Training Programme

Skills for High Quality Online Education

PROJECT: Skills for High Quality Online Education

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You can find a downloadable PDF version in Portuguese, Romanian, Bosnian, Slovenian, Bulgarian, Turkish, and Spanish on the project's social media as well as on the social media of partners.

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Table of Content / Modules

Introduction

The quality of online instruction and learning activities immediately impacts pupils' attainment of school abilities. Many schools were compelled to conduct their operations online without adequate preparation, which resulted in a deterioration in the quality of these exercises and, as a result, students' chances of acquiring the curriculum's objectives.

The ultimate objective is to assist teachers and pupils in online teaching/learning activities that minimize learning loss and boost student performance. This will be achieved by making available tools and training for teachers and students on how to execute internet-based instruction/learning programs properly.

In this booklet, we showcase seven unique modules addressing the different needs of the target groups.

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

In recent years, there has been a growing digitalisation trend in education. More and more teachers use digital tools to enhance their teaching and engage their students better. There are many benefits to using digital tools in the classroom, including the following:

1. Digital tools can make learning more engaging and fun for students. For example, there are many educational games and apps that students can use to learn while having fun at the same time.
2. Digital tools can also make it easier for teachers to track student progress and identify areas where they may need extra help. Most digital tools have built-in analytics that can provide detailed student performance insights.
3. Finally, digital tools can give students more opportunities to learn outside the classroom. For example, students can access many educational websites and online courses at home.

Why digitise education?
There are many reasons why educators want to use digital tools in their classrooms. For one, digital tools can help make learning more interactive and engaging. They can also allow educators to tailor their instruction to meet individual students' needs better.

Additionally, digital tools can provide insights into how students progress and identify areas where they may need extra support. Finally, digital tools can save time and money by eliminating the need for printed materials.

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**Examples of digital tools in various subjects**

Here are some diverse examples of using digital tools in different subjects or teaching contexts:

- Mathematics: GeoGebra (dynamic geometry software) and Desmos (graphing calculator)
- Science: PhET Interactive Simulations and The Concord Consortium (STEM learning tools)
- Languages: Duolingo (language learning platform) and Quizlet (flashcard app)
- Social studies: Google Earth (geographical exploration) and Time.Graphics (timeline creation)
- Art and design: Tinkercad (3D design and printing) and Pixlr (photo editing)

Detailed explanations of selected digital tools

Kahoot: Kahoot is a game-based learning platform that allows teachers to create quizzes, surveys, and interactive discussions. It is a popular choice for live interaction in the classroom, fostering competition and student engagement. Kahoot can be used across various subjects to reinforce learning and assess understanding.

Google Drive: Google Drive is a must-have for any tech-savvy teacher. With Drive, you can easily create and manage digital portfolios for your students and monitor their notes, assignments, and homework. Plus, it's all stored in one convenient location accessible anywhere!
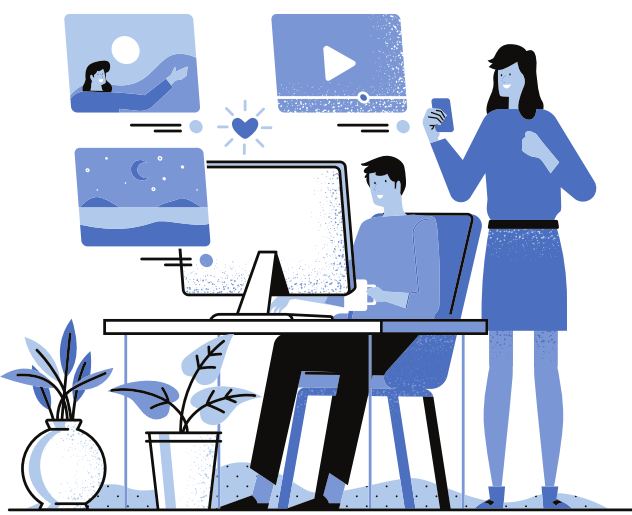
Popplet: Popplet is a great tool for brainstorming and visual note-taking. It's perfect for teachers who want to collect ideas from their students quickly and easily. Plus, it's straightforward to use - you can create a poppet in just minutes!

Draw.io: Draw.io is a free online diagramming tool that you can use for everything from creating flowcharts to mind maps. It's an excellent tool for brainstorming, organising information, and taking notes.

