

Practical Guide for Online Education

Skills for High Quality Online Education



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Introduction

The quality of online teaching and learning activities has a direct impact on students' acquisition of school competencies. During the COVID-19 pandemic, many schools were forced to carry out their activities online with little or no preparation, which led to a decrease in the quality of these activities and, consequently, in the chances of students acquiring the competencies set in the curriculum.

The ultimate goal is to help teachers and students carry out online teaching/learning activities that effectively prevent learning loss and improve student outcomes. We will accomplish this by providing resources and training for teachers and students on effectively carrying out online teaching/learning activities.

In this booklet, we will identify examples of good and bad practices at the EU level for online schooling to find out what was good and what didn't work and offer support to teachers and students, improving the practice of online teaching/learning.

This manual can be applied to many educators/learners, but it is most relevant to teachers of children aged 9 to 15 years old.

Good Practices



“The most profound words will remain unread unless you can keep the learner engaged. You can’t see their eyes to know if they got it so ... say it, show it, write it, demo it and link it to an activity.” — James Bates

Note Takers

RESOURCE:

1. [MH Education](#)
2. [OSU](#)
3. [Understood.org](#)
4. [Landmark.edu](#)

DESCRIPTION

Due to the pandemic situation with COVID 19, we have been compelled to adapt our face-to-face lessons to a remote lesson mode.

That situation has its advantages and disadvantages.

Having the opportunity to carry on with the lessons has been a positive aspect, but sometimes it is easier for students to be distracted and get lost.

It's harder for many students to "watch" instruction via video Livestream than in a live classroom. It can be challenging to focus, feel connected, process information, and identify key ideas.

One helpful activity that we have developed is having note-takers in each lesson. The primary responsibility of a note taker is to take organised, legible or typed notes every class and provide a copy of these notes to the students. It is the note taker's responsibility to pay attention in the class regularly and to provide notes.

During the lectures, the teacher will assign students different parts of the explanation. The difficulty level may vary according to the different tasks and explanations performed; that way, you can take notes on the students regarding their capabilities and include all of them in the process.

The students take notes on a shared Google document so everyone can access it easily.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- If someone cannot attend one lesson, they have the chance to look at the notes.
- They need to pay attention to taking proper notes. So they are engaged and motivated during the lessons.
- By having to type notes, we avoid: calligraphy misunderstandings, losing notes (as they are saved online) and paper waste (eco-friendly)

Teachers:

- Be sure that all the students have correct notes of each lesson.
- They only have to correct and supervise one document instead of controlling the notstudents' notesdividually.

KEY TAKEAWAY

Note takers responsibility is to take organised, legible or typed notes.

By having note-takers, teachers ensure having quality notes of each one of the lessons carried away.

Moreover, students have access to correct and complete notes everytime they need to.

It is also an efficient tool to keep engaged and focus your students.

Typed notes are always legible and accessible as they are saved online.

It is also an eco-friendly method.

PROBLEMS WE ARE SOLVING/ KEYWORDS

Lack of useful class notes, Paper waste, Take, Notes, Digital, Correct, Eco-friendly

Providing Collaborative Work Environment For Students

RESOURCE:

1. popplet.com
2. explaineverything.com
3. ca.padlet.com
4. info.flipgrid.com

DESCRIPTION

Cooperative and collaborative learning are instructional contexts in which peers work together on a learning task, with the goal of all participants benefiting from the interaction.

Padlet, flipgrid, Popplet, Explain Everything Whiteboard and many others are some app examples that can be used to create activities in which students have to work in a collaborative and/or cooperative way. These tools facilitate online classroom collaboration and enable the students to perform tasks, have interactive discussions, carry out collaborative activities and research online learning resources.

Student collaboration helps to develop a higher level of thinking, oral communication, self-management, and leadership skills. It boosts students' self-esteem and perseverance, retention, and responsibility. Research also shows that collaboration apps for students improved the development of higher-order thinking and communication and built their leadership skills.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Develops students' autonomy.
- Develops collaborative skills.
- It gives students greater involvement and control over their learning, which helps students become 'lifelong learners.'
- Increases engagement.
- Increases retention, self-esteem and responsibility.

Teachers:

- Students' active involvement.
- Increases student engagement.
- Developing and implementing interactive, student-centred activities.

KEY TAKEAWAY

Whether students and educators are sitting in class or connecting remotely from their homes, robust digital collaboration solutions can give educators the power to inspire and give students the tools to learn. The use of these tools and applications enable students to work together fostering cooperation and mutual help.

PROBLEMS WE ARE SOLVING/ KEYWORDS

Students get more involved in the tasks, increasing students' responsibility and improving retention.

Collaborative work, collaborative skills, cooperation, active involvement, higher level of thinking.



Post-synchronous Supervision and Feedback

RESOURCE:

1. [MH Education](#)
2. [Understood.org](#)
3. [Landmark.edu](#)

DESCRIPTION

Communication is extra essential when you're working at a distance. It is vital to check on our students regularly about their needs and be ready to be flexible and responsive to their concerns.

When you're not in a classroom together, it's not as easy to check in with students about their emotional and physical well-being. Building time into your teaching and learning to reduce social isolation and support feelings of connectedness and belonging is necessary.

We encourage our students to contact us if they are having difficulties with the content, the technology, or the schedules.

To build a supportive online community, we stay connected 20 minutes after the online synchronous meetings to give our students the chance to contact us, share their views and obtain individual supervision and feedback.

As we all know, learning is social. So creating this bond with our students has a positive impact on their acquisition process.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Staying available for some extra minutes after the lectures allow the students to communicate with their teacher in a more private environment.
- Motivation and commitment will be increased.
- They receive the reinforcement of a supportive online community.

Teachers:

- Providing support to improve the learning process is part of our duties as teachers; this practice allows us to achieve it.

KEY TAKEAWAY

To build a supportive online community, we stay connected 20 minutes after the online synchronous meetings to give our students the chance to contact us, share their views and obtain individual supervision and feedback.

PROBLEMS WE ARE SOLVING/ KEYWORDS

With this kind of practice, we avoid the isolation students may feel in an online learning environment.

Connection, communication, motivation, supervision, feedback, bond, and encouragement.

Active Involvement Of Students When Co-Designing Activities

RESOURCE:

1. es.liveworksheets.com/
2. wizer.me/
3. arvr.google.com/tourcreator/
4. quizlet.com

DESCRIPTION

Active learning helps students to become 'lifelong learners.

In an active learning approach, learning is not only about the content but also the process. This approach develops students' autonomy and ability to learn, giving them greater involvement and control over their learning.

Encourage student co-design of learning activities. Enabling students to modify tasks teachers set for them and reconfigure learning environments, recommended tools and resources, and working relationships will boost their engagement and foster self-regulation.

Learning through production and co-designing activities, while students must produce an output set by the teacher, will motivate the learner not through the response from the teacher but in the production of a public output.

Production can include: blogging, developing models or artefacts, video or audio performance, e-portfolios, concept mapping and writing.

Examples of applications with which students can create or co-design activities are: Quizlet, Interactive worksheets (Wizer. me, Live Worksheets) and the like.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Active involvement of learners.
- Fosters self-regulation.
- Develops students' autonomy and ability to learn.
- Active student participation

Teachers:

- Students' active involvement.
- Increases student engagement.
- Developing and implementing interactive, student-centred activities.
- The role of the teacher is to guide and monitor the student in their learning process.
- It helps the teacher create unforgettable class activities.

KEY TAKEAWAY

By involving students in the co-design of learning activities and having them participate actively in their learning process, we will enable learners to develop their autonomy and ability to learn, their attitude towards learning will be improved, and student engagement will increase.

PROBLEMS WE ARE SOLVING/ KEYWORDS

- The teacher is no longer the centre of knowledge and in charge of learning.
- Students are not passively receiving information.

Active learning stays away from teacher Centred Instruction which is pretty low-tech, often relying on textbooks and workbooks instead of computers. Co-design, learning activities, unforgettable, production, active learning.

Self - Monitoring

RESOURCE:

1. [MH Education](#)
2. [Understood.org](#)
3. [Landmark.edu](#)
4. [Timeshigher Edu](#)

DESCRIPTION

It is vital to be sure that the learning management system lets the students monitor their performance and learning process and provides them time for reflection.

