPUS VERTICAL www.campusvertical.es info@campusvertical.es
EDUCATIONAL LEVEL: PE/SE/AE	SECONDARY SCHOOL/HIGH SCHOOL/PROFESSIONAL SCHOOLS AND UNIVERSITY STUDIES. COURSES FOR ADULTS. (Digital alphabetization in Moodle)
KEY WORDS	NAVIGATION. MOODLE. E-LEARNING. ON LINE COURSES.
DATE(TIMING/LENGTH)	THREE SIXTY-MINUTE SESSIONS.
DESCRIPTION	
SHORT INTRODUCTION	Since about 12 years ago Moodle (software) is being developed so as to give on-line courses. It started in Australia, at Curtin University, with Martin Dougiamas, who realized about how important it was to incorporate the computers to the teaching process. Since then, different versions of Moodle have been developed. As it is free software it enjoys a great support of developers, which makes the product better and better for students, teachers and developers all over the world. (Moodle can be found in classrooms in all 5 continents). First session We begin from the "Start-up" window. We have not typed either our user's name or password yet. We can see in Moodle different platforms with different designs. The main windows in these platforms may be really flexible. Its appearance is web-like and it can be easily updated. We have developed a simple design with 3 columns: Navigation, Courses and Calendar. The language of the platform can be changed. Second session: Access to Course Moodle 2.X as a student and work out a personal profile. Click on the course you registered and see the different Windows displayed: Communication, synchronous and asynchronous. Access to forums, chat and messenger service (add contacts, send messages and notes). Regulations for the use of Moodle and reasons why they are important in a Moodle course. Answer why teachers use it. Third session: Surf the resource "lesson". Work out a questionnaire and send it. See

	your grades.
ADDRESSED TO	SECONDARY SCHOOL/HIGH SCHOOL/PROFESSIONAL SCHOOLS. COURSES FOR ADULTS. (Digital alphabetization in Moodle)
POSSIBLE DRAWBACKS	Depending on the browsers used by the operating system, if they are not updated, the students might not see properly all the contents. Sometimes, when sending the access keys, if you do not have in your list of contacts the e-mail from which you are sending the information, it will be sent to the spam folder.
POSSIBLE SOLUTIONS	When starting each course we will inform about the programs required to avoid problems. Add the platform e-mail to the contacts list.
GOALS	Learn how to browse a Moodle platform. Get to a cooperative and constructionist learning, which is the aim with which this platform was created. Give priority to the thinking and knowledge of the goals that the students try to get during the development of the course. Share what they learn. The achievement of these goals are made easier if they take part in forums. Get to know an on-line learning environment.

CRITERIA(click on the suitable boxes, please)	Transferable	X	Adaptable	X	
	Innovative	X	Current	X	
	Sustainable	X	Effective	X	
	Available	X	Creative	X	
	Accesible	X	Efficient	X	

ACTIVITIES TO DEVELOP	Become familiar with an on-line learning environment. Take part in watching and analyzing other people's opinions. Surf and train in each of the given tasks.
RESOURCES: Budget Human resources Infrastructure/equipment Other resources (please, state them)	Computer science lab with wifi connection or personal computer at home with ADSL connection. One computer for every student. Every student has their own virtual classroom.
TOOLS	Browser E-Learning Moodle Platform: platform's URL, user's name and password.
LITERATURE REVIEW (Optional): (Bibliography, videos, links and other projects)	Different platforms in Moodle: Video containing browsing instructions. (for Moodle 2.4 course) All about Moodle – Moodle.org Documentation about Moodle in Spanish Moodle Platform - FashionFrame Permanent staff training. – Campus Vertical
EVALUATION	
STRONG POINTS	Surfing: 25% of the mark is given by checking whether the student has logged onto all the available platform places. Involvement: 50%.As it is a practice to learn how to browse, the

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	student should be able to show that they really took part in all the tasks and that they logged onto all the platform places, that was active in the different discussions, forums, chats and messages, etc. The mark is given in a completely objective way since it comes from the score they get in each test they have to do Initiative: 25%. You evaluate this, taking into account those ideas that the students come up with which help to improve the quality of the practice.
WEAK POINTS	As initiative is something subjective, the teacher will have to take into account both the interests and level of each student.
CONCLUSION	
LESSON LEARNT (TRANSFERABILITY)	The student learns to browse by means of an e-learning platform (Moodle), following an educational itinerary: Being active, taking part. Sharing what they discover or what can be improved. Working at home freely and responsibly.

REASON FOR THE CRITERIA

Transferable	It follows an educational process: participation, share and work.	Adaptable	To all the subjects and to all levels: primary school, secondary school and high school levels.
Innovative		Current	It has become a common online platform in many teaching systems.
Sustainable	It counts on the school's support. It helps its development in a systematic way.	Effective	The results can be easily graded by evaluating the tasks and the questionnaires that the students do.
Available	It is implemented in Moodle. It makes use of the ITC.	Creative	The student is the performer and the driving force of their own discoveries in the platform and has to share them with the rest of the students.
Accesible	From any computer, with a user´s name and a password.	Efficient	If, after having taking the course with this platform, the student can browse and take profit of it.
Cooperative	The students take part in the forums of the platform and learn to do it efficiently.		

Interactive Europe

GENERAL INFORMATION	
TITLE OF THE BEST PRACTICE	INTERACTIVE EUROPE
AUTHOR'S POST AND TASKS	Maria Soledad García Tena Graduate in Geography and History
FURTHER INFORMATION: INSTITUTION/ EMAIL/WEB.	MIREIA CENTRE D'ESTUDIS www.mireiace.net marisol@mireiace.net
EDUCATIONAL LEVEL: PE / SE/ AE	1st and 2nd YEAR OF SECONDARY SCHOOL
KEY WORDS	Countries, Capital cities, Flags, Europe
DATE(TIMING/LENGTH)	ONE/TWO SIXTY-MINUTE SESSIONS
DESCRIPTION	
SHORT INTRODUCTION	The curriculum of Social Science for the first two years of Secondary School includes, among other lessons, physical and political features maps, rivers, …in all Europe. With this easy practice we try to add one more activity making use of something in which our pupils are already pretty competent: ICT This activity is focused on the interaction with maps on the Internet. The students learn to find, place and connect different European countries, capital cities, towns and flags in a playful and fun way. The chance of being able to choose different languages and different levels allows the student, with the teacher's help, to develop its own learning plan. This implement in Moodle includes a cooperative forum and a self-assessment questionnaire. Access as "guest" is available. http://www.campusvertical.es/moodle/mod/lesson/view.php?id=159
ADDRESSED TO	SECONDARY SCHOOL STUDENTS
POSSIBLE DRAWBACKS	Unavailability of some of the resources mentioned.
POSSIBLE SOLUTIONS	Tell the students to do the practice at home.
AIM	Learn to find, place and connect European countries with their capital cities and flags. Train their memory skills. Learn to take part in forums.
CRITERIA(click on the suitable boxes, please)	<table><tr><td>Transferable</td><td>X</td><td>Adaptable</td><td>X</td></tr><tr><td>Available</td><td>X</td><td>Current</td><td>X</td></tr><tr><td>Accessible</td><td>X</td><td>Effective</td><td>X</td></tr><tr><td>Cooperative</td><td>X</td><td>Efficient</td><td>X</td></tr></table>
ACTIVITIES TO DEVELOP	Surf interactive maps. Participation in forums. Search for information about the countries given.

RESOURCES: Budget. Human resources Infrastructure/equipment Other resources (please, state them)	One of the following resources can be chosen • Computer lab with Wi-Fi connection. One computer per student (if not possible, 2/1) • Tablet • Personal computer.
TOOLS	Browser. Interactive maps. Word processor, e-learning Platform, e-mail.
LITERATURE REVIEW (Optional): (Bibliography, videos, links and other projects)	Countries: http://serbal.pntic.mec.es/ealg0027/europa1e.html http://serbal.pntic.mec.es/ealg0027/europa2e.html http://serbal.pntic.mec.es/ealg0027/europa3e.html Capital cities: http://serbal.pntic.mec.es/ealg0027/europa1ecap.html http://serbal.pntic.mec.es/ealg0027/europa1ecap.html Video: https://www.youtube.com/watch?v=oj8PFZt2k5E EU countries: http://serbal.pntic.mec.es/ealg0027/europ_union3e.html http://serbal.pntic.mec.es/ealg0027/europ_union1e.html Flags: http://www.toporopa.eu/es/banderas_de_europa.html All stuff: http://serbal.pntic.mec.es/ealg0027/flashmaps.htm
EVALUACIÓN	
STRONG POINTS	Every interactive map includes self-assessment questionnaire. After every activity a question about the main lesson has to be answered. When finishing the practice there is a 10-question test to do.
CONCLUSIÓN	
LESSON LEARNT (TRANSFERABILITY)	The student has to learn to find and place European countries and capital cities and be able to connect them with their flags. They will also enjoy the chance of getting further practice studying rivers, relief, coasts, European countries and continents.

Transferable	It can be used to practice languages	Adaptable	Adaptable to different topics of the same subject.
Available	It is implemented in Moodle.	Current	It makes use of ITC
Accessible	From all computers.	Effective	Students learn geography in a playful way.
Cooperative	Participation in forums.	Efficient	The student becomes aware of their progress.

REASON FOR THE CRITERIA
Annex2

DigiSkills: Network for the enhancement of digital competence skills

SOCIAL NETWORK

GENERAL INFORMATION	
TITLE OF THE BEST PRACTICE	"Use of social networks in the educational field"
AUTHOR'S NAME*	Pilar Pagés
AUTHOR'S POST AND TASKS *	• Technology teacher • Master degree in educational technology and e-learning • Computer science teacher • Trainer of trainers • Designer of on-line courses
FURTHER INFORMATION: Institution / EMAIL / WEB	CAMPUS VERTICAL www.campusvertical.es/moodle info@campusvertical.es
EDUCATIONAL LEVEL: SE / SE / AE *	SECONDARY SCHOOL/ HIGH SCHOOL/ OCCUPATIONAL TRAINING SCHOOLS AND UNIVERSITY
COUNTRY/LANGUAGE*	Spain/Spanish
Key words (tags) *	Social networks/education/web 2.0/ digital identity
DATE (TIMING/ LENGTH)	Three thirty-minute sessions
DESCRIPTION	
SHORT INTRODUCTION *	Brief history of social networks. Since the very first stages of mankind, people have lived together. People have worked for belonging to groups with which they identify and try to promote their daily life. Social Network concept. Definitions. Digital identity. "Catfish" program". Main networks to be used along this practice: Twitter, Facebook and Instagram. Register and develop profiles in each of them. Uses and passwords for each of the accounts. Teaching practical examples to be used in and out of the classroom. • Cooperative construction of a History topic by using Twitter. Attach hashtags. The session will be developed with the help of a beamer and a computer with a wifi connection displaying the time line of Twitter while the class is taking place. Get the class divided in different research groups. Upload the stuff they provide together with pictures, videos, links, etc. so as to finish the task. • Set up a Facebook group of the class. The objective will be to place the town where the school is, find out about its history, culture, cuisine, art and agricultural, industrial and business-related resources. • Open an Instagram account. We can use this social network to insert image content in both Twitter and Facebook.