SELFIE is an acronym for "Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies." It's a tool that helps teachers reflect on their use of technology in the Classroom and identify areas where they can improve with parents and guardians

Google Classroom: Google Classroom is another excellent tool from Google that allows teachers to create and manage digital classrooms. With Classroom, you can quickly post assignments and announcements, track student progress, and communicate with parents and guardians.

Discord for Education: Discord is a popular chat app among gamers, but it also has some great features that make it perfect for educators. With Discord, you can easily set up chat rooms for your classes and use voice and video messaging to communicate with students in real time. Plus, it's completely free!
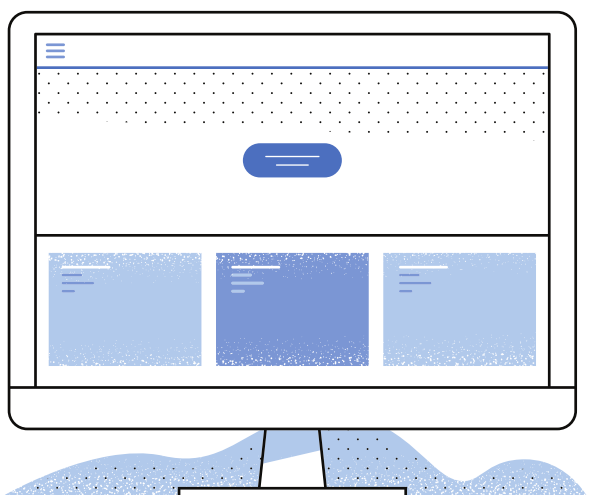
Tools for developing a lesson sequence and presenting resources

- Edmodo: Edmodo is a learning management system (LMS) that allows teachers to create lesson sequences, share resources, and facilitate student communication.
- Microsoft PowerPoint or Google Slides: These popular presentation tools can be used to create visually appealing and interactive lesson materials.
- Prezi: Prezi is a web-based tool that allows teachers to create engaging, dynamic presentations with a zoomable canvas.
- Padlet: Padlet is a virtual bulletin board where teachers can post resources, assignments, and discussion questions for students to access and interact with.

Conclusion

Digitalisation is a growing trend in education, and there are many benefits to using digital tools in the classroom. Digital tools can make learning more engaging and fun for students, help teachers track student progress, and give students more opportunities to learn outside the classroom. By incorporating digital tools tailored to specific subjects and teaching contexts, educators can create a more dynamic and personalised learning experience for their students. With the wealth of online resources, it's always been challenging for teachers to explore and adopt digital tools to enhance their teaching practice and support student success. Remember to evaluate the quality, age-appropriateness, and alignment with your curriculum goals when selecting digital resources for your classroom. Embrace the digital revolution in education and discover its positive impact on your teaching and students' learning experiences.
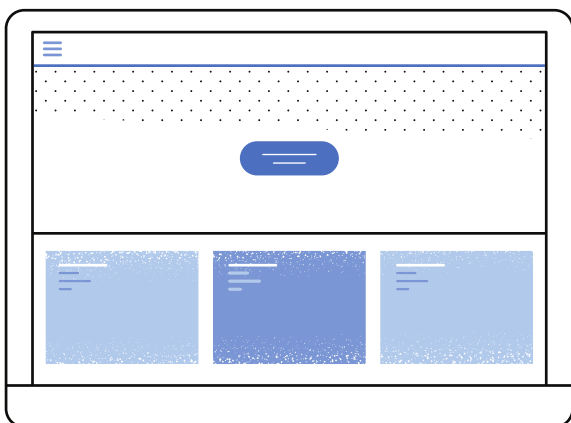
Organizing teaching activities in an online environment is a big challenge for teachers. Because it's about capturing and maintaining the interest of digital native learners and engaging them in learning. There are also objective impediments related to the need for digital skills to carry out quality educational activities.

This is true for both students and teachers. The fact that you are a digital native does not automatically mean that you can carry out an effective learning activity. On the other hand, even if a teacher is an experienced pedagogue and knows traditional and modern teaching methods, there is a risk that an educational activity transferred online will fail from the point of view of achieving the objectives. This module contains information and recommendations on the aspects mentioned above and some examples of simple practices collected at the European level, which can substantially improve the quality of an online lesson.