As a strategy for promoting critical thinking about how to improve their time management and study habits, we prepare a self-monitoring document, like, for example, a Google sheet, with a checklist of the assignment's due dates. Hence, it's easier for the student to know when and what activities must be done. In the document, there is also a space where the students write a short analysis about how the learning process of the unit is going so far.

Continuous assessment is vital in online education, so collecting information is crucial. This means identifying key indicators and setting up a way to measure and control them.

Using this self-monitoring document allows the students to be more autonomous, to collect evidence of their learning and reflect on it and the teacher to facilitate monitoring the process.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- It's easier for the student to know when and what activities must be done.
- Allows the students to be more autonomous
- Allows the students to collect evidence of their learning and reflect on it.

Teachers:

- It's easier for the teacher to monitor the learning process and carry out a continuous assessment.

KEY TAKEAWAY

The use of a self-monitoring document with a checklist of the assignment's due dates and a space where the students write a short analysis about how the learning process of the unit is going; allows the students to be more autonomous in collecting evidence of their learning and reflect about it and the teacher to facilitate the monitoring of the process.

PROBLEMS WE ARE SOLVING/ KEYWORDS

The students are aware of their tasks, and that way they avoid confusion and forgetfulness. Self-monitoring, autonomy, continuous assessment, critical thinking.

Tools for Creation and Drawing in the Classroom

RESOURCE:

1. [Draw.io](https://draw.io)

DESCRIPTION

Many teachers have found that incorporating drawing, designing and printing software into their lesson plans can be a great way to engage students and get them excited about learning. However, with so many different software programs available, knowing which one is the best fit for your classroom can be challenging.

When choosing a drawing program for educational purposes, there are vital factors to remember.

- Consider the age and ability level of your students. Some programs are geared towards younger learners, while others may be more appropriate for older students. Make sure that they will have a short learning curve
- you'll need to decide what type of drawings you would like your students to be able to create. Do you want them to be able to create simple sketches, or do you want them to create more complex illustrations like diagrams and flow charts?
- Make sure that the program you choose is compatible with the digital devices that your students will be using. By taking these factors into account, you can be sure to choose a drawing program that will meet the needs of your classroom.

Some examples of creation tools in education:

- Draw.io - chart and sketches drawings
- Prezi: Prezi is excellent for students who want to end the tedious and repetitive PowerPoint cycle that accompanies class presentations. Prezi includes templates that make every presentation beautiful, customised, and original, even for students with no design background.
- Tayasui Sketches - options to paint in watercolours, acrylic or create complex, layered art. Artists have already tested this app, and the gallery is full of examples of what can be accomplished.
- Sketchup can help students learn about 3D geometry, physics, and other scientific concepts. Moreover, the program's intuitive interface makes it easy for young children to create complex models.

BENEFITS FOR STUDENTS/TEACHERS

Students:

Drawing tools can be a great asset for students in the education system. For one, they can help students visually represent concepts they are struggling to understand. Additionally, drawing tools can also help students to remember information better. Studies have shown that students who use drawing tools when learning new concepts are more likely to recall the information later. This is because drawing engages multiple senses and creates a more vivid memory.

Furthermore, drawing tools can also be used as a form of expression. Students who struggle with verbal communication may find that they can better express themselves through art. In conclusion, there are many benefits to using drawing tools in education, and students should be encouraged to use them.

Teachers:

Teachers can use drawing tools to communicate their ideas to students effectively. In addition to serving as a visual aid, drawings can help teachers clarify complex concepts and make them more relatable for students. Drawing can also be used as a form of assessment, allowing teachers to gauge student understanding creatively. Overall, using drawing tools in education provides teachers with a versatile tool that can be used to enhance instruction and improve student learning.

KEY TAKEAWAY

Drawing tools can be a valuable addition to any teacher's toolkit. They provide a creative outlet for students and can also help improve communication and problem-solving skills. Drawing tools can enhance the educational experience for teachers and students when used effectively.

PROBLEMS WE ARE SOLVING/ KEYWORDS

Need to visually represent information, online tool Visual representation, flow charts, diagrams

Time Management (For Teachers)

RESOURCE:

1. zaednovchas.bg/time-management-teachers/

DESCRIPTION

Time management is undoubtedly one of the most valuable skills for a teacher, and with the transition to hybrid and online teaching formats, it becomes even more valuable. The new formats require even more time for learning and adaptation, coordination and collaboration with colleagues, students and parents, or resolving unexpected situations. Regarding this, there are pages with different ideas, tips and strategies to help teachers improve their practices in time management. Hence, they have enough time for everything (both personally and professionally) to feel more confident, calm and happy. Because this is the great goal of time management - to learn to control and navigate the tasks in the time we have and not to become time victims.

The page contains a detailed description of how teachers can assess, plan and allocate the time they have available so that it is most effective in terms of their commitments and workload. Detailed information on existing applications that would be useful in this process has been published, and various templates. This additional information and tips are distributed in each step to clarify precisely when, how and for what they can be used.

BENEFITS FOR STUDENTS/TEACHERS

Students:

Most of the time management tips for teachers can also be used by students. For students, time management is also essential to succeed in all current tasks, regardless of the different environments they find themselves in during online learning.

Teachers:

The skills for the proper division of time and tasks of a teacher are essential for the increased stress levels they face during online learning. With a good division of time, the chance of missing a task or responsibility decreases significantly. On the other hand, teachers feel much more comfortable when they are well prepared for situations that may occur if they have enough time to manage them.

KEY TAKEAWAY

- ability to control and navigate the tasks in the time
- ability to assess, plan and allocate the time we have available
- ability to use different applications to manage our time effectively
- ability to use different templates to plan our time
- ability to manage our commitments and workload in a more efficient way

PROBLEMS WE ARE SOLVING/ KEYWORDS

- not being able to fulfil all the commitments and responsibilities
- not having enough time for everything (both personally and professionally)
- feeling overwhelmed by the tasks to be done
- not being able to do everything we would like
- do not have a clear perception of how the day is spent

time management, workload, efficiency, practices, tips, strategies

It's time to Assess / Wiseflow / Google forms

RESOURCE:

1. zaednovchas.bg/vr-eme-za-otsenyavane/
2. uniwise.co.uk/wiseflow

DESCRIPTION

Assessing students' knowledge is a real challenge for teachers during online learning. For this reason, web pages have been created that contain step-by-step information on different options for how online tests can be done and conducted for students, online knowledge testing platforms and several non-standard ways to make assessments more fun and exciting. The idea is to supplement this information with more ideas shared by other teachers to make it as helpful as possible.

The information about the platforms:

- is described step by step
- what is the needed preparation
- how to define a questionnaire
- What options can be set in advance (student performance time, implementation date, etc.)?
- Creative ways to test and evaluate, tips, recommendations and practices from teachers related to assessment during online learning.

Some platforms allow teachers to see children's answers in real-time. The information also includes sample instructions for students and ready-made questions.

WISEflow is one of the leading digital assessment platforms that help teachers streamline the entire assessment process while providing valuable insights for improving the student learning experience. It allows teachers to securely upload digital exams, like student papers, onto their platform and provides a wide range of features and functionality to make the assessment process easier and more efficient. With its easy-to-use interface and powerful functionality, WISEflow is the ideal platform for any institution looking to improve its assessment process.

Google Forms is another platform we worked on at the school level for two years. The Forms is a quick assessment method, designing the topic or providing feedback. Different items are created. You can select the type of answer, the time resource, the students to answer, and the score.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Student assessment is essential feedback on the knowledge and skills acquired during online learning. When tests are designed differently and excitingly, students find them more as a game or a quiz than as a test.
- Wiseflow is an excellent example of the use of artificial intelligence in education. It includes a learning assistant that provides students with personalised guidance and support. The software analyses students' data to identify areas of improvement and provides targeted recommendations.
- With WiseFlow, students can get the most out of their studies and feel confident about their results.
- Google Forms tool is connected with the calendar with deadline reminders and options on how to upload papers and exams.
- In Google Forms, the diversity of items develops the mechanisms of orientation, focus and fixation of knowledge, learning to manage their working time and getting quick feedback. Parents also have access to these assessments.