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ADDRESSED TO *	Secondary school students
AGE	Pupils aged 14-18
SHORT DESCRIPTION OF DRAWBACKS	If the students don't concentrate on the goals to achieve, they can end up surfing the net with other purposes. Poor coverage of wifi connection. Getting to hashtagged contents which are not the ones that the students are looking for. Infoxication.
AVERAGE LEARNING TIME	1 hour
AIM	Didactic use of networks in the educational field. Be able to distinguish the right information sources available on the Internet.
DESCRIPTION OF ANSWER/S	Objectives clearly planned and stated by the teacher. Make clear the topic to deal with, the timing of the contents and work out groups of students with different goals. Use tablets and mobile phones in the classroom. Use the beamer to display contents from the computer with a wifi connection.
PROBLEMS	Parents who cannot understand the didactic use that these social networks can have or that might not understand the reasons to use mobile phones inside the classroom.
TOPICS OF THE BEST PRACTICE *	ITC learning activated Construction of the community Quality and Evaluation

CRITERIA (click on the suitable boxes, please) *				
	Transferable	x	Adaptability	x
	Innovative	x	Acceptability	x
	Impact	x	Real	x
	Sustainability	x	Efficiency	x
	Availability	x	Creativity	x
	Accessibility	x	Cooperation	x

Activities to develop / *	Cooperative work inside the classroom. Didactic use of social networks. Learn how to work in both physical and virtual places. Both places are appropriate to work. Analysis and assessment of the sources mentioned to build the topics. Learn to listen to the arguments and approaches of other classmates. Communicate. Responsibility when using digital identity.
CONTRIBUTION	
RESOURCES (optional): Cost Human resources Infrastructure / equipment	Classroom equipped with a computer and a beamer connected to wifi. Laptops, tablets or mobile phones to be used by the different groups of students.

Other resources (please, state them)	
TOOLS (optional):	Search-engine in browser. Social networks: Twitter, Facebook and Instagram.
LITERATURE REVIEW (Optional): (Bibliography, videos, links and other projects)	• http://www.revista.unam.mx/vol.14/num4/art36/art36.pdf • Orihuela, José Luis "Mundo Twitter". 4th Edition. @ajlori • Dans, Enrique. Blog http://www.enriquedans.com/2013/02/sobre-ninos-edades-minimas-y-redes-sociales.html • Alfaro, Jesús. Que pasó cada minuto en las redes sociales 2012 http://socialmediamas.com/2012/12/31/2012-que-paso-en-las-redes-sociales-por-minuto/ • Marquès, Pere http://peremarques.pangea.org/web20.htm#redes
FORMAT *	Presented in Moodle.
UPLOAD OF THE BEST PRACTICE (text, PDF, ZIP) *	To be uploaded in pdf format.
VIDEO (link)	
IMAGE / SOUND	
SIZE	¿?
SITE	www.campusvertical.es/moodle
OTHER REQUIRED PLATFORMS	www.facebook.com www.twitter.com www.instagram.com
COPYRIGHT *	
EVALUATION	

CRITERIA *	Transferable	x	Adaptability	x	
	Innovative	x	Acceptability	x	
	Impact	x	Real	x	
	Sustainability	x	Efficiency	x	
	Availability	x	Creativity	x	
	Accesibility	x	Cooperation	x	
GENERAL ASSESSMENT*	25% of the mark will take into account how well/badly the group has worked: task share, cooperation among students, contribution, etc. 25% of the mark will take into account the quality of the sources which provided with the information required to build the chosen topic for the class. 25% Each student has to take part by means of their personal social networks accounts (checking their virtual identity) And the other 25% will consider the the topic layout and and the quality of its display on the net: appropriate language, use of tags, image quality, good writing, etc.				

COMMENTS *	It is really encouraging for the students. At university levels it opens a free communication channel among all participants. It creates a constant feedback between the teacher and students and also with other participants in discussion debates or experts from all over the world on different topics.

LOOK AT THE IMAGE AND THINK

GENERAL INFORMATION	
TITLE OF THE BEST PRACTICE	LOOK AT THE IMAGE AND THINK

AUTHOR'S POST AND TASKS	CONCHA GREGORI AGRAMUNT
	    University degree in biology.
	    Master in educational technology and e-learning.
	    Computer science teacher.
	    On-line trainer of trainers.
	    Designer of courses new technologies

FURTHER INFORMATION: Institution / EMAIL / WEB	MIREIA CENTRE D'ESTUDIS www.mireiace.net concxagregori@mireiace.net www.campusvertical.es formacion@campusvertical.es
EDUCATIONAL LEVEL: PE/SE/AE	5th and 6th years of secondary school.
KEY WORDS	Image, watch, colours, composition, frame.
DATE(TIMING/LENGTH)	Three sixty-minute sessions.
DESCRIPTION	
SHORT INTRODUCTION	Just looking at the world that surrounds us, we can see that, whether we like it or not, images are more and more present in our daily lives. And this happens so frequently, so fast and so extensively that they take over and reduce any other type of communication. We are getting so overloaded with images that we can hardly process what they mean. Basically, the Word image is usually connected to art, creativity, learning,…But images are much more than that. Through them we can penetrate, among others, in the ethical, spiritual, historical and social dimensions of human beings, and we can also experience that the "man-artist", the "man-scientist", the "man-craftsman", etc, is a Man above all. **First session:** By watching images and by getting particular questions we can analyze what can and what cannot be seen. Video about the composition of an image: parts. Centre of interest. Center of attention. Historical, social and ethical dimensions. Transmission of feelings and emotions. Once the video is over, each student has to find on the Internet three images where they can apply all the above, and will project, making comments, some of them. **Second session:** By viewing three short videos, the technical dimension of an image is analyzed: Composition. Frame. Background. Perspective. Lines. Contrast. Shots…

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	Every student in the classroom trains with their camera. We project the images and analyze them **Third session:** Every student picks up one photo out of those ones taken the day before and by getting little help from a tutorial, will edit the image and will do a new composition of the parts getting both a centre of interest and a centre of attention. Then, the results will be corroborated and a discussion about them will take place.
ADDRESSED TO	SECONDARY SCHOOL STUDENTS AND HIGH SCHOOL STUDENTS
DRAWBACKS	If there are many students in the class, it will not be possible to view all the photos or the compositions..* It could be that some students did not have a camera. * *
	*The photos can be displayed following the alphabetical order of the students' names. * *It is time for comradeship and for lending the camera to some classmates.
AIM	Learn to watch, describe, understand and make connections through images. Make the difference between "see" and "watch". Understand the criteria of image composition. Get to change the centre of interest and the centre of attention of a photograph.

CRITERIA(click on the suitable boxes, please)	Transferable	X	Adaptable	X
	Innovative	X	Current	X
	Sustainable	X	Effective	X
	Available	X	Creative	X
	Accessible	X	Efficient	X

ACTIVITIES TO DEVELOP	Involvement in watching and analyzing the images. Find images with a particular intention. Take photos following the criteria. Change the composition of the photos taken.
RESOURCES: Budget. Human resources. Infrastructure/equipment. Other resources (please, state them)	Computer lab with Internet connection. One computer for every 2 students (best 1/1) Appropriate earphones. Beamer or digital board. Photo camera or mobile phone (wire for computer connection or SD / micro SD card)
TOOLS	Browser e-Learning Moodle Platform: platform URL and access as a guest. Image editor (GIMP, Photoshop, Paint) Word processor.
LITERATURE REVIEW (Optional): (Bibliography, videos, links and other projects)	Composition and rules: http://youtu.be/o6x-8Ham8XY Frame: http://youtu.be/YTvYL57MX2o Light: http://www.youtube.com/watch?v=KSO1J_KkDAc Tutorial GIMP1: http://www.youtube.com/watch?v=6DSH4QqrTLc Tutorial GIMP2http://www.youtube.com/watch?v=z9UWXk_FTaE Tutorial GIMP3http://www.youtube.com/watch?v=eBqDMVx86os

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COPYRIGHT	http://creativecommons.org/licenses/by-nc/3.0/
	ASSESSMENT
STRONG POINTS	Involvement: 50% of the mark comes from the notes the students take in the different debates. Creativity: 25% of the mark comes from the new composition worked out by the student. Initiative: 25% of the mark comes from the photos taken by the students.
WEAK POINTS	As the three items just mentioned above are rather difficult to evaluate, the teacher will have to take into account the interests of each of the students and at the same time encourage them to participate.
	CONCLUSION

THINGS LEARNT	1. The student learns how to think by means of a systematic learning routine:
	    • Watch
	    • Describe
	    • Explain
	    • Discover
	    • Create
	2. By means of photographic display, photo taking and image edition of their own pictures, the student: analyzes, decides, compares, cooperates and respects values that will undoubtedly be of great help in all aspects of their daily life.
	3. At the same time the student will get the goals with which they challenged themselves. This way, they somehow create their own learning plan and can see the result at the end: a change of the composition in one of the photographs that they took with their camera.

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UNIVERSITY OF SPLIT

1. NANOTECHNOLOGY & NANOCOMPUTERS

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	Nanotechnology & Nanocomputers
NAME OF CREATOR *	Antonela Czwyk Maric
POSITION AND TASK OF THE AUTHOR *	Teacher of Maths and Informatics
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	Secondary Medical School, Split, Croatia acmaric@gmail.com http://www.ss-zdravstvena-st.skole.hr/
EDUCATIONAL LEVEL: SE/HE/AE *	SE
COUNTRY/ LANGUAGE *	Croatia / Croatian
KEYWORDS (tags) *	science, museum, nanotechnology, computer
DATE (TIME/DURATION)	pre visit 1 hours, visit 3 hours, post visit 2 hour
DESCRIPTION	
SHORT INTRODUCTION *	Students discuss new technologies in Computer Science, introduce nanotechnology applications, meaning of the term "nano" and usage of Maths in nanoscience. There is a connection with the curriculums in Chemistry, Physics and Biology. Students explore ways of using nanomaterials, and meaning of nanotechnology in Maths and Computer Science.
TARGET GROUPS *	students of secondary schools
TYPICAL AGE RANGE	14-18 years
SHORT DESCRIPTION OF THE CHALLENGE FACED	How to visit some special museum when there is no one in our place or nearby
TYPICAL LEARNING TIME	During the lessons or during a visit to museum
AIM	Expanding vocationally learning, developing communication skills, using presentation tools, practise of presentation skills
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	On-line museum with simulations in nanotechnology Virtual museum of computers All materials will be upload in Edmodo group of the class Students will prepare quiz in order to share knowledge related to nanoscience
DIFFICULTY	Technical problems with Internet, low-rate data transmission
TOPICS OF GOOD PRACTICES *	ICT enabled learning – visiting on-line museum, learning from digital materials (part of repository on web site Natural Europe) Community Building – sharing online materials among teachers and student all over the world Quality and Assessment – students self-evaluation after presenting their group works among each other

CRITERIA (click on the appropriate boxes, please) *	Transferable	+	Adaptability	+
	Innovative	+	Acceptability	
	Impact	+	Actual	+
	Sustainability		Effectiveness	+
	Availability		Creativity	+
	Accessibility	+	Collaborative	+