Peculiarities of online teaching
To develop effective online teaching/learning strategies, one must know and understand some particularities of this type of education. Online training means a continuous teacher-student interaction that must be managed well. It also means using appropriate digital tools to support learning.
There are many aspects related to online education that must be considered from the stage of didactic design. After determining the skills to be developed in the students in the lesson, the teacher must decide the type of instruction, develop the appropriate strategy and choose the necessary web tools. As it is about activities carried out online, the rules applicable in this environment will be addressed.

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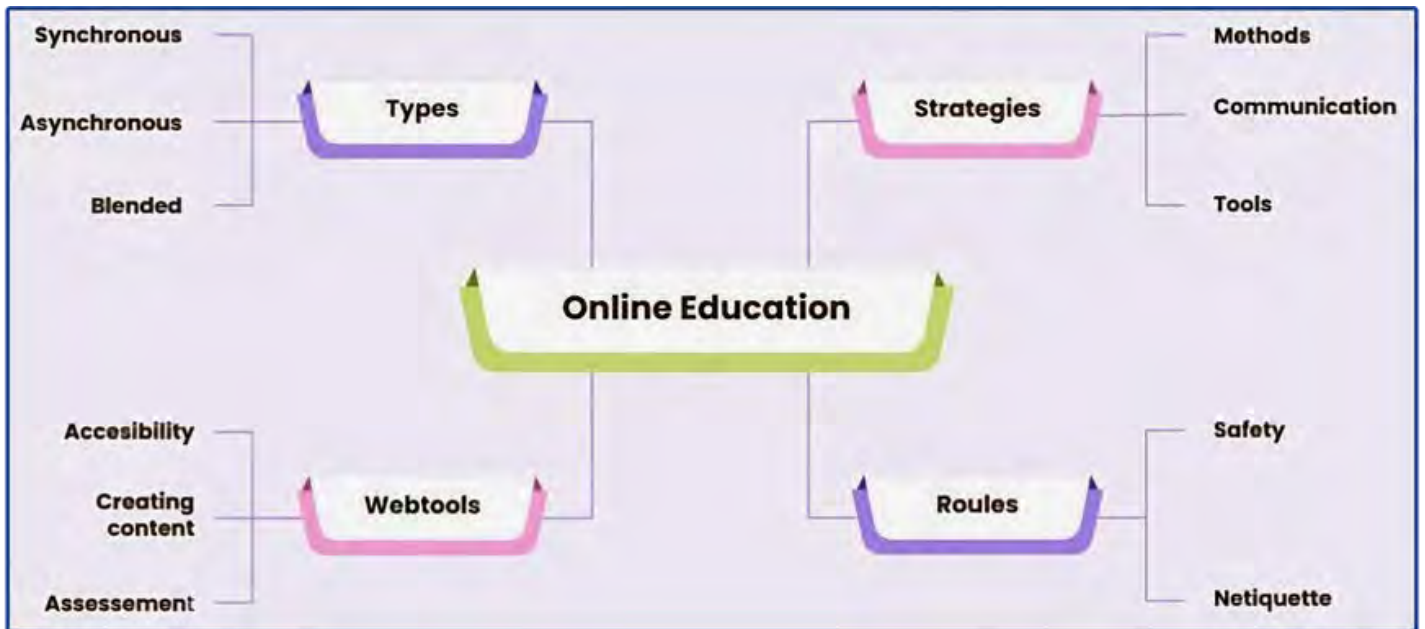
The type of teaching

There are three forms of online instruction: synchronous, asynchronous, and blended.

1. Synchronous online training involves carrying out educational activities with the presence of students and teachers in the same virtual space;
2. Asynchronous training is carried out individually, students accessing the material to be studied at any time and going through it at their own pace;
3. Blended training combines the two previous forms, with both synchronous and asynchronous activities.
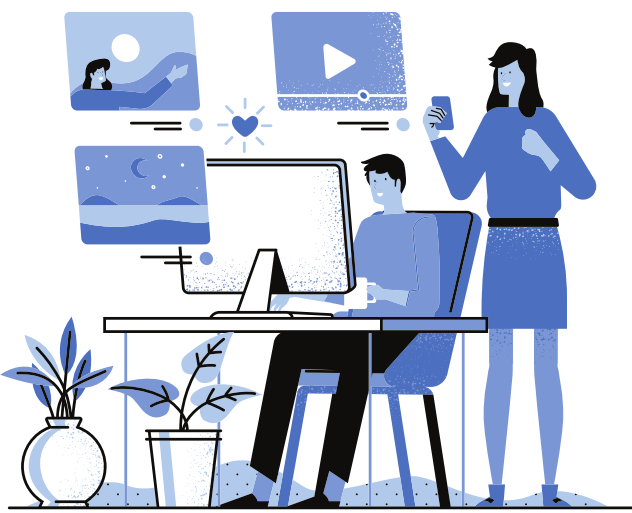
Strategies

Establishing the instructional strategy involves carefully selecting the online teaching methods and the interaction between the teacher and the student and the students with each other. The collaborative aspect of remote activities must also be taken into account.