Teachers:

- a detailed explanation allows teachers to choose the most appropriate tool for the needs of the students
- working framework for how to use it (which gives teachers security in their work and saves them valuable time.)
- WiseFlow helps teachers track students' progress, manage workloads, and create custom reports. (save time by automating some of the more tedious tasks associated with tracking student data)
- WiseFlow is constantly being updated with new features and improvements, so teachers can be sure they're always using the best possible tools to help them in their job.
- Google forms provide quick assessment and the ability to check as many students as possible, better control over the information received and the correctness of the language.

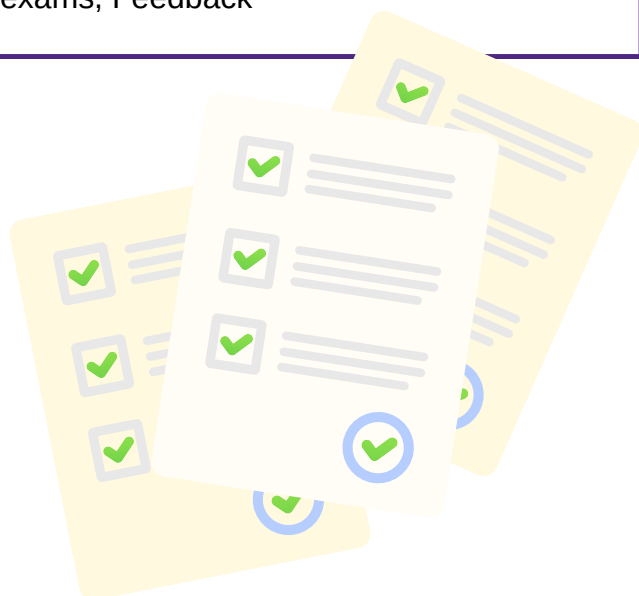
KEY TAKEAWAY

- ability to set up and use different platforms for assessment;
- ability to develop questions and tasks for evaluation;
- discover new methods of assessing students' knowledge.

PROBLEMS WE ARE SOLVING/ KEYWORDS

- lack of time for preparation;
- insecurity in work online;
- the need to find an interesting and non-standard way to assess students;
- the need to develop new methods of assessment.
- Deadlines
- Reminders

Digital exams Assessment, Online learning, Platforms, Questionnaires, Tasks, Skills, Abilities, Safety, Management, Deadlines, Reminders, Digital exams, Feedback



Internet Tools Beyond Education

RESOURCE:

1. web2araclari.com/
2. twinspace.etwinning.net/122869/home

DESCRIPTION

Web 2 tools are essential for teachers and students, especially in the distance education process, because of the opportunities for collaboration, exchange of thoughts and knowledge and communication.

- Web 2 tools is a free platform where people search for video lectures and share such voluntarily.
- WEBA (Web-Academy) Project Web 2.0 Education Information Network is an eTwinning project that works on using web two tools in education.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- find helpful information about numerous videos related to different Web 2 tools,
- to come face to face with some project news,
- read articles online,
- learn some helpful information about the eTwinning platform,
- list of web2 tools by purpose
- develop their digital competencies,
- share their products with their peers,
- meet pupils and teachers from different European countries in the project,
- develop their communicative skills,

Teachers:

- find helpful information about numerous videos related to different Web 2 tools,
- to come face to face with some project news,
- read articles online,
- Learn some helpful information about the eTwinning platform,
- get their students involved actively in education; especially distance education,
- provide asynchronous and practical study for their students,
- draw their student's attention to 'Media Literacy and Disinformation',

KEY TAKEAWAY

The most important aspect of these tools is that since their creation, they have been a guidebook for many teachers who are interested in implementing web 2 tools into their classroom environment, even before distance learning was an issue in our lives.

PROBLEMS WE ARE SOLVING/ KEYWORDS

During the pandemic and the online classes, these tools helped teachers to get the students involved in learning activities and sometimes to make students practise what they had learned. Also, they were all sharing materials such as presentations, videos, posters, virtual exhibitions, surveys, e-books

Web 2 tools, digitalization, information technology, eTwinning, Web 2.0 Education Information Network, digital competence, online education

eSafety Label eTwinning Online Course

RESOURCE:

1. etwinningonline.eba.gov.tr/course/e-safety-and-etwinning-ethics/

DESCRIPTION

This course provides basic information about secure internet and eTwinning ethics. The Safer Internet Program provides information on such topics as Safer Internet Day, eTwinning information security, e-Safety and eTwinning ethics.

An important policy-making hub for teachers, school principals and IT administrators, the eSafety Label enables schools to take action to assess, improve, and strengthen their online safety. Thanks to the eSafety Label, it is possible for schools to review their online safety infrastructure, policies and practices according to national and international standards.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- understand and use advanced technology.
- reveal their creativity
- think result oriented
- evaluate their online security
- improve and strengthen their online security
- review their online security infrastructures, policies and practices against national and international standards.

Teachers:

- Know the generation they are responsible for very well and determine their expectations and needs in the field of e-Security.
- Improve and strengthen their online security
- review their online security infrastructures, policies and practices against national and international standards.

KEY TAKEAWAY

New projects, educational methods or concepts continue to emerge according to the needs and expectations of the next generation. eSecurity is one of the concepts that the next generation will need most. That's why this course is essential.

PROBLEMS WE ARE SOLVING/ KEYWORDS

The principles of use of personal data, which are very important in eTwinning projects, are provided. Schools, Teachers, Students, digital security concept

The ARE Remedial School

RESOURCE:

1. www.aer.school/sc-oala-remediala

DESCRIPTION

In the context of the pandemic year, many teachers have not been able to adapt to the demands of quality teaching. Many students have suffered learning losses, caused on the one hand by the lack of necessary devices (especially in families with more children) and on the other hand by the poor quality level of online education offered by some of the teachers. Three Romanian start-ups have initiated a national project offering over 2000 students a few months of free online schooling.

The program was as follows: teachers of Romanian language and literature and mathematics from all over the country were selected, with the necessary digital skills for online teaching. They developed a program that was to be completed within the set period. Interested students have enrolled online in the program. Then the classes were done randomly. Every week, there were 2 hours of Romanian language and 2 hours of maths.

The program was digitised, so it took place on the Kinderpedia platform (communication and management platform). The BRIO (standardised testing and evaluation tool) and Livresq (authoring tool for creating interactive lessons) platforms were also used. Students were tested three times: at the beginning of the program, during it and at the end, so that progress could be tracked.

The classes included students from different areas. Teachers were from all over the country. A digital magazine was created in which students published their creations.

Here are some of the results obtained: 2044 students enrolled, 106 classes, 47 teachers, 3000 hours completed, over 2000 standardised tests, 98% of students confirmed the quality of the hours taught, 99% appreciated the used platforms, 96% stated that these remedial hours helped to recover lost matter.

BENEFITS FOR STUDENTS/TEACHERS

Students:

The students benefited from remedial classes through which they recovered from the gaps created during the online school. They had the opportunity to meet students from all over the country, and to learn together. They have developed their digital skills and improved their learning performance.

Teachers:

Teachers with lower digital skills could also follow the lessons and thus learn from the good practices of their colleagues in the country. They have developed the digital skills needed for quality online teaching.

KEY TAKEAWAY

Students can access the virtual classroom with a click directly from the mobile application. Students receive standardised tests at both the beginning and end of the program. The reports generated in the tests indicate which competencies are less developed so that appropriate measures can be taken to remedy the situation. Both students and teachers develop their digital skills using high-performance web tools. A learning community was created, and students were allowed to showcase their talents.

PROBLEMS WE ARE SOLVING/ KEYWORDS

Students benefit from quality online lessons taught by selected digital literacy teachers across the country. Learning losses are reduced.

Remedial education, educational platforms, authoring tools, standardised evaluation, the management platform

SELFIE

RESOURCE:

1. education.ec.europa.eu/selfie/about-selfie

DESCRIPTION

SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies) is a free tool designed to help schools embed digital technologies into teaching, learning and assessment. SELFIE has a strong basis in research and was developed based on the European Commission framework on promoting digital-age learning in educational organisations. This is done using short statements, questions, and a simple 1-5 answer scale. The questions and statements take around 20 minutes to complete.