ACTIVITIES/IMPLEMENTATION *	Teacher prepared some materials related to nanoscience, presentation and video materials for 3 Teaching Phases: Pre Visit Phase - provokes curiosity of students asking questions and explanations: meaning of nano, usage of nano in computers or everyday life; during active investigation students compare a size of nano with some materials they use in everyday life (paper, pencil, nail, hair); searching Internet for nanotechnology and watching the video Phase - Visit to the Science Museum to explore the subject of the exhibition and observe simulations of nano technology or production of some nanomaterials, provide some explanations about nanoscience, consider the future of computer technology and use of nanotechnology in medicine, cosmetic, food, ecology; considering also possible negative aspects of nanotechnology usage Post Visit Phase – students communicate the future industry and new produces for everyday life and make reflections; students work in groups with different tasks: preparation of presentations, selection the photos taken during the visit to the museum, preparation of posters (glogster) related to important/key information or potential creation of models
STATUS	finished
CONTRIBUTE	Repeated usage of on-line repositories and contribution of new learning materials for all student; elaboration of a new kind of vocational theme which students cannot find in their standard schools books
RESOURCES (Optional): Cost Human resources Infrastructures/material resources Other resources (please, specify)	
TOOLS USED (Optional):	
LITERATURE REVIEW (Optional): (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS)	Germany museum: http://www.deutsches-museum.de/en/exhibitions/new-technologies/#Top Museo Nazionale della Scienza e della Tecnologia "Leonardo da Vinci" : http://www.museoscienza.org/english/news/nanotechnology/

	Visit the virtual museum of computer history: http://www.peekpoke.hr/muzej/
FORMAT *	text/html
UPLOAD BEST PRACTICE (TEXT, PDF, ZIP) *	On-line digital resources as Educational Pathways http://education.natural-europe.eu/natural_europe/exhibits/show/nanotechnology/to-begin-with
VIDEO (link)	
IMAGE/SOUND	
SIZE	
LOCATION	
OTHER PLATFORMS REQUIRED	
COPYRIGHT *	
EVALUATION	

CRITERIA *	Transferable		Adaptability		
	Innovative		Acceptability		
	Impact		Actual		
	Sustainability		Effectiveness		
	Availability		Creativity		
	Accessibility		Collaborative		
	Others				

OVERALL RATING *	
COMMENTS *	

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SECURITY ON THE INTERNET

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	Security on the Internet
NAME OF CREATOR *	Creator Jozica Pažanin; User Suzana Mikulić
POSITION AND TASK OF THE AUTHOR *	Teacher of Informatics
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	Economics and Administration School, Split, Croatia jozica.pazanin@gmail.com; suzana.mikulic@skole.hr http://www.ss-ekonomsko-birotehnicka-st.skole.hr/
EDUCATIONAL LEVEL: SE/HE/AE *	SE
COUNTRY/ LANGUAGE *	Croatia / Croatian
KEYWORDS (tags) *	Internet, security, computer viruses, computer worms, antivirus programmes, e-banking, e- commerce, hoax, spyware, phishing
DATE (TIME/DURATION)	20.05.2013. – 15.06.2013.
DESCRIPTION	
SHORT INTRODUCTION *	At our symposia we were informed about the actual theme related to the security on the Internet, an idea was to create a short e-learning course and thus make a creative contribution to The Safer Internet Day 2013
TARGET GROUPS *	First grade of secondary school
TYPICAL AGE RANGE	15 years
SHORT DESCRIPTION OF THE CHALLENGE FACED	Education addressing e-learning and wish to implement it in our teaching and learning process
TYPICAL LEARNING TIME	Two hours per week
AIM	The goal is to show to students the possibilities of using modern technology in the acquisition of knowledge prescribed by a curriculum.
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	Students were familiar with potential "danger" of the Internet and the ways in which they can be protected against it.
DIFFICULTY	
TOPICS OF GOOD PRACTICES *	ICT enable Learning Community Building Quality and Assessment

CRITERIA (click on the appropriate boxes, please) *	Transferable	+	Adaptability	+
	Innovative	+	Acceptability	+
	Impact	+	Actual	+
	Sustainability	+	Effectiveness	+
	Availability	+	Creativity	+
	Accessibility	+	Collaborative	+

ACTIVITIES/IMPLEMENTATION	Before the course, students had an introductory face-to-face hour

*	with Learning Management System Moodle; during the course of the course, students accessed teaching material from home while in school the teacher offered potential additional information.
STATUS	finished
CONTRIBUTE	
RESOURCES (Optional): Cost Human resources Infrastructures/material resources Other resources (please, specify)	
TOOLS USED (Optional):	
LITERATURE REVIEW (Optional): (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS)	
FORMAT *	Learning Management System Moodle
UPLOAD BEST PRACTICE (TEXT, PDF, ZIP) *	On-line digital resources (course) which can be access only with login and password https://loomen.carnet.hr
VIDEO (link)	
IMAGE/SOUND	
SIZE	
LOCATION	
OTHER PLATFORMS REQUIRED	
COPYRIGHT *	Creator (and user) of the course is Jozica Pažanin and Suzana Mikulić is its user
EVALUATION	

CRITERIA *	Transferable		Adaptability	
	Innovative		Acceptability	
	Impact		Actual	
	Sustainability		Effectiveness	
	Availability		Creativity	
	Accessibility		Collaborative	
	Others			

OVERALL RATING *	Students from the first grade of secondary school successfully finished short course related to the Security on the Internet. They liked Moodle, were very active in form, completed their assignments on time, and overall had very positive attitude towards such kind of knowledge acquisition.
COMMENTS *	The successful completion of the course Security on the Internet implemented in the LMS Moodle was a kind of good "input" for us. Namely, since we are employed as teachers at the Economics and Administration School, we plan to develop an E-economist

	platform which will support those teachers who would like to use e-learning in hybrid education and offer digital educational material to their students.

GOOD PRACTICE: E-EXPONENT

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	E- exponent
NAME OF CREATOR *	Antonela Czwyk Marić
POSITION AND TASK OF THE AUTHOR *	Teacher of Maths and Informatics
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	Education and Teacher Training Agency acmaric@gmail.com http://www.azoo.hr/index.php?option=com_content&id=1999&Itemid=343
EDUCATIONAL LEVEL: SE/HE/AE *	SE
COUNTRY/ LANGUAGE *	Croatia / Croatian
KEYWORDS (tags) *	Mathematic, e-learning, collaboration
DATE (TIME/DURATION)	one month
DESCRIPTION	
SHORT INTRODUCTION *	Today students are using modern technology in so many ways and they are very "friendly" with Internet, spending lot of time on-line. On other hand, they are not so motivate for education in school. Consequently, teacher are challenged to link these two different worlds and to try to make learning easier for their students.
TARGET GROUPS *	Students in Secondary Vocational School
TYPICAL AGE RANGE	15-16 years
SHORT DESCRIPTION OF THE CHALLENGE FACED	Today is very difficult to motivate student for learning mathematics. They usually don't use ICT for education. Maybe the reason is they don't have a large offer of appropriate digital materials for learning.
TYPICAL LEARNING TIME	During the weekend
AIM	Students have opportunity to learn maths in different environment and apply rather unusual way of using computers instead of classic textbook. They have to find out and understand that ICT is very useful for education and not only for entertainment.
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	Using Learning Management System (LMS) Moodle teacher creates on-line course for students uploading the digital materials for learning, exercise and assessment. They also learn how to be respectful, responsible in communication with each other. Students practice "useful" ICT usage.
DIFFICULTY	Some of students don't have Internet access at home, or even they don't have computers. Sometimes their parents don't like to allow them to use the Internet because they don't believe they are really using it for learning. For that reason, in the school there are some computers available

	during Monday.
TOPICS OF GOOD PRACTICES *	ICT enabled learning – on-line course available on the Internet Community Building – using forum or chat students collaborate trying to resolve some tasks Quality and Assessment – self-evaluation helps students to practice and motivate them to be even better

CRITERIA (click on the appropriate boxes, please) *	Transferable	+	Adaptability	
	Innovative	+	Acceptability	+
	Impact	+	Actual	
	Sustainability	+	Effectiveness	+
	Availability		Creativity	+
	Accessibility	+	Collaborative	+

ACTIVITIES/IMPLEMENTATION *	At beginning teacher gives students introductory information on how to sign on-line, how to communicate, use materials and upload homework. First task is only to make a notice on forum answering some quite simple questions. Every weekend they have a new assignment which has to be completed until a next weekend. For some problems, they can ask a teacher for help during a week in the face-to-face class. After each lesson is exercise for self-evaluation and a task for homework to be uploaded on the course and to be evaluated by the teacher.
STATUS	
CONTRIBUTE	
RESOURCES (Optional): Cost Human resources Infrastructures/material resources Other resources (please, specify)	It is low cost for all because we use LMS CARNetLoomen on the CARNet (Croatian Academic Research Network) platform which provided this service to all Croatian schools. Teacher is available "for free". Teaching material is partly made by the teacher her(him)self and partly could be downloaded from the web.
TOOLS USED (Optional):	
LITERATURE REVIEW (Optional): (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS)	
FORMAT *	On-line course in the Learning Management System
UPLOAD BEST PRACTICE (TEXT, PDF, ZIP) *	https://loomen.carnet.hr/course/view.php?id=355
VIDEO (link)	
IMAGE/SOUND	
SIZE	

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LOCATION					
OTHER PLATFORMS REQUIRED					
COPYRIGHT *	Usage only for students and teachers in particular school.				
EVALUATION					
CRITERIA *	Transferable		Adaptability		
	Innovative		Acceptability		
	Impact		Actual		
	Sustainability		Effectiveness		
	Availability		Creativity		
	Accessibility		Collaborative		
	Others				
OVERALL RATING *	Majority of students are very satisfied while learning with a help of computers. However, a number of them are not enough responsible to learn alone, so some encouragement is required regarding the usage of digital materials for learning.				
COMMENTS *					

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EFQUEL

HEALING PROPERTIES OF THE OLIVE OIL

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	Healing Properties of the Olive Oil
NAME OF CREATOR *	Tea Carić
POSITION AND TASK OF THE AUTHOR *	Engineer of Biotechnology
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	Secondary Medical School, Split, Croatia http://www.ss-zdravstvena-st.skole.hr/
EDUCATIONAL LEVEL: SE/HE/AE *	SE
COUNTRY/ LANGUAGE *	Croatia / Croatian
KEYWORDS (tags) *	olives, oil, baby, health, medicine
DATE (TIME/DURATION)	September 2010 until May 2011
DESCRIPTION	
SHORT INTRODUCTION *	Using different sources and recent research publications, students have to explore efficiency and curative properties of olive oil for babies
TARGET GROUPS *	Secondary school
TYPICAL AGE RANGE	16-18 years
SHORT DESCRIPTION OF THE CHALLENGE FACED	How to face with the challenge of finding authentically reliable source of information; usage of communication skills and ICT for presentation; relative quick transmission of new knowledge about olive oil; upraise of ecology consciousness
TYPICAL LEARNING TIME	Periodically, according to the project phases, additionally agreed with all participants
AIM	Expanding vocational learning, development of communication skills, improvement of presentation skills, usage of presentation tools
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	In order to acquire new knowledge students used expert and scientific sources on the Internet; they use MS Office tools to prepare materials, Skype and schools videoconferencing equipment to communicate with other participations (students and schools)
DIFFICULTY	Technical problems in videoconference communication, usage of English language, qualitative sources of information
TOPICS OF GOOD PRACTICES *	ICT enabled learning- using videoconference equipment, using MS Office to develop education materials Community Building- collaboration between schools Quality and Assessment - School Commission for graduate students accepted the project as a baccalaureate final task; project published on the school