Within the strategy, the way the activity will be carried out, the teaching methods and the tools used will be established. They will be correlated, particularly with the student's training profile and the set objectives.

1. **The form of carrying out the activity**
Within the strategy, the form of the activity is established from the beginning: synchronous, asynchronous or mixed. In the case of synchronous activities, special attention will be paid to communication and collaboration between teachers and students respectively between students.

Means that enhance communication are virtual learning environments, virtual whiteboards, virtual bulletin boards, applications and web tools. In the case of asynchronous activities, the focus will be on open educational resources that support learning and sharing the results of individual activities.

The means used in the previously mentioned forms will be combined in varied activities.
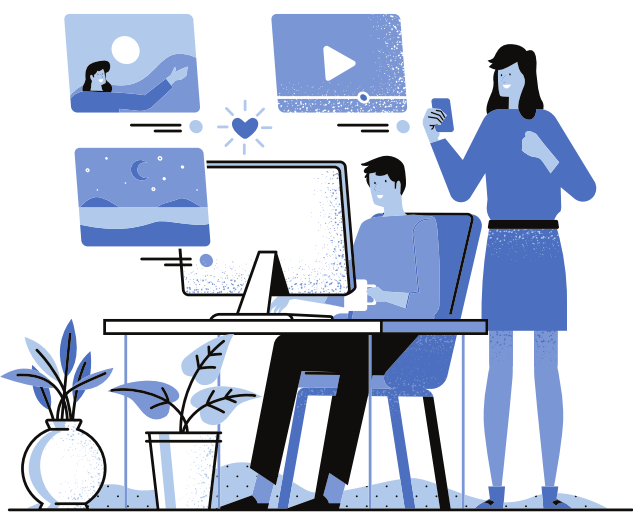
2. Methods

Most of the methods used in the classroom, both traditional and modern, can be transferred online. However, this requires a good knowledge of them by the teachers and much creativity. The inclusive aspect should be addressed too. An additional difficulty arises in the case of students with special needs, whose attention is even more challenging to maintain. Unlike physical school, where the teacher has the whole class under his eyes, in the case of online school, the teacher sees a panel with figures.

When selecting the method, we must also take into account the reality that many students participate in class using a mobile phone, so the tasks will be designed in such a way as to allow accessing and solving them even on small devices.

3. Tools

To choose the right tools for each activity, the teacher must first be a good connoisseur of them to identify which of them fits a specific context quickly. Web tools dominate online activities. Their selection will be made so that they are helpful, easy to use and, as far as possible, do not involve additional costs; web tools should ensure interactivity and preferably allow access without creating an account. Nup to 2-3 tools will be used within an activity.

Web Tools

There is a wide variety of web tools available for educational activities. For the success of a lesson sequence, the teacher decides the strategy and how it is implemented. First of all, we must remember that using web tools in online learning activities aims to support learning and supplement the direct interaction in the classroom with a physical presence. Activities are carried out on platforms; communication must be two-way. With the help of existing applications, the teacher must create resources, evaluate the student's knowledge, and share the created works. So the teacher will look for tools to help him communicate, create educational content and do the assessment.

1. Communication

One of the problems that many teachers faced during the pandemic was online communication with the class of students. For the smooth running of the synchronous activities, all participants needed suitable devices and an internet connection. Sometimes these conditions needed to be met. At other times, there needed to be more interactivity, or even student participation was questionable, as they were distracted by another stimulus. It is essential to select those tools that allow interactivity, especially since online activities lack thethe emotion generated in physical communication.