SELFIE is an initiative of the European Commission and is funded through the Erasmus programme. It is free of charge for every school.

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

Because every school is unique, the tool can be customised. Your school can select and add questions and statements to suit your needs.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Matching experience
- SELFIE allows all participants to answer questions that match their experience as students, teachers or school leaders.

Teachers:

- Comprehensive
- SELFIE involves the whole school community – school leaders, teachers and students – in a 360-degree process covering many areas of school practice.

KEY TAKEAWAY

SELFIE is available for any primary, secondary and vocational schools in Europe and beyond and in over 30 languages. It can be used by any school – not just those with advanced levels of infrastructure, equipment and technology use.

PROBLEMS WE ARE SOLVING/ KEYWORDS

SELFIE anonymously gathers the views of students, teachers and school leaders on how technology is used in their school. Based on the answers received, the tool generates a report – a snapshot ('SELFIE' :-)) of a school's strengths and weaknesses in its use of technology.

SELFIE, technology, evaluation, tool

ADDIE approach

RESOURCE:

1. www.edc.org/sites/default/files/uploads/Distance-Education-Teacher-Training.pdf

DESCRIPTION

Instructional Design Approaches

Several instructional design approaches can be used to design distance courses. One such approach is ADDIE (analyze, design, develop, implement, evaluate), frequently used by universities. Another approach, “rapid prototyping,” involves course content authors or experts in a particular subject interacting with prototypes and instructional designers in a continuous review and revision cycle. A particular instructional module is tested with a student audience to see how learners respond to content, instructional strategies, and activities and how well the technology serves as a conduit for each. Students provide feedback, designers make fixes, and the prototype is tested again by students. This process continues until there is confirmation of the final product. Gagné’s nine-step instructional design process (1965) has been an established standard in instructional design since the 1960s, both in face-to-face and distance learning.

Here are the nine steps:

1. Gain the student’s attention.
2. Inform learners of objectives.
3. Stimulate recall of prior knowledge.
4. Present the content.
5. Provide learning guidance.
6. Elicit performance.
7. Provide feedback.
8. Assess performance.
9. Enhance retention and transfer.

In addition to these three instructional design approaches (there are many more), instructional designers increasingly have come to recognize the importance of Understanding by Design (Wiggins & McTighe, 2005), a framework for learning that can result in deep understanding. Central to Understanding by Design is “backward design,” an instructional design approach that guides teachers in developing a lesson or activity.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Clarity and awareness of the goals and objectives
- Prior knowledge is being stimulated and put to use
- Eliciting the student performance.
- Transparent feedback and assessment received

Teachers:

Knowledge on:

- How should students be grouped?
- How much time should activities take?
- What activities will best help students meet learning goals?
- What materials and resources will students need?
- How much should be a lecture?
- How much should be self-discovery on the part of students?

KEY TAKEAWAY

Teachers will be able to recognize how to approach their students in the best way possible and create engaging content. In contrast, students will gain clarity of lessons, goals, and priorities; overall, both sides will maximize their lesson time.

PROBLEMS WE ARE SOLVING/ KEYWORDS

Teachers often have difficulties creating engaging and explicit content for their students, and the topic of engaging instructional design is of the crucial one's when talking about online classes and education.

Instructional approach, teachers, students, clarity

Teacher Support Through Online Discussion Groups

RESOURCE:

1. [European Schoolnet Academy](#)

DESCRIPTION

In the context of an initiative to support the use of technology by teachers in Iran, Nami, Marandi, & Sotoudehnama (2018) report on using an online discussion group to support teachers in co-construct knowledge. The project aimed to investigate patterns of interaction and cognitive, social and teacher presence.

Design

Face-to-Face Computer Lab

Face-to-Face + Ongoing participation in the online discussion list

The implementation of blended learning involved 13 two-hour sessions, which included seven face-to-face meetings which introduced participants to technologies and their use in the classroom, combined with six sessions online, which took place in a university computer lab, and tasks to do at home. For these, participants were asked to review several technological tools, share their findings in audio, video or written reports, and participate in a Yahoo discussion group. Teachers were told that these contributions were required to pass the course, but no further instructions were given as to number, frequency or content. It is noteworthy that the designs do not focus on incorporating technology into class time as a mechanism for integrating face-to-face and online activities.

BENEFITS FOR STUDENTS/TEACHERS

Students:

Although the focus is placed upon teachers, their level of knowledge and technological competencies, this practice could easily be adapted for students, with teachers acting as facilitators of the process.

Teachers:

The authors report success in engaging the teachers to use the discussion to co-construct knowledge as they asked questions of each other and shared solutions.

KEY TAKEAWAY

This is one of few studies that include technology-mediated activities within the class, albeit in a computer lab. However, developments in technology and the pervasiveness of broadband wifi, laptops, tablets and mobile phones support easy in-class technology use.

PROBLEMS WE ARE SOLVING/ KEYWORDS

The knowledge these professors have maybe is not good or sufficient, which is why numerous discussions and sessions like these help expand on their knowledge.

Teachers, students, discussion questions, technological tools

E-library with Textbooks

RESOURCE:

1. e-learn.mon.bg/
2. www.platformeonline.md
3. www.educatieonline.md

DESCRIPTION

In recent years, more and more textbook publishers around Europe have started to provide paper editions of their textbooks and electronic ones. Before the start of online training, these e-textbooks were not that popular, but they became an absolute necessity after the online learning school year launch.

This is the easiest way for teachers to show students parts of the textbook while learning online clearly.

- The Ministry of Education in Bulgaria has created a database with all free electronic textbooks, divided into publishers, which are available at any time on the website of the Ministry. Some of these textbooks are interactive and have the option of teaching the class listening exercises and children listening to them on their own.
- The National Electronic Library of Teachers / Repository for Electronic Content / was established by the Ministry of Education and Science (Bulgaria) and provides an opportunity for publishing and sharing by pedagogical specialists of author's teaching, didactic and methodological materials for working in the online environment - video tutorials, training programs, innovative methods, tests, films, exercises, entertaining pedagogy, presentations and especially projects that are related to independence in the implementation in the electronic environment, as well as research, student work, curiosity, motivating elements, feedback, group and individual work, creation and application of skills, etc.
- Experts from the Republic of Moldavia, Romania, Russia and the USA gather at an "Online Education" National Conference. Over 50 eLearning platforms, web tools and applications that can be used in online educational activities were discussed in this one-week event. A series of resources created by participants and community teachers were posted on the project platform: lessons, tutorials, etc.
- The "Online Library of Digital Tools for Teaching and Learning" Project was created as a digital community of over 44000 teachers from the Republic of Moldova and Romania. They share best practices related to eLearning. Each week a different web tool is recommended.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- access to a wide range of textbooks usable for studies anytime, anywhere
- Students are better-prepared, involved and self-assured teachers for online classes
- Students are direct beneficiaries of these projects. Teachers teach them how to use different tools each week and get feedback from their students.
- The learning process becomes collaborative – teachers bring new web tools into the classroom, and students get a say in their use.

Teachers:

- The e-library with textbooks is an excellent resource for teachers because - of the opportunity to have all the necessary teaching materials in one place.
- All materials can easily find the right textbook for the students without having to search through different websites or contact the publisher directly.
- easy and fast way to find quality teaching materials;
- possibility to download, use and adapt the materials for their own needs;
- opportunity to share their teaching materials and receive feedback from colleagues;
- possibility to find new ideas and approaches to distance learning.

KEY TAKEAWAY

- The e-library with textbooks helps teachers to develop their organisational skills as they can easily find the suitable materials for their students. It also helps them to save time that they would otherwise spend searching for the desired textbook.
- The e-library with textbooks also helps to develop students' ability to find information independently, work with different sources of information and use them for their studies. It also develops students' ability to use new technologies and work with digital resources.
- new ideas and approaches to distance learning
- possibility to find quality teaching materials
- opportunity to share their own teaching materials
- Teachers can exchange data, materials and ideas

PROBLEMS WE ARE SOLVING/ KEYWORDS

e-textbooks, online learning, interactive teaching Repository for Electronic Content, author's teaching, methodological materials, training programs, innovative methods for teaching, eLearning, web tools, digital library

"Joy of Holidays" Educational Project

RESOURCE:

1. <https://padlet.com/>

DESCRIPTION

A real challenge was the development of extracurricular activities online.