CRITERIA (click on the appropriate boxes, please) *	Transferable	+	Adaptability	+
	Innovative	+	Acceptability	+
	Impact	+	Actual	+
	Sustainability	+	Effectiveness	+
	Availability	+	Creativity	+
	Accessibility	+	Collaborative	+
ACTIVITIES/IMPLEMENTATION *	Presentation to school students; on-line (school web page) publication for availability to other schools			
STATUS				
CONTRIBUTE	Contribution of the new learning material (efficiency and curative properties of olive oil for babies) to all students; elaboration of new kind of vocational theme which students can't find in their standard school textbooks			
RESOURCES (Optional): Cost Human resources Infrastructures/material resources Other resources (please, specify)				
TOOLS USED (Optional):				
LITERATURE REVIEW (Optional): (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS)				
FORMAT *	presentation; text			
UPLOAD BEST PRACTICE (TEXT, PDF, ZIP) *	School web site; web page of E-medica project http://www.e-medica.hr/en-us/home.aspx i.e. national project involving medical schools in Croatia			
VIDEO (link)	https://vox.arnes.si/p33051573/?launcher=false&fcsContent=true&pbMode=normal			
IMAGE/SOUND				
SIZE				
LOCATION				
OTHER PLATFORMS REQUIRED				
COPYRIGHT *	Students project, free for using			
EVALUATION				
CRITERIA *	Transferable		Adaptability	
	Innovative		Acceptability	
	Impact		Actual	
	Sustainability		Effectiveness	
	Availability		Creativity	
	Accessibility		Collaborative	
	Others			
OVERALL RATING *	Students successfully overmastered skills related to presentation preparation along with those related to the presentation itself			

COMMENTS *	Students presented their work and shared new knowledge with American schools on MegaconferenceJr 2011 as a part of the group "Planning for Our Future: how does the global demand for energy impact our world" http://megaconferencejr.org/?page_id=106

EPORTFOLIO

GENERAL DATA	A practical guide on the creation and management of your digital identity
TITLE OF THE GOOD PRACTICE	ePortfolio
POSITION AND TASK OF THE AUTHOR	Collaborative effort
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	More info available at http://www.ageneve.net/
EDUCATIONAL LEVEL: PE/SE/AE	All levels
KEY WORDS	Social network, digital identity, guide
DATE (TIME/DURATION)	Currently online
DESCRIPTION	AGeneve is a social network based on social internet ethics
SHORT INTRODUCTION	AGeneve is a social network based on social internet ethics that allows and supports participants to design and control their digital identities. The modules available include: Module 1. Site pro (ePortfolio) Module 2 : Blog Module 3. Social networking Module 4. Working groups Module 5. Training on web 2.0 tools
TARGET GROUPS	People with interest on free collaborative online culture. Citizens that want to have an educative approach on how to create and manage their digital identity. Practitioners in education and business that can find support and a marketplace on their daily actions.
SHORT DESCRIPTION OF THE CHALLENGE FACED	At this first steps of this service the main challenge remains the organisation of a vibrant network of users.
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED	Number of reaching our online and offline activities are being designed including events, talks and more explanatory content.
AIM	Bring more people to use the Internet, while following a code of netizen ethics.
Criteria (click on the appropriate boxes, please)	
ACTIVITIES/ IMPLEMENTATION	Launching of the platform, writing of guides and organising dissemination
RESOURCES: (Budget, human resources, infrastructures/material	This project is launched, funded and supported by Caritas (http://www.caritasge.ch/), Ynternet.org (http://www.ynternet.org/), HEG (http://www.hesge.ch/heg/), Loterie Romande

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resources, other resources (please, specify)	(http://www.entraide.ch/fr) and Zen3 (http://www.zen3.net/)
TOOLS USED	The platform is based on Wordpress, there is a variety of resources and advices share here http://www.ageneve.net/v15/wp-content/uploads/guide_eportfolio_v03.pdf
LITERATURE REVIEW (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS,	Videos and other material are available at http://www.ageneve.net/
EVALUATION	
STRENGHT	
WEAKNESS	
CONCLUSION	
LESSON LEARNT (TRANSFERABILITY)	

NETIZENS - THE BOOK

GENERAL DATA	Manual on eCulture describing synergistic collaborative opportunities, free licensing culture, wiki environments in a wide range of educational environments and levels. A descriptive effort on how handle dynamic identity, pedagogical and competences development methodologies useful in the digital age.
TITLE OF THE GOOD PRACTICE	Netizens, the first manual on eCulture on work, education and family life
POSITION AND TASK OF THE AUTHOR	Théo Bondolfi is Chairman of Ynternet.org institute, dedicated to societal transitions through netizenship. He is, also, a social entrepreneur, Switzerland and Brasil, co-founder of Smala, incubator of Ecopol.
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	http://www.ynternet.org/ressources/livre-citoyen-du-net/
EDUCATIONAL LEVEL: PE/SE/AE	Accessible to all public
KEY WORDS	eCulture, collaboration, free licensing, wiki environments, digital competences
DATE (TIME/DURATION)	Launched on April 2013
DESCRIPTION	The "Netizens"book is a one book summary of 100 collaborative works of the last 10 years. The book was designed by Theo Bondolfi, bringing together the work of various international experts in digital culture such as: Jacques Vallée (Internet co-founder), Florence Devouard (president of the foundation that runs the Wikipedia encyclopedia), Richard Stallman (Founder of the free software movement) and many more
SHORT INTRODUCTION	The arrival of the Internet makes it particularly easy to share information for citizens. Copy, modify, redistribute, all of this is done now with just a few clicks. Such digital realities have opened a range of possibilities but have, also, caused significant socio-economic tensions, particularly around the issue of communicating, creating, working, living with others. The book addresses the is enormous to speak with Internet users who take, or not, advantage of the many possibilities offered by digital technology.
TARGET GROUPS	Students, teachers, entrepreneurs, all public
SHORT DESCRIPTION OF THE CHALLENGE FACED	Disseminate the information of the manual through various channels including workshops, conferences, projects to a wider public
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED	Present these ideas in a concise, accessible to all way, both in digital and print

AIM	Share the ideas with other practitioners in order to create new learning and business networks
Criteria (click on the appropriate boxes, please)	
ACTIVITIES/ IMPLEMENTATION	Translation of the book and development of educational content connected with these digital practices
RESOURCES: (Budget, human resources, infrastructures/material resources, other resources (please, specify)	This activity is partly self funded and reused in various EU projects (Wikinomics, Wikiskills)
TOOLS USED	Presentations in conferences, workshops. Online advertisement in a dedicated site
LITERATURE REVIEW (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS,	https://www.youtube.com/watch?v=4saVoJ1PIQ0
EVALUATION	
STRENGHT	
WEAKNESS	
CONCLUSION	
LESSON LEARNT (TRANSFERABILITY)	

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WIKISKILLS PROJECT, A PEDAGOGICAL FRAMEWORK FOSTERING WIKI USES

GENERAL DATA	On the basis of an extensive study conducted in the project, the Pedagogical Framework fostering Wiki uses aims to provide definitions of wikis and describe their educational affordances. Furthermore, it provides a list of success factors for using wikis in educational settings.
TITLE OF THE GOOD PRACTICE	Pedagogical Framework fostering Wiki uses
POSITION AND TASK OF THE AUTHOR	Mario Barajas, Frédérique Frossard, Théo Bondolfi, Florence Devouard and all partners of the WikiSkills project
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	http://wikiskills.net/the-project-deliverables/
EDUCATIONAL LEVEL: PE/SE/AE	All levels
KEY WORDS	wiki, wiki use, collaborative learning, key-competences, education
DATE (TIME/DURATION)	Published on 30/06/2012
DESCRIPTION	The wiki-based learning scenarios provide students with a context for working collaboratively in order to achieve a common learning task. Through a wiki environment, students will coordinate their efforts in order to achieve a specific task. To do so, they co-write and co-edit web pages, as well as communicate in an asynchronous way through the wiki platform. The expected outcome of the scenarios is the shared construction of knowledge among students, as well as the creation of a tangible learning outcome, i.e. the wiki pages. Collaborative learning activities include collaborative writing, group projects and joint problem solving. The application of wiki-based learning scenarios imply a change in the roles of the instructor and students.
SHORT INTRODUCTION	As instruction becomes more student-centred, the framework provides opportunities for student-oriented collaboration: They have the opportunity to learn expressing their questions, pursuing lines of inquiry together, teaching each other's and seeing how others are learning. in this case, the instructor act as a facilitator when needed.
TARGET GROUPS	All educational system
SHORT DESCRIPTION OF THE CHALLENGE FACED	Challenges include creating strong online communities, as well as dealing with copyright and licensing issues. Wikis can be private or public. They sometimes have a limited lifetime, being closed down and no longer used as a wiki at the end of the semester. They are sometimes inherited from one generation of students to another. In many cases, they are used for tasks (writing, feedback, etc.) that could also have been accomplished with other tools, such as a

	blog. Challenges include overcoming resistance to working collaboratively, and lack of technical knowledge and/or user friendly wiki software.
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED	Our solution was to adopt a scenario-based approach. In order to design meaningful wiki-based learning activities, teachers and trainers should consider many aspects. Indeed, the wiki should be perceived as embedded in a learning scenario that takes into account the different parameters of the teaching / learning context.
AIM	While planning their learning activities, teachers should take into account the specific characteristics of the learning audience, the specific learning objectives, the evaluation approach, the time-space resources and the technical requirements. Moreover, the step by step organization of the learning activities (i.e. structure of the activities before, during and after the wiki) should be planned.
Criteria (click on the appropriate boxes, please)	
ACTIVITIES/ IMPLEMENTATION	Various activities were implemented (http://wikiskills.net/wp-content/uploads//WikiSkills_D4.4_Training_Coordination_EN.pdf) including : Teaching and Learning with wikis in educational centers in Spain, Wikis for teachers in Sweden, France, Austria Catch the wiki-train in Switzerland The use of Wikis in school education in Greece
RESOURCES: (Budget, human resources, infrastructures/material resources, other resources (please, specify)	All project resources are available at http://wikiskills.net/
TOOLS USED	Local wiki installations
LITERATURE REVIEW (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS,	See related section in the report
EVALUATION	See related section in the report
STRENGHT	
WEAKNESS	
CONCLUSION	The pedagogical framework for the WikiSkills project involved training teachers and trainers from different educational sectors (Comenius, Erasmus, Leonardo da Vinci and Grundtvig) so they can learn how to use wikis in their teaching contexts. They acquired technical skills so to be able to use and maintain wiki environments, as well as learn pedagogical approaches related to

	the relevant use of wikis in educational contexts.
LESSON LEARNT (TRANSFERABILITY)	As a result of the framework, participants created their own wiki-based learning scenarios to apply with their students. Through this methodology, the project provides opportunities for student-oriented collaboration, through which students learn by connecting with each other and with technology, achieving common learning tasks, and co-constructing knowledge. Creating and sustaining learning communities and networks among students, teachers and educational communities from different sectors and levels around Europe, is crucial.