To energize the activities, applications can randomly select the names of the students who will perform different tasks. For example Wheel-of-Names, the similar option in Wordwall, etc.
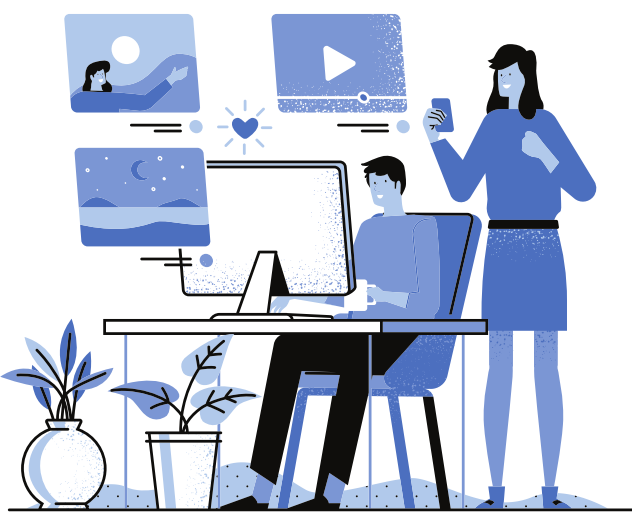
2. Creating educational content

Although there are many open educational resources, it is suitable for each teacher to create resources adapted to the particularities of the groups of students they teach and the objectives they set in the design stage. Existing applications allow the creation of valuable, qualitative, interactive and attractive resources. There are one or more apps for anything a teacher would like to accomplish to support teaching. They need to have the necessary skills to use them optimally.

3. Evaluation

The most strenuous activity in online school is assessment. And not that there are no applications for this, but because in this context, the group of students is outside the teacher's direct supervision. And then, the question arises whether the assessments' results reflect the students' competencies. In the absence of standardized tests, teachers use existing applications that have the advantage of also providing different reports on the results obtained by students.
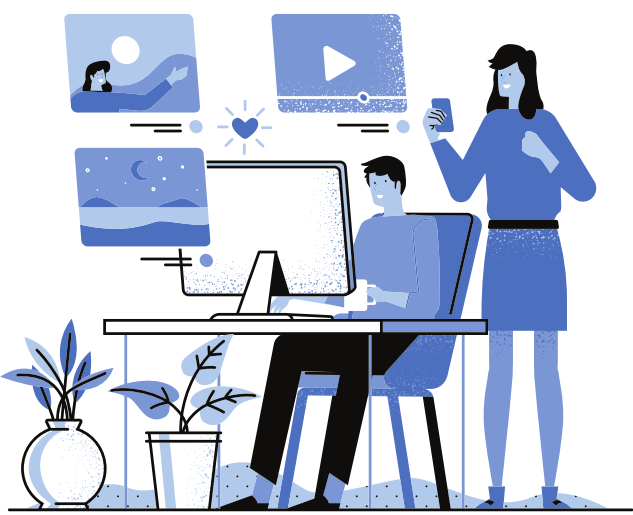
Rules

Online activities are conducted under the sign of rules that must be brought to the attention of students and parents alike. He is interested in both internet safety and internet etiquette, i.e. Netiquette.

1. Safety

The online environment presents several dangers, and the constant presence of students in it is not without risks. This is precisely why internet safety literacy is necessary.

What are these dangers, and what recommendations should be given?

-Most applications used in the classroom require the creation of a user account. To create it, students must provide an email address. Sometimes it is preferable to use a parent's email address to avoid the risk of accessing spam messages with commercial or inappropriate content, which request the provision of personal data or messages that contain viruses. They should be warned of these dangers and advised to use spam filters if they have their account.

-During the learning activity, students may encounter inappropriate content online; parental control software is recommended.

-Students should be guided to safe and credible sources for accurate information, with the teacher providing suitable web addresses.

- While surfing the internet, students may encounter dangerous individuals or cyber bully. They should be taught to avoid such people and seek help when needed.

- To prevent falling victim to criminal activities or unwanted advertisements, students must avoid sharing personal information online.

- Students should install antivirus software and other protective measures to reduce virus risks during learning activities.