This interdisciplinary educational project took place online for four weeks, around the winter holidays. The products of the activity include various plastic creations, collages, imaginative texts, etc. The children took pictures / scanned / word-written their creations, and posted them on the Classroom Platform. Each student wrote a letter to Santa Claus, and then, as part of the online activity, I wrote a joint letter, which I sent to Lapland and ... on top of that, I received a reply! During the classes, prose texts and poems specific to the holidays were read individually. Each child chose their favourite poem, memorised it, filmed it, and distributed the recording on the Classroom Platform flow. We solved maths problems created in Wordwall, solved puzzles, invented gingerbread recipes, and weighed the ingredients. We listened to and learned winter songs and carols. Students made all products at home and posted them on the classroom or Padlet. At the end of the activities, we included the most suggestive products made in a presentation in the PADLET app. At the end of the four weeks, I used the SANDWICH METHOD to get feedback. On the Classroom Platform, students had to complete, in the form of open-ended items, PRAISE-CRITICAL-PRAISE. Solving this task provided me with helpful information in designing/adapting future activities aligned with the students' interests.

BENEFITS FOR STUDENTS/TEACHERS

Students:

Students develop their digital skills and participate in activities together as if they were in class. The Sandwich method makes the student's job easier to provide feedback because it is easier to give praise than to criticise. Also, the fact that it has a negative side between the two positives fools the brain into accepting the so-called criticism more easily.

Teachers:

The teacher will know how to adapt his / her online education activity to suit the students' needs. Thus, the educational path will be continued effectively, towards the students' success in knowing as much as possible of what has been done and to be able to apply what they have learned in various situations.

KEY TAKEAWAY

Extracurricular activities can be adapted to the online environment. Feedback is essential for the teacher because he receives information/opinions about the activity. The teacher plans and improves their future activity depending on the feedback received. This must continue even if the school is online.

The SANDWICH method, a method of obtaining feedback, consists of 3 components: PRAISE-CRITICISM-PRAISE. So it is constructive feedback between two parts of praise. Through PRAISE, students say the positive parts of the activity. Praise is critical; it increases self-esteem and helps to evolve later.

Following the development of the Joy of Holidays educational project, we asked the students to express their opinion about the activities carried out, the things they learned, the way they got involved, and the impact the project had on them, specifying: PRAISE-CRITICAL-PRAISE. I believe this information is crucial for planning future activities, increasing students' success and increasing their motivation to get involved in activities and apply the knowledge they have acquired.

PROBLEMS WE ARE SOLVING/ KEYWORDS

Overcoming the track to formulate criticism.

A sincere expression of one's own opinion about the activities carried out.

Involvement, sincerity, diagnosis, applicability in the future

Gamification For Learning Regulation And Formative Assessment

RESOURCE:

1. [Quizizz.com](https://www.quizizz.com)
2. [Kahoot.com](https://kahoot.com)
3. [Baamboozle.com](https://baamboozle.com)
4. get.plickers.com
5. genial.ly

DESCRIPTION

During the educational process, each student should be valued to see the effects of the teacher's actions. At that point, adjustments can be introduced according to the students' needs. This is known as formative assessment, designed to provide diagnostic feedback to teachers and learners during the learning process. At this point, a game can be an excellent solution for a formative assessment system.

Game-based quizzes are designed to be fun and engaging, allowing students to test their knowledge. In addition, they can be customised to focus on specific topics or skills, making them an ideal tool for differentiated instruction. Best of all, games and game-based quizzes can be used in various settings, including the classroom, homeschooling, or after-school programs. It is a way to make learning fun and engaging for students.

Moreover, many online games can be used in class to check students' understanding and level of achievement of the competencies taught. Some examples: Kahoot, Plickers, Bamboozle, Quizizz, Escape rooms, virtual escape rooms, etc.

- Kahoot is a game-based learning platform used in school or online learning settings. To use Kahoot, educators create quiz-style games on any topic. Students can play the game either in class or online. Kahoot games are played in real-time, so learners can compete against each other to see who can answer the most questions correctly.
- Escape rooms are adventure games where players work together to find clues and solve puzzles to escape simulated danger before time runs out.
- Virtual escape rooms are online activities conducted via different platforms - teams solve riddles and complete puzzles in a fixed amount of time, with a goal of "escaping the room." These experiences encourage collaboration, teamwork and team building.
- Quizlet explanations show step-by-step approaches to solving challenging problems. Find solutions in 64 subjects, all written and verified by experts. Flashcards on repeat. Study modes on shuffle.
- Quizlet is a tool that helps students learn both in school and online. In the classroom, teachers can use Quizlet to create custom quizzes and games to review material with their students. It can lead as a study aid, allowing students to create flashcards and practise quizzes.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Game concepts can be a promising tool to engage students in attractive competition.
- Quiz competitions after lectures motivate students to compete with one another.
- The characteristics of game concepts include having fun, being interested in, playing with enthusiasm, and being curious.
- Make students aware of their understanding and knowledge of the studied concepts.
- Increase students' engagement in the class
- Students work out problems to unlock the next level.

Teachers:

- A gamified e-quiz is effective in evaluating learning performance.
- A gamified e-quiz can be an alternative solution for a formative assessment system.
- The element of competition core to playing games is one of the main drivers that engage students of all ages in the learning process.
- Increase learners' participation and motivation.
- Provides information on the spot about students' understanding and knowledge gaps.
- Educators can create virtual escape rooms to enhance their curricula.
- Teachers may gamify their lessons
- Teachers may experience less distraction by students

KEY TAKEAWAY

Formative assessment can be an accessible and engaging tool by using online games and providing practical, immediate and efficient feedback to students and teachers.

Teachers can combine two crucial areas in education: digital skills and gamification. While web two tools are online software programs that can be used to teach curriculum content, collaborate, measure and support the development of 21st-century skill sets, gamification is an educational approach that can encourage students to engage in the classroom environment using game elements in the classroom such as video game design. How to use these two effects is critical for this practice. It makes eLearning fun and interactive because while work is not voluntary, gamification isn't.

PROBLEMS WE ARE SOLVING/ KEYWORDS

Online games, gamified e-quiz, engagement, motivation, assessment, level of achievement, Escape room, danger, limited time, gameplay, puzzles, riddles, virtual, digital games, Quiz. learning methods, educational website, online, Kahoot, competition

Canva

RESOURCE:

1. [canva.com](https://www.canva.com)

DESCRIPTION

Canva is not only a graphic design platform that allows users to create different visual content, because it can be used on web and mobile and integrates millions of images, fonts, templates and illustrations, but It offers users an exceptional educational opportunity for both teachers and students. Canva can be a virtual classroom - for conversations about activities, helps to clarify tasks as you go, leave students to work amongst themselves and submit completed work, as well as provide feedback for assignments, all in the same place. Whether you're a teacher or a student, Canva for Education makes it easy to create, collaborate and communicate visually in the classroom and beyond. It is 100% free for K12 teachers and students.

Canva benefits the online learning process with its educational features, such as:

- Interactive and engaging presentations
- Infographics
- Lesson plan or calendar of activities
- Student video
- Group work activities
- Social-emotional learning activities
- Storyboards
- Reports
- Storybooks
- Parent and school communication
- Worksheets
- Classroom decorations kits

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Designs numbers of digital materials such as posters, videos, logos, presentations, illustrations etc.
- cooperate with both their teachers and friends when they are designing,
- create their teams and do collaborative works,
- share their designs online, and reach them whenever and where they want,
- reach plenty of materials.
- make improvements at any time they need

Teachers:

- make their lesson presentations more interesting,
- get their students involved with collaborations, creating teams,
- designs attractive materials to use in the process of having classes,
- create their teams and do collaborative works,
- share their designs online with their students and colleagues as well,
- reach plenty of materials,
- make improvements at any time they need.