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About you	
Your full name:	Paulo Filipe Ferreira Leite Ferreira Luís Miguel dos Santos Noivo
Your position:	*Teacher, Project Coordinators*
URL to your online profile or the website of your school or university:	***Rainha Santa Isabel School*** – Carreira Portugal URL: http://ag-rsi.ccems.pt/ ***Luís Noivo*** URL profile: http://dailyedventures.com/index.php/2012/02/11/math-science-geography-mobility-a-new-way-to-learn-in-portugal/ ***Paulo Ferreira*** URL profile: http://uqr.me/qr_pf
Your practice in brief	
Give your practice a descriptive and exciting title:	GO Mobility in Education (geo - referencing and experiment in context)
The practice is best for	☒ Primary/Secondary school ☐ Higher Education ☐ Adult Education
Suitable age of learners:	10/14 years students
Your language:	Portuguese
Describe the main characteristics of your practice in few lines	The aim of the project is the use of ICTs, particularly the features of mobile devices (GPS, smart phone/PDA, logbook and sensors) in the renewal of learning contexts. *The project was developed in an interdisciplinary way that involved different subjects and school clubs. The main objectives of this project were:* • Development of experimental teaching in context (real observation phenomena); • Increase students motivation, collaboration, autonomy, understanding, involvement; • Renewal and enrichment of learning contexts, with the help of mobile devices; • Improve students results and ICT skills; • Promote interdisciplinary work, sharing materials and knowledge. All activities emphasize the use of mobile technology (ex. GPS, sensors) and give students a central and active role in the development of multi-disciplinary skills. The project is based on a three-phase methodology, and uses a set of basic ICT resources that enabled design and implement a wide variety of interdisciplinary activities. The pedagogical approach used was the same in different activities developed, and involve tree main steps: 1. The students organized in workgroups collected and geo-referenced real-time data in context (ex: environmental information, movement and displacement of objects, areas, distances, heart rate variation) with the help of mobile technology;

2. The data was assembled by the students in ICT classes, with the help of specific software and there were built interactive graphics. The information was shared in the school community between teachers form different subjects;

3. The interactive graphics were used to study the information in those different subjects and the theoretical knowledge was applied by the students to understand the results achieved with the teacher's help. The final results were shared on-line.
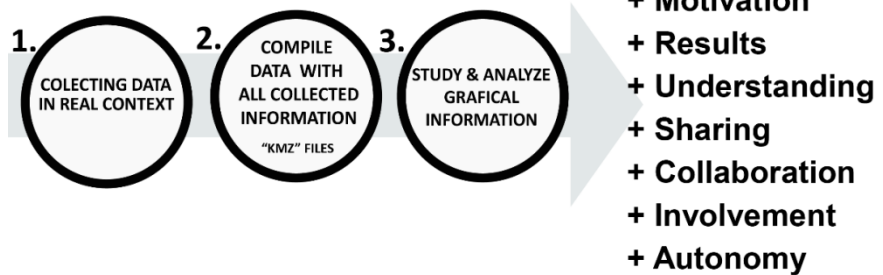
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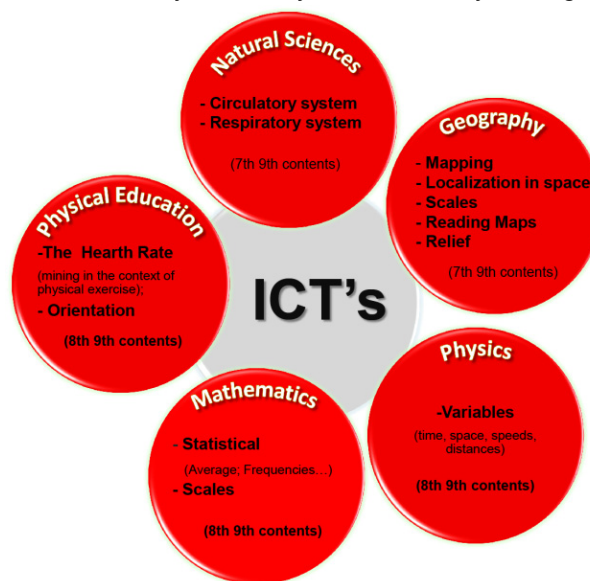|	
Please add keywords: school or course subject; pedagogy (project-based learning, inquiry-based learning, etc.); etc.	The project was developed in an interdisciplinary way that involved different subjects and school clubs: Science, Physics; ICT's; Mathematics; Physical Education; Geography; Sports and Arts clubs. The project operationalization allowed a contextualized learning of several subjects related to different curriculum areas, for example: **ICT´s ->** Use of multiple technologies (Hardware and Software); **Physical Education ->** orientation and location in space (curricular content of grades 8th and 9th); **Geography ->** Mapping and Localization (curricular content of grades 7th and 9th); **Physics ->** Study of forces, time, space, speeds, distances, based in observing, testing and collecting of real data (curricular content of grades 7th and 9th); **Sciences ->** Collect data geo referenced (acquired by sensors) on different aspects relating to the environment and human body physiology (for example: temperature, humidity, pollution, and so on). Integrate data with multimedia elements (pictures and video); **Mathematics ->** Analysis and quantification of variables and graphical data, collected in the environment; **History ->** Potential survey and study of local history heritage;
	Details of your practice
What should learners know already or be able to do (prior knowledge)?	Students have to be able to work with a mobile phone, digital photographic camera and have to be familiar with some software like Google Earth platform. The use of the GPS or the LogBook device is simple and intuitive. Normally in a few minutes they identify the main functions without reading further information.
Which learning outcomes are intended (knowledge, skills,	**Impact on learning for Pupils/Students?** The students are well adapted to the use of new technology specially the mobile devices (like GPS, logbook, PDA and sensors). With a few working

competences)?	instructions from the teacher, they begun to use them and go out from classroom for a new kind of interactive experience. The use of this equipment brings some kind of extra responsibility among them and improves their motivation to high levels. Also the use of software to edit their collected data and creating 3D graphics, leads the student to discover the meaning of the values they register. By making some research and assemble their knowledge from different areas they developed the so called multidisciplinary skills.
	In summary: Increasing on collaborative work between students; improvement of skills in the use of different technologies in the course of the project; higher levels of motivation, attention, understanding and accountability, promoting better school results; improving the way they use mobile technologies (mobile phones, PDA, and so on) in school and social context; development of self-learning; better understanding of abstract concepts by experimentation (ex: forces, vectors, acceleration, space orientation, and so on), better knowledge of the local community and their natural and urban environment.
	Impact on learning for other teachers and the wider school community?
	Combining different knowledge (Geography, Science, Mathematics, Health, Arts), this project promote the collaboration between the teachers from those subjects. It has the potential to open a wider range of possibilities with multiple activities that can be developed such as History. The initial coaching of the teachers made them discover new types of activities, and identify the didactical power of tools used. The team work and development of these multiple skills in our students was an evidence of this fact. The work done by the students in real context, with real data and the creation of interactive resources promoted a new context of learning, beyond the school walls.
	In summary: collaborative work upgrade among different subjects; improvement the relationships in the school community; sharing the knowledge in the community;
	Impact on learning for you as a teacher?
	In the first place our knowledge center (CCEMS), offer us the opportunity to analyze/evaluate the software and the equipment features in all their potentiality, which improved our own learning and ICT skills. It also gave a new experience in coaching other colleagues bring to them new ways of introducing classroom activities.
	The project developed our knowledge in the different scientific areas. Our academic knowledge was refreshed, it made us rethink some concepts about some empirical information like: temperature, levels of oxygen and other types of data like heart rate. With this project and the use of ICT's we acquired a wider range of strategic learning features which made us adjust our pedagogical offer to the needs of our students with different rhythms of learning.
	In summary: increase our motivation and the colleagues; improvement of our own skills in the use ICT's; improvement of the learning process;

	better results.
How much time is needed to in our outside of the classroom/at home to replicate the practice?	We cannot set an exact time because the methodology and technology used in the project allow developing a very diverse range of activities with different duration and degrees of complexity. However times are suggested in the examples of activities below.
To make the practice successful, what resources are needed? You might list here: • Technical requirements (mobile phones/wi-fi/speakers, projector etc…)? • Support from another teacher, museum, school leadership • Non-technical equipment or material (flipcharts, etc.)	**Hardware:** A) Computer (no specific brand or model) - used to compile the information gathered through the Jdata3D software); B) GPS (Garmin eTrex Vista HCx) - used to record the geo-position from the data collected; C) Logbook (Logbook GL trademark ScienceScope) - used to record information about the variables measured during the activities. Is possible to connect approximately 200 different types of sensors to the device; D) Sensors (trademark ScienceScope) – used to measure different types of variables (biological, Physicas, Geographic, etc.). Are used in connection to the logbook. E) Air compressor launcher and Rocket (with sensor) trademark ScienceScope F) Digital photo camera and Computer, (no specific brand or model) A. B. C. D. Software: Northgates Kml Builder (KML Editor Replacement) Google Earth e Chrome, usedado to view the generated kml files; Sciencescope Datadisc (trademark ScienceScope); Jdata3D (trademark ScienceScope); Rocket Tracker; (trademark ScienceScope) Notes: In each of the activities are only used some of the resources listed. For detail information on using the software and equipment's, see the project website or contact the authors of the project.

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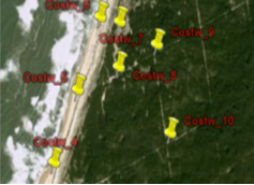|	
What online or e-learning resources or tools did you use? Please add the URL(s) here, e.g. to platforms, images, videos, etc.	**ScienceScope URL:** http://www.sciencescope.co.uk/ **Northgates URL:** http://www.northgates.ca/ **Google Earth URL:** http://www.google.com/earth/
What activities did you create for your students (Step-by-step so that other teachers could do the same)?	Under this project we developed different types of activities. In this document only three types of possible activities are presented. For more information relating to other activities, see the project website or contact the authors of the project. **Activity 1** **Geo-referenced pathways for collecting environmental variables** In this activity the students were engaged in making some geo referenced pathways near school with the help of the GPS, collecting environmental data like air temperature humidity, light intensity, fresh water sampling from a small river, water temperature, pH, dissolved oxygen among others parameters by the use of portable sensors. The data was processed and was analyzed by different subjects like Natural Science, Mathematics and Geography. Field and laboratory observations made by students, the sensors used and a pathway marked by GPS. This activity aimed to study some ecosystem features with the corresponding geo - positioning of the data collected. The data analyzes in context made possible the student's reflection and comparison with theoretical concepts related to different subjects. The student's main role in this particular work brought them a new learning experience, critical thinking and significant knowledge building. **Used resources:**

Logbook

Sensors

GPS

Photo machine (optional)

Software

Jdata3D   Datadisc

Preparatory tasks:

Preparation of the equipment, Resetting Logbook data, Setting synchronized time between GPS, digital camera and LogBook. Checking sensors, cables, sampler boxes and batteries.