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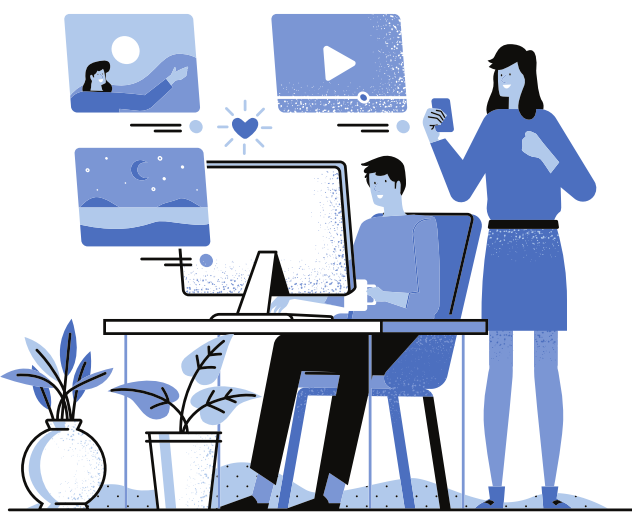
2. Nettiquette

For the activity in the online environment to occur in civilized conditions, all users must respect the rules of conduct. The most important ones refer to:
-Using civilized language in the interaction with other people or in the messages sent;

- Respect for copyright. When retrieving images, articles, fragments, and comments, the sources must be specified.

-Don't cyberbully other people.

- Do not broadcast/share materials that incite violence or hatred.
All the aspects mentioned above should be considered in designing and organising online activities. Thus, the conditions are created to achieve a quality online education.

2.2 Recommendations for online teaching
2.2.1. Online transferable strategies and methods

The Action Plan for digital education was drawn up at the EU level. This plan contains a series of measures by which education systems can be adapted to the digital age and establishes as priority areas the development of digital performance education and digital skills.

In the Guide for the Application of Open Educational Practices during the coronavirus epidemic (UNESCO, 2020), there are several recommendations regarding online teaching, which can be taken into account when determining the teaching strategy:
- Examine the stage of preparation and choose the most relevant means;
- Ensure the inclusive nature of distance learning programs;
- Protect data privacy and security;
- Prioritize solutions to psychosocial challenges before training;
- Plan the running of distance learning programs;
- Provide help to teachers and parents regarding the use of digital technologies;
- Combine appropriate approaches and limit the number of applications and platforms;
- Develop rules for distance learning and monitor the learning process of students;
- Determine the duration of the distance learning units according to the student's abilities;
- Create communities and strengthen social relationships.

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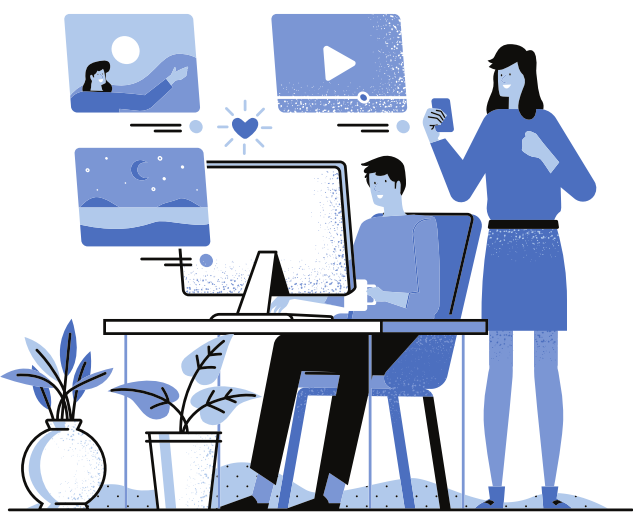
In principle, when establishing the strategy for online education, we will consider the traditional aspects:

- Establishing the skills to be developed within a learning activity and operational objectives. Mandatory digital skills will also be introduced, respectively, objectives related to them.

- The selection of those contents ensures the development of formulated skills and achieving objectives.

- The necessary resources will be carefully selected to ensure the activity's success. Open educational resources and suitable applications will be used in the online school.

- Choosing the form of training: synchronous, asynchronous, mixed. Also, the proper methods for online education are chosen, and the work schedule is established.

-Establishing the online assessment method and creating the necessary digital tools.

-Informing the students and possibly the parents about the progress of the activities.

The biggest challenge is adapting the usual methods to online teaching.
The teaching methodology provides us with sufficient examples of the approach to teaching activities. Let's see some well-known models. Moreover, that can be successfully transferred online in an inclusive way. We will consider the case of children with learning difficulties.
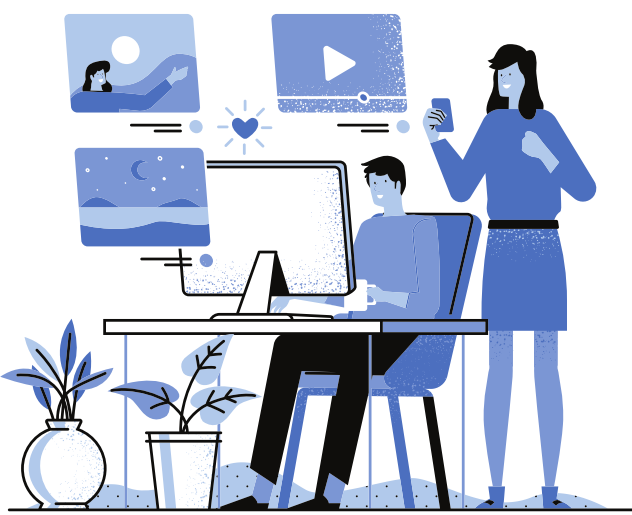
Flipped Classroom