KEY TAKEAWAY

Launched in 2013, Canva is an online design and publishing tool with a mission to enable anyone worldwide to design anything and post anywhere.

PROBLEMS WE ARE SOLVING/ KEYWORDS

It provides users with an outstanding educational opportunity for both teachers and students. It is an unlimited material source on the basis of images, videos, effects, and templates for students and teachers to create educational materials.

Presentations, logos, images, videos, collaborations, online designing

Online platforms for creating content - Livresq-authoring tool

RESOURCE:

1. view.livresq.com/view/5f6b8270582a68777228cd21/
2. <https://view.livresq.com/view/626c601a7f96850008162566/#introducere>
3. <https://www.eba.gov.tr/>

DESCRIPTION

Livresq is an integrated platform with which teachers create, publish, and edit online different digital materials. It allows the creation of interactive lessons directly from the browser, and the content development can be done with existing templates or starting from scratch. The lesson is created in three steps: authentication, creation and publication.

The platform allows access to educational content created by other users; inserting images, texts, videos, attachments, audio files and hyperlinks, GIFs and web objects; image and text editor and formula editor, conducting questionnaires and tests; setting pop-up windows; making tables; creating effects; export of the created material; publication on a private shelf; import PowerPoint files; real-time collaboration; Sharing.

Interactive lessons and courses conducted by the teacher in LIVRESQ can be used on any computer, tablet or smartphone. The free application (both for students and teachers) has various topics in a library. As a great example, using the application is an online lesson conducted in the LIVRESQ, completed by solving a formative assessment TEST. The lesson started by capturing the students' attention by comparing sounds and noises, and then individual breathing exercises and vocalisations were done. Attention was drawn to maintaining a straight back position and arms on the knees during the lesson for an optimal breathing during singing. The class took place on Google meet. The students were presented with the first slides in the synchronous activity. Some of the songs learned in the previous lessons were repeated. After a short frontal discussion about Romanian seasons, traditions and customs, the students listened to the different songs from Romanian folklore/children's folklore. There were discussions related to this musical genre. The activity continued with learning after hearing the song Romanian Game. A few students performed the new song, and then the steps described in the song were performed. To perform the formative assessment, the children solved a test performed in the LIVRESQ application. The skeleton of the lesson, which includes all the materials presented, was posted on Google Classroom so that students can have unlimited access to the resources provided.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Free
- Library with big storage
- Creating individual content and the possibility to share; express opinions, make discussions, and videos, participation in groups
- feedback

Teachers:

- Carrying out an interactive lesson that allows using different sources, provides information and evaluates attractively and optimally.
- Interact with students
- Create interactive, attractive content by inserting pictures, texts, videos, etc. and back it up. The content might be customized
- Feedback
- Examinations and reports
- Develop communities

KEY TAKEAWAY

Livresq is a simple tool and enables teachers to prepare interactive lessons with pictures, texts, videos, etc. Accessible on any device, from phone to PC, make it a great plus in modern education.

EBA has both asynchronous and synchronous features. While it provides self-paced training activities that learners take when it's convenient for them from anywhere in the world, it also has enabled teachers to make online classes inside the platform.

PROBLEMS WE ARE SOLVING/ KEYWORDS

LIVRESQ does not require advanced IT knowledge. A few clicks can add interactive elements to a book or other digital material. With LIVRESQ, a classic book turns into an interactive one very quickly. It allows collaborative work, and the user has complete control over how to share resources.

Livresq, lesson, digital tool, e-learning, EBA, Education Informatics Network, integration of technology, Turkish National Digital Platform, Music, movement, folklore

Google Drive

RESOURCE:

1. www.google.com/drive/

DESCRIPTION

Google Drive is a cloud storage service, and like all cloud services, its primary function is to supplement the hard drive. Cloud storage works by uploading your files to its remote servers — or the “cloud” — freeing up space on your computer. This leaves more space on your devices for more essential things, like installing large apps.

However, cloud services offer many more advantages over traditional storage. When your files are in the cloud, you can access them from wherever you are with any device with an internet connection.

Google Drive is an excellent tool for both learners and educators. It provides a platform where students can submit their work and teachers can provide feedback. It also allows for easy collaboration between students and teachers.

BENEFITS FOR STUDENTS/TEACHERS

Students:

Students can use Google Drive to submit their assignments and receive teacher feedback. They can also use it to collaborate with other students on projects. Likely to have or use it because of Gmail account, can share and store data and documents, can connect it to other apps

Teachers:

Educators can use Google Drive to post assignments, give feedback to students, and share resources with other teachers. It is also a great way to manage grades and keep track of student progress. Likely to have or use it because of Gmail account, can share and store data and documents, can connect it to other apps

KEY TAKEAWAY

Everyone is familiar with the most popular cloud storage, with the ability to use it from any device. Perfect for sharing and storing information, documents and photos.

PROBLEMS WE ARE SOLVING/ KEYWORDS

Small storage on the computer, less access to Document

Cloud storage



Google Drive

Blended learning platforms and HyFlex add support to teachers

RESOURCE:

1. [Google Classroom](#)

DESCRIPTION

In today's education landscape, there is an increased demand for online and offline interaction where instructors provide instructional structure, content, and activities to meet the needs of students in class and online.

Blended learning is a good mix of online and offline instruction, with students able to work at their own pace. It provides a more personalised education experience and greater flexibility for both teachers and students. Also, blended learning can help to close the achievement gap by providing all students with access to high-quality education resources.

Google Classroom is a free web-based platform that integrates your Google Drive account with your Google Calendar, making it easy to manage and organise your class assignments and materials. You can use Classroom to create and collect assignments, give feedback to students, and track student progress. And because Classroom is part of the broader Google ecosystem, you can also use it to connect with other Google apps and services like Gmail, Drive, and Hangouts. A classroom is an ideal tool for distance learning, as it makes it easy to share resources and communicate with students online.

HyFlex (hybrid + flexibility) course design provides a hybrid format for face-to-face and online students and adds a flexible participation policy for students. Students may attend face-to-face synchronous class sessions or complete course learning activities online without attending class in person. In a HyFlex course, teaching and learning activities should:

- Be presented effectively (and professionally)
- Engage learners with generative learning activities
- Use authentic assessment to evaluate student learning.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Easily accessible online conferencing for class, connected to their calendar and emails as well as their google drive
- The course promotes learner choice in the course participation modes regularly, whether the course design provides equivalent learning activities in each participation mode, whether the course design is reusable, and whether it is technologically accessible to students.

Teachers:

- Identify learning goals
- Identify/create content
- Create clear instructions
- Prepare learning supports (documents, course site)
- Prepare and schedule tasks, assignments, and quizzes across multiple classes.
- Develop instructional objectives
- Switch from class to assignment to student in just a few clicks

KEY TAKEAWAY

Google Classroom is an all-in-one place for teaching and learning. Easy-to-use and secure tools help educators manage, measure, and enrich learning experiences and offer students a flexible participation policy.

Unfortunately, the recent trend toward blended learning often fails to consider students' unique learning styles. As a result, many students are left behind, struggling to keep up with their peers. The overuse of blended learning in education is ineffective and harmful to students.

PROBLEMS WE ARE SOLVING/ KEYWORDS

- Larger classroom collaborations
- online meetings and sharing
- Provides students with learning choice and time flexibility

Allow institutions to provide high-quality online education.

Classroom, google, presentation, collaboration, online. Students, teachers, HyFlex, accessibility

"Teachers of the future" Academy

RESOURCE:

1. [Softuni.bg](https://softuni.bg)

DESCRIPTION

Free Academy "Teachers of the Future" is an initiative of the High School for Digital Skills "SoftUni Svetlina" and the Foundation "Software University" in support of Bulgarian teachers. The training aims to expand the skills of teachers to work with modern digital technologies for education and to prepare them for the challenges of the new generations of students from the digital age.