Step 1 – Collecting data (approximate time of implementation - depends on the extent and purpose of the path – for example river water sampling - 180')

Mapping GPS point's identification and collecting data using georeferenced coordinates with the mobile equipment and sampling materials or water for lab analyzes.

Step 2 – Compile data (approximate time of implementation – 180')

Editing data in classroom for the expression graphical files in kmz format.

These allowed a comprehensive 3D visualization of all information collected.

Step 3 – Study e analyze data (approximate time of implementation – 90'

The "kmz" file served as a contextualized and interdisciplinary support for the study of environmental variables in context. Make the students understand the relation between the sampling location and collected data.

Activity 2

Study of human heart rate in context

In this activity the pupils study the concept of heart rate and its variation with intensity of exercise. Students accompanied by teachers held a bicycle course. During the journey were monitored three variables: heart rate of pupils; altitude and the scrolling speed. To collect this information

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was used a HR monitor (placed on the chest of the students), a GPS with an altimeter, and logbook (interface for data collection) applies in the bicycle frame.
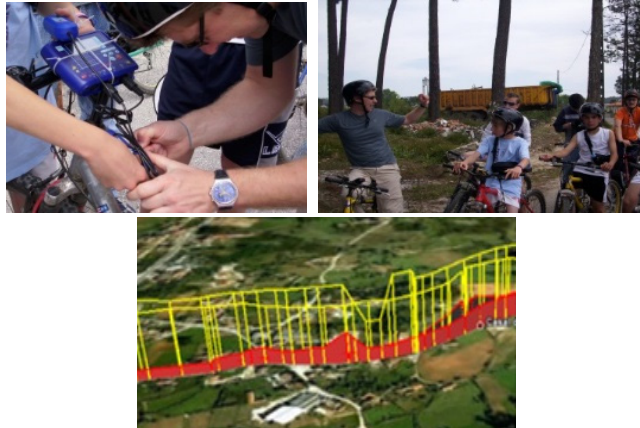
Images illustrate the activity and 3D graphics projection of route taken, and variables collected during the journey visualized in Google Earth.

The data was registered in the logbook and at school with the help of the ICT teacher and the use of specific software the amount data was assembled to generate a kmz file with all data. This information can be interactive and was visualized in a graphical way in a 2D/3D platform (Google Earth). The final product was used in the discipline of Physical Education and Natural Science to study the cardiovascular system and the processes of developing and maintaining the physical condition of a contextualized way.

Used resources:

Bicycle

Logbook

Heart Rate sensor a

Photo machine (optional)

GPS

Software

Jdata3D   Datadisc

Preparatory tasks:

- Fix the logbook to the bike;
- Connect the logbook to the speed and altitude sensor;
- Synchronize LogBook GPS and camera by time (all must have the same time).

Step 1 – Collecting Data (time of implementation – depends on the extent and purpose of the path – 180')

The students, accompanied by teachers performed a MTB route. Along the way was monitored altitude, speed of travel, the cardiac frequency of a student and Geo Position at different times. Take photos at different times (optional).

Step 2 – Compile data (approximate time of implementation – 180')

With the help of the ICT teacher and the use of specific software from Sciencescope Datadisc and Jdata3D the amount data was assembled to generate a kmz file with all data. The kmz files contain all the information collected and can be viewed in a graphical manner on Google hearth. Students can interact with graphics in a dynamic way and consequently understand and study in an integrated manner the information presented.

Step 3 – Study e Analyze data (approximate time of implementation – 90')

The kmz files are available in the community for use by all teachers of

different subjects.

The "kmz" file served as a contextualized and interdisciplinary support for the study of heart rate and its variations during the physical exercise.

Files can be easily shared by email and viewed in google earth by students.

Activity 3

Artistic paths Rocket and Geoart (rockets, forces and movement)

In this activity students study the objects movement, built some rocket model's, and made some simulations in web games [4]. Then with an air compression rocket they made some launches in different directions and with different strengths. This rocket had inside a GPS and a sensor that recorded the position, altitude and speed of the rocket during the courses. The data was processed the same way from activity one and two to generate a kmz file with all data. This information was visualized in a 2D/3D platform and was analyzed by different subjects like Mathematics, Physiques and Geography. It should be noted that this graph view is interactive and can be manipulated on Google Earth (Fig. 4).

Images illustrate the activities and 3D projection of the rocket launches in Google Earth.

With the simple use of the GPS the students made some calculations to transpose our school logo from the paper to the field making a big logo that can be observed in Google Earth like a giant satellite symbol. This is called Geoart and is more one example of the application of Mathematics knowledge.

Used resources:

Rocket

GPS

Sensor

Software

Earth

Jdata3D   Datadisc

Preparatory tasks:

Preparation of the rocket, the compressing air pump, and position movement sensor, Resetting the movement sensor, Setting synchronized time between GPS, digital camera and LogBook. Checking sensors, cables, weather conditions (wind speed and direction).

Step 1 – Collecting data (approximate time of implementation - depends on the extent and purpose of the path – for example several rocket launches- 180')

Mapping GPS point's identification and perform several rocket launches, downloading data form movement sensor to portable Laptop in the field.

Step 2 – Compile data (approximate time of implementation – 180')

Editing data in classroom for the expression graphical files in kmz format. These allowed a comprehensive 3D visualization of all information collected.

Step 3 – Study e Analyze data (approximate time of implementation – 90')

The "kmz" file served as a contextualized and interdisciplinary support in context providing an artistic graphic work example. The students analyze the best ways of increasing the rocket launch technique in order to create

	a better artistic Geoart form contextualized with Google Earth background landscape, promoting creativity.
Are there any difficulties teachers/learners might face and how can it be solved/have you solved it?	The first contact with the equipment, cabling and sensors need to be done by teachers previously to test and be familiar with the equipment in order to make sure that all the steps have to be done in the right sequence. The teachers working in a team can achieve this development in a few tests. After this first contact students can be evolved and with a little help from the teachers they rapidly learn the methodology and start working for him self's. The main difficulty was associated with practicing the right methodology to test and verify the results and to have a critical view from the results that not always are directly associated with the ideal theoretical model that we read in the books or that we teach in the classroom. That implies a new vision about the results and an open mind for data analyses. We can also identify that this practice develops student's critical thinking.
How competent in using ICT do you need to be in order to replicate the practice (advanced, average, beginner)?	☐ Advanced ☒ Average ☐ Beginner
Main field of the good practice	☐ ICT enabled learning ☐ Community Building ☒ Innovative assessment practice
Acknowledgement, please name further contributors:	The project resulted from the collaboration of the knowledge Centre (CCEMS), the Portuguese Education Ministry (DGIDC) and Rainha Santa Isabel School - Carreira.
Please comment on copyright issues! Can resources be used freely?	The authors does not own copyrights from any equipment, proceeding or document used in the project.
Please feel free to add any further advice, links or reading material for other teacher who would like to do the same.	Project GO Mobility in Education URL1: **http://uqr.me/qr_pf/qr/go-project** (geo - referencing and experiment in context) Project GO Mobility in Education URL2: **http://bit.ly/project_go** (geo - referencing and experiment in context) Project Mobility in Education video URL: https://www.facebook.com/photo.php?v=328250363930415 Project QR code

	Authors contacts: Paulo Ferreira | email: paulofflf@hotmail.com Luís Noivo | email: lmnoivo@gmail.com
How did your learners like it? How did the learn in a better way than with a more traditional approach?	To identify the project impact in the community and the level of student learning benefits from the use of this technology we made two kinds of assessment: • The level of satisfaction about the proposed activities (applies to students and teachers); • The Impact of methodology adopted on student learning. In the first evaluation, the students involved in the project answer a questionnaire about the level of organization, the dynamic environment used, the expectations about the activities, and the usefulness of the activities. The results were good and encouraging the continuity of the application of this methodologies. In a scale of (Weak; Insufficient; Sufficient; Good; Very Good) all the average results centered in the - Good. In the second evaluation we choose two classes of students, involved in the first activity, to submit to examination by making a questionnaire about the same subject (Heart Rate and Physical Activity). The two classes of the 8TH grade (8A and 8C) had about 20 students each, with 13 years of age. The 8A class usually had better school results compared with the group of 8C. In both classes was carried out theoretical presentation of the subject curriculum on heart rate and physical activity, furthermore the class 8C was selected to participate in the practical activities of project Go with the use of mobile devices for monitoring the heart rate and physical activity. In addition to the theoretical explanation, the 8C class performed all phases of the project (data collection, data processing and graphical analysis of the results). For this 8C class the theoretical concepts were experimented in a real situation. After this work both classes were subjected to evaluation with the realization of a simple test with six multiple choice question. The aim of this test was to identify the level of understanding the information about heart rate and physical activity.

The results point to interesting data, the class usually with weaker results (8C) had an average 10% higher (72.6%) in its performance compared with the class that only had the traditional theoretical approach to this topic (8A) with only (61.9%), as we can see in the graph.
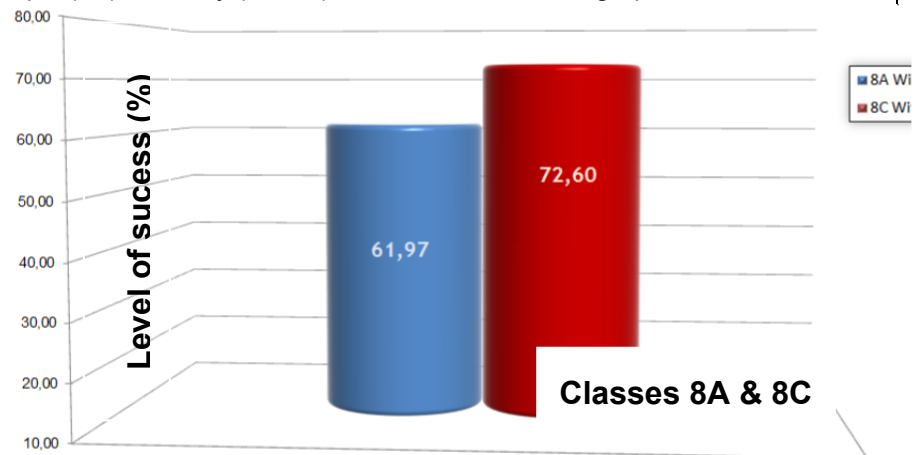
Level of success from the test results for both classes 8A (in blue) and 8C (in red).

This is an example that demonstrates the role of implementing this technology in the context of academic success. The strategy used in this kind of teaching can be an important contribute in the renewal of the learning practices.

Reflections/ Conclusions

With this work we can identify and reinforce some ideas:

- The use of ICT in the educational context, led to the creation of a motivating work environment; Students showed marked levels of attention, concentration and commitment, they also become actively involved in the proposed tasks and demonstrate autonomy and ease of use of equipment;

- The great appetite of young people by the use of new technologies was an advantage in implementing this project, its acceptance was consensual and paved the way for rapid learning as well as the methodology used provided an enrichment of the learning environment, facilitating the acquisition of curricular and non curricular content. The data obtained was a promoter element of discussion and reflection on the knowledge of the environment. These data put sometimes in question the conceptions what we had about reality that surrounds us promoting the students critical think;

- The mobile devices used have proven to be capable of real time processing large amounts of information, representing it in a graphical way with interactivity, easy to interpret;

- The results of our work emphasizes that the use of the new technologies in an educational context, may be managed as an asset for the quality of education, as well as promoting new educational practices in almost all

	disciplines.

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DigiSkills: Network for the enhancement of digital competence skills

GREECE: EA & CTI

ENGLISH AS A FOREIGN LANGUAGE FOR SPEECH THERAPY AND AUDIOLOGY STUDENTS

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	English as a foreign language for Speech Therapy and Audiology students
NAME OF CREATOR *	Iwona Filip
POSITION AND TASK OF THE AUTHOR *	UMCS
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	http://lektoratangielski.blogspot.gr/p/logopedia-edmodo.html
EDUCATIONAL LEVEL: SE/HE/AE *	HE
COUNTRY/ LANGUAGE *	Poland/ English
KEYWORDS (tags) *	Social networking sites, Speech therapy, audiology
DATE (TIME/DURATION)	01-03-2013 30-04-2013
DESCRIPTION	
SHORT INTRODUCTION *	Learn to work as a team of professionals to solve a specific medical problem with the use of digital resources and tools in English.
TARGET GROUPS *	Students at 1st year of MA studies
TYPICAL AGE RANGE	21-25
SHORT DESCRIPTION OF THE CHALLENGE FACED	competences to be achieved• self-management • thinking, problem-solving and decision making • being creative • communication (reading and writing)collaboration • motivation and confidence
TYPICAL LEARNING TIME	**1 month**
AIM	to increase a range of specific vocabulary connected with the studied area to develop digital media skills to try to become a digital citizen to share knowledge, information and ideas electronically
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	Pedagogical approach taken A driving question is formed to make students see the needs to gain knowledge, understand concepts ,etc. Teacher begins with an entry event that generates curiosity. Most of the activities are designed, initiated, facilitated, monitored and supported by the teacher

	(on-line and in-class) but they can also be initiated and supported by the peer students(on-line and in-class). .Methods of evaluation students feedback, assessment of final product, self-evaluation, discussion, PBL checklist, collaboration rubric, teamwork rubric .Ethical statement Students are acquainted with netiquette, the idea of digital citizenship, creative commons and plagiarism. Discussion on the basis of course book material and internet resources. Students attach bibliography/netography and reference links to their products.
DIFFICULTY	**easy**
TOPICS OF GOOD PRACTICES *	**ICT enabled learning x** **Community Building** **Quality and Assessment**

CRITERIA (click on the appropriate boxes, please) *	Transferable	x	Adaptability	
	Innovative		Acceptability	
	Impact		Actual	
	Sustainability		Effectiveness	x
	Availability		Creativity	
	Accessibility		Collaborative	x

ACTIVITIES/IMPLEMENTATION *	Both individual and group studying the resources to increase understanding of texts written in English. Writing summaries and plans to practise writing skills. Watching video and listening to audio resources to practise listening comprehension. Recording audio or video files to practise speaking. Communicating via Edmodo, sharing materials on-line, creating digital posters to practise digital and collaborative skills. Running a project calendar and management log to learn how to manage the time and how to collaborate virtually. Activity: On-line Stage A Students watch You Tube video clips: "Children of a Lesser God", "Rain Man" on the internet at home and prepare for the class discussion on communicative disorders. Links to the clips available on blog Lektorat and Edmodo B Activity: Students read an article from the internet "How are communication skills important?" at home

	and prepare for the class discussion on the importance of good communication skills. Discussion questions available on Edmodo. Activity: In-class Stage I Discussion on contemporary means of communication and communication breakdown on the basis of a song ("Communication" by Janet Jackson) II Discussion on the importance of communication skills - An article from the internet "How are communication skills important?" III Discussion on communicative disorders (video clips Children of a Lesser God, Rain Man, watched by students at home) Activity: Students are given detailed instructions and requirements concerning the following on-line stage of the project (creating a digital poster) and are aquainted with netiquette and proper use use of digital media Activity: On-line Stage (Edmodo, Glogster) Students collaborate in virtual groups of 3 or 4 to create digital posters on Communicative Disorders (the problems connected with their field of studies) from 4 to 5 weeks. Activity: On-line and in-class Project assessment and evaluation
STATUS	**Finished**
CONTRIBUTE	
RESOURCES (Optional): • Cost • Human resources • Infrastructures/material resources • Other resources (please, specify)	
TOOLS USED (Optional):	Edmodo, Glogster, Vocaroo, Google Documents, Jing, YouTube, Blogger,etc

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LITERATURE REVIEW (Optional): (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS)	
FORMAT *	doc
UPLOAD BEST PRACTICE (TEXT, PDF, ZIP) *	pdf
VIDEO (link)	
IMAGE/SOUND	
SIZE	
LOCATION	
OTHER PLATFORMS REQUIRED	
COPYRIGHT *	no

"BUILD UP YOUR ENGLISH"

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	"Build up your English"
NAME OF CREATOR *	Olympia Befa
POSITION AND TASK OF THE AUTHOR *	Ellinogeraniki Agogi
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	www.ea.gr
EDUCATIONAL LEVEL: SE/HE/AE *	SE
COUNTRY/ LANGUAGE *	Greece/ English
KEYWORDS (tags) *	learning difficulties, blog, social tools
DATE (TIME/DURATION)	15.12.12 15.05.13

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DESCRIPTION	
SHORT INTRODUCTION *	To provide confidence and independent learning, innovative use of the blog
TARGET GROUPS *	Students of secondary education
TYPICAL AGE RANGE	14-17
SHORT DESCRIPTION OF THE CHALLENGE FACED	Self-management Motivation and confidence Self –assessment Collaboration Being creative Communication (reading and writing)
TYPICAL LEARNING TIME	5 months
AIM	To provide access to resources used in lessons, to activities and multimedia tools To find solutions to learning difficulties
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	After creating the blog we introduced it to as many students as possible and asked them to post anything they feel is relevant. Pedagogical approach takenAfter creating the blog we introduced it to as many students as possible and asked them to post anything they feel is relevant. .Methods of evaluationWe monitored the participation of the students and handed out a relevant questionnaire regarding the usage and necessity of such a blog.
DIFFICULTY	easy
TOPICS OF GOOD PRACTICES *	**ICT enabled learning x** **Community Building** **Quality and Assessment**

CRITERIA (click on the appropriate boxes, please) *				
Transferable	x	Adaptability	
Innovative	x	Acceptability	
Impact		Actual	
Sustainability		Effectiveness	
Availability		Creativity	
Accessibility	x	Collaborative	

ACTIVITIES/IMPLEMENTATION *	We created a blog area where students hosted videos, activities and links, solutions to problems related to acquiring a degree. It is one blog centralised for all the participants

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STATUS	final
CONTRIBUTE	
RESOURCES (Optional): • Cost • Human resources • Infrastructures/material resources • Other resources (please, specify)	
TOOLS USED (Optional):	Word Press
LITERATURE REVIEW (Optional): (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS)	
FORMAT *	**doc**
UPLOAD BEST PRACTICE (TEXT, PDF, ZIP) *	**pdf**
VIDEO (link)	
IMAGE/SOUND	
SIZE	
LOCATION	
OTHER PLATFORMS REQUIRED	
COPYRIGHT *	**no**

OPEN SCIENCE RESOURCES

GENERAL DATA	
TITLE OF THE GOOD PRACTICE *	**Open Science Resources**
NAME OF CREATOR *	Thanos Leontios
POSITION AND TASK OF THE AUTHOR *	Ellinogeraniki Agogi

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FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE	www.ea.gr
EDUCATIONAL LEVEL: SE/HE/AE *	**SE**
COUNTRY/ LANGUAGE *	Greece/ EN, EL, DE, FR, PT, FI, IT, HU
KEYWORDS (tags) *	
DATE (TIME/DURATION)	
DESCRIPTION	
SHORT INTRODUCTION *	The Open Science Resources (OSR) portal enables teachers to access the finest digital collections in European science centres and museums, to follow educational pathways connecting objects tagged with semantic metadata and to enrich the contents provided with social tags of your own choice.
TARGET GROUPS *	Upper Secondary education
TYPICAL AGE RANGE	**16-18**
SHORT DESCRIPTION OF THE CHALLENGE FACED	Self-assessment Thinking, problem solving and decision making Being creative Collaboration
TYPICAL LEARNING TIME	**n/a**
AIM	The OSR Repository includes numerous educational materials (images of exhibits and scientific instruments, animations, videos, lesson plans, student projects and educational pathways with guidelines for interactive museum visit experiences); educational material is available in the abovementioned languages
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *	Users can search for the educational materials in the "Explore OSR" section or to upload their own materials to the OSR Repository, using the "Share your Content" section. Open Science Resources Portal enables teachers to develop- through the learning pathways they are asked to deliver - learning to learn competences. Teachers may develop - by using the respective tool- educational pathways tailored to the needs of their pupils, and thus engage them to an innovative approach of science and museum education; i.e. relate an exhibit or series of exhibits to a certain educational pathway, or adapt a delivered to the pupils` needs.

DIFFICULTY	easy
TOPICS OF GOOD PRACTICES *	**ICT enabled learning x** **Community Building** **Quality and Assessment**

CRITERIA (click on the appropriate boxes, please) *	Transferable	x	Adaptability	
	Innovative	x	Acceptability	
	Impact	x	Actual	
	Sustainability		Effectiveness	
	Availability		Creativity	
	Accessibility		Collaborative	x

ACTIVITIES/IMPLEMENTATION *	The OSR portal contains educational material in the form of educational content (images of exhibits and scientific instruments, videos, animations, exercises, graphs, links) and of educational pathways (structured and open learning activities organized according the inquiry based pedagogical model). Additionally teachers are able to share or upload educational content by signing in to OSR portal and using the respective tools; under this framework teachers along with their pupils may use already uploaded content, or develop their own, under certain criteria. Username and password are obligatory; partners interested in using the portal should ask for a username and password and then log in.
STATUS	finished
CONTRIBUTE	
RESOURCES (Optional): • Cost • Human resources • Infrastructures/material resources • Other resources (please, specify)	
TOOLS USED (Optional):	Open Science Resources
LITERATURE REVIEW (Optional): (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS)	
FORMAT *	**doc**
UPLOAD BEST PRACTICE (TEXT, PDF, ZIP) *	**pdf**
VIDEO (link)	

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IMAGE/SOUND	
SIZE	
LOCATION	
OTHER PLATFORMS REQUIRED	
COPYRIGHT *	no

ANNEX 1 MOODLE

FIRST SESSION

Title: Start-up window

TIMING: 30 minutes

GOALS:

Place a Moodle platform's URL in the browser.

See different types of platforms with different designs.

Explore the three Windows of Moodle in which we will work out the practice: Browsing/Available courses/Calendars.