Participation in the academy is free and includes practical training in the use of digital technologies in education, training to develop personal skills to work with "new students", and specialised technical training in several digital areas of choice: programming, graphic design and multimedia, digital marketing and entrepreneurship, programming and technology for children. The academy started in 2019. All resources are completely free and still available until now.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- More attractive school education
- Up-to-date and modern technologies in the classroom
- Improved communication between teachers and students

Teachers:

- Up-to-date analysis of the audience and definition of modern educational goals
- New approaches and technologies in school education
- Methodology of teaching for the new generations of students and attracting their attention for a more extended period
- How do teachers prepare modern curriculum, online courses and video lessons
- Techniques and tools for good presentations and presentation skills
- Presenting information to current students in a way that is accessible to them

KEY TAKEAWAY

- improving the digital competencies of teachers;
- introducing new technologies in school education;
- attracting the attention of new generations of students;
- curriculum for the digital age.

PROBLEMS WE ARE SOLVING/ KEYWORDS

- lack of modern tools and technologies in school education;
- poor communication between teachers and students;
- obsolete curriculum mismatching the online education;

lack of good digital skills.digital technologies, teacher training, personal skills, technical skills, digital curriculum

Using MOOCs in Schools

RESOURCE:

1. [European Schoolnet Academy](#)

DESCRIPTION

Elena Pezzi, the language teacher at Liceo Laura Bassi in Bologna, reported using MOOCs at school- and regional-level through a blended approach. Study groups were established at the school and regional levels, where teachers met weekly to take a MOOC together. A massive open online course (MOOC) is a model for delivering learning content online to anyone who wants to take a course, with no limit on attendance. These study groups aimed to benefit from the MOOCs' content and a sizeable international community of professionals who can inspire and support one another while at the same time offering study group participants a professional development experience that is embedded in the daily reality of their school and supported by their immediate colleagues.

During the study group meetings, the teachers worked on the MOOC in small groups, discussed the activities, and supported each other with language or technical issues. At the end of the MOOC, they presented their work to their colleagues and followed up the work with peer observations of the lessons produced in the MOOC and study group context. A lead teacher coordinated the study groups.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Students will benefit significantly through the further professional development of their teachers and the courses created.

Teachers:

- Teachers would support and motivate one another throughout the MOOC
- Provide structure to their learning by offering a place and time to work on the MOOC
- Discuss the MOOC's topics and ideas in the context of the schools' realities
- Plan how to implement new ideas and practices after the MOOC

KEY TAKEAWAY

The opportunities teachers received highlighted the opportunities to work as part of an international community of teachers and utilise international professional development resources. Due to the Covid-19 restrictions, the study group concept was continued in 2020 but implemented purely online, with the study group meetings taking place online. While this required more organisation and benefited from the support of “graduates” of the previous study groups who acted as supporting coordinators and tutors to the new participants, it also proved highly successful. The work was conducted primarily via shared learning diaries, presentations and Padlets.

PROBLEMS WE ARE SOLVING/ KEYWORDS

- The study groups elicited the following benefits at school-level:
- Allowed teachers with the limited English language and digital competence to benefit from the MOOC offer. Most of these teachers would never have considered participating in professional development online or in a non-native language.
- It brought together colleagues from different subjects and parts of the school who would otherwise rarely collaborate or exchange with each other.

Achieved a more significant impact at the school level as most study group participants implemented innovative pedagogical approaches in their practice, validated by their immediate school peers. Teachers, support, MOOC

Engaging Students through Electronic Peer Review - Expertiza

RESOURCE:

1. [ETSU.edu](https://www.etsu.edu)

DESCRIPTION

Expertiza enables students to use ... peer review for a variety of purposes, including researching lecture material (i.e., finding links related to each lecture), annotating online lecture notes, writing research papers, reviewing papers from the literature, making up homework problems, making up machine-scorable questions, and weekly reviews of student contributions in a seminar course. One notable example is enabling students to build resources through electronic peer review. Students select tasks, submit individually designed learning objects or papers, and review work submitted by their peers; working together helps them learn to improve their skills and each others' learning experiences. Performing more authentic tasks resembling real-world responsibilities also enhances the learning experience, as it gives students the experience of preparing and presenting their ideas to a peer audience. This system is used to produce student-generated learning objects; depending on learning needs, these learning objects can be built from scratch, or subsequent student cohorts can improve the work of their predecessors. Gehringer has operationalized Pelz's first principle by utilizing a platform that forces students to engage heavily in learning through frequent interaction, peer review, and content generation.

BENEFITS FOR STUDENTS/TEACHERS

Students:

- Expertiza enables students to use ... peer review for a variety of purposes,
- including researching lecture material (i.e., finding links related to each
- lecture), annotating online lecture notes, writing research papers, reviewing
- papers from the literature, making up homework problems, making up
- machine-scorable questions, and weekly reviews of student contributions in a
- seminar course.

Teachers:

- Teachers are allowed to think more outside the box and improve their educational and online teaching repertoire.

KEY TAKEAWAY

Expertiza is a platform to support the peer review process that includes a variety of activities which use student-generated content to enhance the learning process.

PROBLEMS WE ARE SOLVING/ KEYWORDS

- Students are encouraged to do peer reviews
- They select their tasks
- The freedom they have enhances the enjoyment and experiences they have when talking about achieving educational goals, enabling students to build resources through
- Teamwork is desirable

Real-world responsibilities also enhance the learning experience

Students, Expertiza, peer review

Discord (for Education)

RESOURCE:

1. discord.com/safety/360044149331-what-is-discord
2. discord.st/?q=student

DESCRIPTION

Video platforms often lack more sophisticated tools to be readily used in the classroom. That's why is created Discord, a communication software that offers text, voice, and video chat services, rooms, storage and connectivity with other software, such as Google Classroom. Discord also offers a high degree of security and privacy. As a result, Discord is an excellent tool for educators looking to set up distance learning courses. And very important - it is free to use.

Here are just a few of the ways that Discord can be used in education:

- 1) Online collaboration - Discord makes it easy for students to work together on projects, whether they're in the same room or across the globe. Teachers can create chat rooms for each project, and students can use voice and video chat to discuss ideas and work through problems.
- 2) Classroom management - Discord can be used to keep track of assignments, deadlines, and upcoming events. Teachers can create announcement channels to post important information, and students can use the @ everyone feature to ensure they don't miss anything important.
- 3) Communication - The most practical use of Discord in education is as a communication tool. It's an easy way for teachers to work with their students.

BENEFITS FOR STUDENTS/TEACHERS

Students:

Many students find that using Discord can be highly beneficial to their education. For one, Discord allows students to communicate with their peers and educators easily. This can be helpful for students who need clarification on assignments or want to discuss course material outside of class. In addition, students can use Discord to stay organized and on track with their studies. Students can ensure they are always prepared for exams and assignments by creating study groups and sharing resources. Finally, students can use Discord to relax and unwind after a long day of learning. Students can build a supportive network to help them through school challenges by connecting with friends and classmates. Discord provides many benefits for students and can be a valuable tool in the educational process.

Teachers:

In education, the teachers are the pillars of support for the students. They play an essential role in helping students learn and grow. Discord software is one of the teachers' most popular tools to help them with their work. The app allows teachers to create and manage chat rooms for their classes easily. It also provides various features that teachers can use to keep track of their student's progress and communicate with them easily.

KEY TAKEAWAY

Discord is a very familiar application to students, meaning they do not need any introduction or learning period. It contains not only options for calls and messages but also stores class resources and categories between various groups and private one-on-one conversations. It also has access to international channels and forums for students to learn from.

PROBLEMS WE ARE SOLVING/ KEYWORDS

Lower quality video, insight into the student's perspective/screen, document sharing, and effective communication.

Communication, high-quality audiovisual

Bad Practices



"If you continue training the same way you've always trained, don't expect to get better results." — Jim Crapko

Not Student-Centred Design

RESOURCE:

1. Online teaching experience and analysis

DESCRIPTION

According to our online teaching experience, coping with the students' necessities is vital to stimulate a significant acquisition and learning of the academic contents.

If these needs are not covered, there will not be a successful outcome, and neither our students nor us will achieve our goals.

The main objective of our job is to instruct and teach students to develop their thinking and learning capabilities and become autonomous and responsible society members.

Consequently, we must adapt our lectures to our students' pace to achieve these purposes.