ASSESSMENT:

The teacher will check that the students logged onto and that they did the given tasks (50%). The answers for the questionnaire given in the first unit (50%). This first access is so easy, just get to the three URLs indicated and check that the students can distinguish three different blocks.

CLASSROOM EQUIPMENT:

Computer science lab/Computer with Internet connection (wherever the student is: their home, library, toy library, etc.)

SOFTWARE REQUIRED:

Browser and e-mail address to get registered in the platform.

WEB REWSOURCES:

DEVELOPMENT:

Introduction: what is Moodle and what is it for?

We explain what Moodle is for, its origin and current situation.

Study of the Main window. Different Start-up Windows in other Moodle platforms.

Show the students different examples of platform designs so that they do not think there is just one possible type of design available. Explain to them how they are accessible in the browser without using passwords. The students will develop all these things by using the very same Moodle which will be explained in this practice.

Description of the box Browsing.

They start by seeing the usefulness of the different Windows and blocks of the platform. From Browsing, clicking on Courses, they will get to all the available courses in Moodle at the moment. The courses are classified in different categories. If we click on the balloons with letter "i", we can find further information about the courses.

Available courses, to be viewed from the middle column.

If we return to the main window, we can see the different courses with a short description next to them.

Check the initial usefulness of the block Calendar.

We can see the way the different events will be organised along the course. Dates for the opening of the contents, deadline for task delivery, dates for questionnaires' availability, exam dates, … Everything which is useful to do the course will be found here.

Hide Browsing block and minimize blocks from the sidebar.

With these options we can change the first look of the course by just having handy what really interests us.

Change the platform language.

On the right top corner of the platform, we can change the language to set up our Moodle. We make clear that this language is just to administrate and configure the platform. If in a particular course, for example, the content is developed in Spanish, we will not be able to change it.

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Differentiate between the two ways to access the platform so as to write the user's name and the password.

We explain that we can get to Courses from the tab "Entrar" that we can see on the right top corner of the screen, or at the bottom of the screen, in the middle. Explicamos podemos entrar en los cursos, desde la pestaña [Entrar] que podemos ver en la esquina superior derecha de tu pantalla o en la inferior al centro. We check the right Access with the passwords we have already received via e-mail from the platform administrator.

SECOND SESSION

TITLE: Browsing through a course.

TIMING: 30 minutes.

GOALS:

Access a Moodle 2.4 course as a student and configure our personal profile.

Ge tinto the course in which you registered and see how the different windows have been arranged. Development of the topic, Access to each unit and task fulfillment.

Be able to participate in forums (rules of use), chat, Messenger service (add contacts, users online, send messages) and edit personal calendars.

Answer a query and know the purpose of the course.

ASSESSMENT:

 50% of the assessment process will have to do with the involvement and cooperation in everything connected to the course (forums involvement, number of contacts added to the list, entries in the course blog, etc.). 25% will have to do with the query to be answered. 25% will have to do with the teacher checking that the browsing was successfully and correctly done.

CLASSROOM EQUIPMENT:

Computer science lab / personal computer with Internet connection.

SOFTWARE REQUIREMENTS:

Browser and access keys provided by the platform administrator. Keep cookies activated.

DEVELOPMENT:

Fillingo out the profile.

Once the student has started session by entering their keys they will fill out the different data field about their profile on the platform. They will start with the compulsory ones (marked with a red asterisk) The remaining fields will be freely filled in, including the profile picture. In order to do this, acess the main window/Adjustments/Profile adjustments/Edit information. Once you are done, click on "Personal information up-date" to save al the added data.

If the student wants to change their password, they will be able to do it in this section too: Adjustments/Change password.

We can also change the notification system for entering messages (although the original configuration can be kept).

Communication on the platform – Synchronus and asynchronous.

We will define the utility of the forums and the rules of use. We will participate in the forums opened by the tutors. Distinguish between Latest News Forum and Social Forum. We will check which thread or discussion topics are opened. We will enter these forums and will have an active part in them depending on the topic.

We will address to the block Messages. We will learn to add contacts from the course participants' list and will also learn to find any of the course participants (whether they are in the list of contacts or not). Both tutors and students. In the advanced functions section, we will be able to find created messages by means of using key words, classified in different groups: Blocked users, Only messages addressed to me, All messages.

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We can participate online by chat. The same as it may happen with the other blocks, it can be included in the course or not. It usually is. It works as an ordinary chat. You get access to it by clicking on "Chat". And then you will be able to interact with all the users there.

Working out the query.

The "Query" is a quite easy activity which consists of the teacher asking a question and providing different possible answers (multiple choice activity); the students must choose the right one. The standard icon is: ❓

It can be really useful to work out fast surveys in order to encourage critical thought about particular topics, tol et the group make decisions about certain issues, or to get permission to do some research. (Source: http://docs.moodle.org/all/es/Consulta)

THIRD SESSION

TITLE: Developing a questionnaire

GOALS:

We develop a complete questionnaire.

Learn to answer each question with the different edition options provided by Moodle.

Answer the questions without submitting them, so that you can carefully check all your answers. And finally, close and submit the chosen answers.

Learn how to consult the section called "Marks".

ASSESSMENT:

75% comes from the answers given to each of the questionnaires. 25% comes from the description of the experience with the course forums.

CLASSROOM EQUIPMENT:

Computer science lab/Personal computer with Internet connection.

SOFTWARE REQUIREMENTS:

Browser and access keys provided by the platform administrator. Keep the cookies activated.

DEVELOPMENT:

Answer, check and submit the questionnaire.

Access the session. Click on the questionnaire that we can see in the column in the middle of our course. You can also get to it by clicking on the block "Adjustments", on the left side, and then by clicking on Course administration/Marks. It is right here where, as we will explain in the following section, all the grading items. If we click on "Trying questionnaire", we will get to the questionnaire as well.

 Check in Adjustments/Course administration/Marks.

In this section we will be able to check how we are doing things during the course. A summary of all the marks that the student has scored in each section is available here. In case there was an activity, task or resource that had not been graded yet, we can ask the tutor about it.

Every section in this column, if activated, that is to say, if the teacher made it available for the group, when clicking on it, it will take us to the different section we might be interested in.

ANNEX 2 INTERACTIVE EUROPE

This practice consists of 1-2 sessions (depending on the students) of 60 minutes each, but can be adapted to other topics of the same subject: relief, hydrography, European Union members, Autonomous Regions, geography of the continents, etc. All this is integrated in an e-Learning Moodle Platform available at this URL: http://www.campusvertical.es/moodle/enrol/index.php?id=6 (Spanish). Access as a "guest" is available.

DESCRIPTION OF THE PRACTICE

TITLE: Interactive Europe

TIMING: 60-120 minutes

OBJECTIVE: Learn to find, place and connect the European countries with their capital cities and flags.

ASSESSMENT: Every interactive map includes a self-assessment questionnaire. After each activity the student has to answer a question about the lesson he has been working on. The test contains 10 self-assessment questions.

CLASSROOM EQUIPMENT

Computer lab with Internet connection.

One computer for every two students. (Best 1/1)

SOFTWARE REQUIREMENTS: Browser, Word processor.

WEB RESOURCES: Interactive maps. Wikipedia. forums, e-learning Platform.

DEVELOPMENT: http://www.campusvertical.es/moodle/mod/lesson/view.php?id=159

Every interactive map is about: Where is it? What is it called? Answer the question.

The class starts viewing the following video: https://www.youtube.com/watch?v=oj8PFZt2k5E (4 minutes long)

Where is it? Each student gets connected to: http://serbal.pntic.mec.es/ealg0027/europa1e.html y find the countries dragging the mouse over the map of Europe. On the same map click on "play" and find all the countries. If the students get to a wrong answer, an indicator will help them with the right location.

What is it called? Change the map. http://serbal.pntic.mec.es/ealg0027/europa2e.html and this time the student has to find out the name of the given country.

Change the window and **answer the question** which is displayed. If the student gets between 30-40 correct answers they can continue; otherwise, they must start over. (15 minutes).

The process has to be repeated, but this time the student has to find and place the capital cities of each country. **Where is it?** http://serbal.pntic.mec.es/ealg0027/europa1ecap.html. Change the map what **is it called?** http://serbal.pntic.mec.es/ealg0027/europa2ecap.html. Change the window and answer the question. If the answer is correct the student can continue; otherwise, the process must be repeated. (15 minutes)

Once activities 1 and 2 have been successfully done, they get connected to: http://www.toporopa.eu/es/banderas_de_europa.html . This time the student has to match countries and flags. (15 minutes) Another chance consists of viewing the following video: https://www.youtube.com/watch?v=HWY2ckFs0NM

If the student has finished and has more time left, they can spend time searching for information of all those countries by means of a Wikipedia link: important cities, well-known people, artworks, monuments, etc. To develop this activity it is advisable to use a Word processor so that each student can send their work to the teacher via e-mail.

To reuse and broaden this practice they can be invited to repeat the same process with other maps connected to the topic:

Rivers: http://serbal.pntic.mec.es/ealg0027/eurrios2e.html
Relief: http://serbal.pntic.mec.es/ealg0027/eurorog2e.html
Coasts: http://serbal.pntic.mec.es/ealg0027/eurocostas2e.html
They can also practise languages while learning geography. In order to do it, get to this link and click on the flag you are interested in.

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SELF-ASSESSMENT QUESTIONNAIRE FOR THE PRACTICE "INTERACTIVE EUROPE"

Question 1 Warsaw is the capital of

Choose one:

◉ a. Poland X

◯ b. Romania

◯ c. Ukraine

◯ d. Brussels

Question 2 the colors red, white, red, appear in 3 horizontal stripes on the flag:

Choose one:

◯ a. Poland

◯ b. Switzerland

◉ c. Austria X

◯ d. Malt

Question 3 The capital of Norway is:

Choose one:

◯ a. Kiev

◯ b. Tallinn

◯ c. Stockholm

◉ d. Oslo X

Question 4 how many countries are there in Europe?

Choose one:

◯ a. 58

◯ b. 56

◯ c. 46

◉ d. 48 X

Question 5 Corsica is an island that is part of the Italian territory.

Choose one:

◯ True

◉ False X

Question 6 what is the capital of Bosnia?

Response: | Sarajevo X

Question 7 How many of the flags that are cited have incorporated green horizontally?

Select one or more than one:

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☑ a. Lithuania, Hungary, Bulgaria

☐ b. Belarus, Bulgaria, Italy X

☑ c. Belarus, Bulgaria, Lithuania X

☐ d. Ireland, Hungary, Belarus

Question 8 which countries border with Switzerland?
Choose one:

○ a. Belgium, Germany, Italy, France

◉ b. Germany, France, Austria, Italy X

○ c. Germany, France, Italy, Czech Republic

○ d. France, Italy, Belgium, Slovenia

Question 9 Cyprus is an island
Choose one:

◉ True X

○ False

Question 10 How many of these countries have a coastline?
Select one or more than one:

☐ a. Switzerland, Romania, Serbia

☑ b. Estonia, Lithuania, Latvia X

☐ c. Czech Republic, Austria, Serbia

☑ d. Ireland, Georgia, Greece X

☐ e. Poland, Czech Republic, Ukraine

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