We have verified that certain practices hurt the learning process as they are not student-centred. Some examples might be:

- Not having a deadline for assessment: having time planning eases our student's organisation and helps them to maintain a continuous assessment.
- Allowing students to have their cameras off during meetings: in a social distance, environment increases the isolation and emotional disconnection. That being the case, seeing each other during the online meetings, our faces, smiles and expressions enable the bond creation and the sense of community.
- Several hours in a row of video conferencing: we must remember that spending multiple hours in front of a screen is not beneficial for people. Students end up extremely tired. Therefore, providing rest and disconnection time is part of our lesson plan.

IMPACT ON STUDENTS/TEACHERS

Students:

If students' needs are not covered, they will not develop their thinking and learning capabilities and will not become autonomous and responsible society members.

Teachers:

The main objective of our job is to instruct and teach students, and if their needs are not covered, there will not be a successful outcome, and we will not achieve our goals.

KEY TAKEAWAY

According to our online teaching experience, coping with the students' necessities is vital to stimulate a significant acquisition and learning of the academic contents.

We have verified that certain practices harm the learning process, such as not having a deadline for assessment, allowing students to have their cameras off during meetings or spending several hours in a row of video conferencing.

PROBLEMS CAUSED

- The negative impact in the learning process
- Isolation and emotional disconnection
- Students end up extremely tired.
- Students will not develop their thinking and learning capabilities, and they will not become autonomous and responsible society members.
- Teachers will not achieve their instruction goals.

Not student-centred design

Lesson given on Whatsapp

RESOURCE:

1. Online teaching experience and analysis

DESCRIPTION

At the beginning of the pandemic, in March 2020, due to incompetence in online teaching, I used the Whatsapp application to carry out teaching activities. Later, I did the activities on Zoom, limited by the time resource. Unfortunately, at that time, I also faced the fact that many students did not have a computer/laptop/tablet / mobile phone nor internet access, and their level of digital skills was deficient.

I will exemplify how I taught the lesson of Moral values, and goodness-badness, using Whatsapp.

I sent them the link to the Legend of the Tree story <https://www.youtube.com/watch?v=h3RH8r3qNzU>, asking them to watch.

I then attached the lesson plan/explanations and showed them the page where they can find the lesson in the textbook. I also sent them the page and the number of exercises they had to solve as a topic. The children did the homework and then sent me pictures of the homework. It took me a long time to get my homework done. Moreover, some pictures were not of good quality, and I could not see the writing... Those who had doubts called me on the phone. I spent hours on the phone

IMPACT ON STUDENTS/TEACHERS

Students:

Frustration is caused by the difficulties in using technology, lack of devices and internet, and lack of real/physical communication.

Teachers:

Lack of real/physical communication, and efficient and objective evaluation.
Huge consumption of time and energy.

KEY TAKEAWAY

Technology is advancing daily, and not all people are up to date with the news. That is why problems are using and accessing information or carrying out projects or themes. There are also situations of confusion and disorientation, hence the lack of motivation. Interpersonal relationships between students and teachers are impoverished, but also between students. This type of instruction can impede students with poor school results. The contents displayed on Whatsapp may be more difficult to assimilate in conditions where the teacher does not facilitate their understanding. Misinterpretation of written explanations is also a problem. Active e-learning requires more responsibility, initiative and effort than face-to-face training for students. Feedback becomes increasingly difficult and eventually reaches a point where it is simply not possible for a teacher to provide specific and prompt feedback.

PROBLEMS CAUSED

- This type of learning stopped them from communicating and getting to know each other better so that teachers could discover the strengths and weaknesses of the students. Deficiencies, unpreparedness, isolation, frustration
- Time and energy eater

False Assessment

RESOURCE:

1. Online teaching experience and analysis

DESCRIPTION

There are many options already for assessing students during online learning, but there are also many options through which students can easily cheat and copy the correct answers. Some teachers give their students tests, which, after being passed on to the teacher, show the children the right and wrong answers.

This allows students to share the correct answers (through various communication channels). So all other children have excellent grades even if they do not have specific knowledge.

IMPACT ON STUDENTS/TEACHERS

Students:

After returning to class, students' grades worsen, and the learning gaps that were invisible during distance learning become very clear.

Teachers:

Teachers find it more difficult to compensate for student shortages, as children's assessment of their current knowledge remains unclear.

KEY TAKEAWAY

- children learn how to cheat
- reducing the effectiveness of online learning
- this pattern can create assessment and cheating problems in the future.

PROBLEMS CAUSED

- The first problem is that the children learn how to cheat, which can have a big impact later on in their academic careers if they find themselves in a situation where they are allowed to cheat.
- The second problem is that the students' grades might not be accurate, making it harder for the teachers to assess them properly.

The third and final problem is that this harmful practice can generate problems in the future, specifically when the children have to take standardized tests. If they are used to cheating, they might not do well on these tests. assessment, cheating, online learning, students, tests, grades



DynEd

RESOURCE:

1. Dergipark.org

DESCRIPTION

DynEd is formed by combining the words Dynamic and Education (Dynamic and Education) and means Dynamic Education. This program includes a computer-based education process and is the highest quality Foreign Language Program ever developed. MEB has been trying to implement DynEd English language education software in schools since 2008 to support foreign language education. DynEd consists of different modules for adults and children. Before starting the program, a level determination is made on the computer for the users participating in the program, and it is determined from which program each user should start.

Unlike all computer programs used in the education market, the 'Records Manager' (Monitoring and Consulting) system offers;

- To follow step by step everyone who will participate in the program,
- Adjusting the speed of the program according to the skill of the person on the subject,
- Individuals can control their work,
- All the work done by the students can be seen by the advisor whenever they want, and the students can be directed so that they can be more successful,

IMPACT ON STUDENTS/TEACHERS

Students:

Although the students have a favourable opinion about the necessity of the software, it does not make a significant difference in gaining autonomy skills such as self-management, awareness, critical thinking, reflection and self-evaluation. Students feel that DynEd is not attractive.

Teachers:

There is a lack of hardware like computers, microphones, headsets, etc, and the curriculum is quite busy. Classrooms are crowded. Although teachers stated that DynEd includes pronunciation, listening, speaking, writing, sound recording and game-based applications, they expressed the opinion that DynEd cannot be a solution to English language education.

KEY TAKEAWAY

There is lack of hardware (computer, microphone, headset, etc.), internet connection problems, busy curriculum, crowded classrooms, insufficient servers, technical problems and negative attitudes of administrators that cause teachers to avoid using DynEd (Coşkun, 2013; Meri, 2011; Saricaoglu, 2010; Yigit, 2010).

PROBLEMS CAUSED

- Due to the instructional design, students are expected not to use DynEd software at school and to use the software only at home. But not every student has that opportunity to use it at home because of a lack of the necessary equipment.
- This also creates a motivation issue because teachers cannot interfere with students' home life and its quality, and teachers were expected to motivate the students to do that at home, which means a workload even after working hours.
- It also creates a problem arranging a time for that during the class because the curriculum is already very busy, and the teachers were also expected to do some activities related to DynEd.

The lack of necessary digital skills is another issue because not all teachers can use digital skills and system implementation. They are not familiar with such software and its technical problems, but the teachers were expected to solve all the problems it caused. Besides, not every digital skill is peculiar with such computer-based software and implementation in the classroom, so the teachers need a techno-pedagogical approach before that. DynEd, software, computer-based, modular learning, Foreign language learning

Emailing as a Means of Communication and Resource Sharing

RESOURCE:

1. Online teaching experience and analysis

DESCRIPTION

Using emails for communication and resource sharing from teachers to students is one of the lesser effective methods that is considered old-fashioned. Both students and teachers receive dozens if not hundreds of emails every week, making it hard to differentiate which emails are essential.

IMPACT ON STUDENTS/TEACHERS

Less likely to see the email or receive resources, the limited data and text that can be shared. Sending an email and its response is likely to take a long time.

KEY TAKEAWAY

Bad method to communicate anything important, it will be lost or likely ignored by a student or teacher, along with a long time to respond, especially bad when it is an emergency.

PROBLEMS CAUSED

Losing documents, miscommunication, unoptimized

Emails, resources, data sharing

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