In this model, the students familiarize themselves with the new content at home, studying the materials indicated by the teacher (articles, studies, documentaries, web pages, etc.). Then, during the lesson, they debate, apply what they have learned, ask for additional information, and work collaboratively. This way, all students actively participate in the lesson and collaborate to complete the tasks. Tasks with low difficulty can also be assigned to students with learning difficulties.

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Steps	Face to face	Online	Online, children with SEN
Individual study	Students receive study material, links to web pages or resources on YouTube.Students do their own research.The study is done independently, at home.	Students receive study material, links to web pages or resources on YouTube.Students do their own research.The study is done independently, at home.	Students receive links to resources on youtube.The study is done independently, at home.
Discussions on the topic	Students meet in class with the teacher, present the results, ask questions, debate, draw conclusions.	Students meet in the conference room with the teacher, present the results, ask questions, debate, draw conclusions.Webtools: Google Classroom, Zoom, Microsoft Teams, etc.	The teacher asks helpful questions, and for those that are not answered, they will repeat sequences from the material to refresh knowledge. Students ask questions, teacher gives explanations.Google Classroom, Zoom, Microsoft Teams, etc.
Practical application	Students apply the new knowledge to solve some practical problems, in class, independently or in groups. The teacher monitors and provides support.	The teacher creates workrooms for groups of students and gives them the task of solving different practical problems in which to apply the new knowledge.He goes into every room, talks to the students, guides them.Each group posts the solution on a virtual bulletin board(Padlet, Linoit)	Students will be placed in workrooms with other students and given simple tasks related to the new knowledge Jamboard or similar
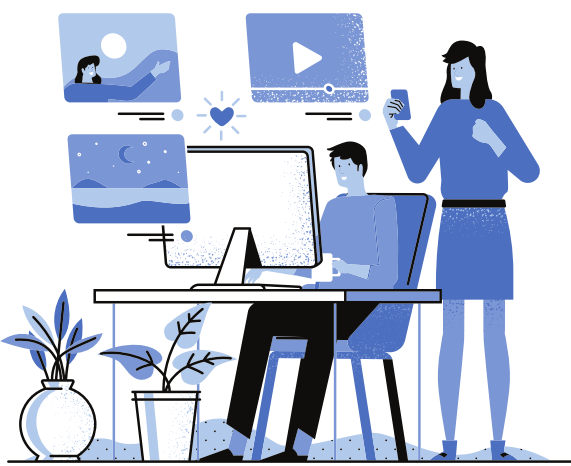
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Web tools are indispensable in online education. That is precisely why teachers and students must possess digital skills to use these tools. Actors involved in educational activities must be able to communicate online, use resources and create their resources and evaluate online.

In this module, we will briefly present some tools to do all this.

Tools for communication
Padlet
Padlet is a tool that allows creating pem bulletin boards where you can post messages, insert images, video materials, and links, upload documents, make audio-video recordings, etc. It is easy to use. It can be accessed using the shared link. It is beneficial in online school because the results of students' work posted on the board can be viewed. It presents the advantage that several people can work simultaneously on the same page, which is also helpful in group work.
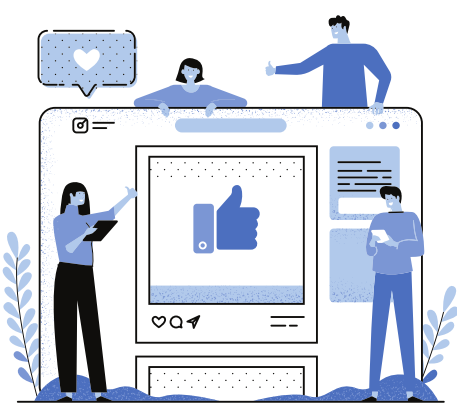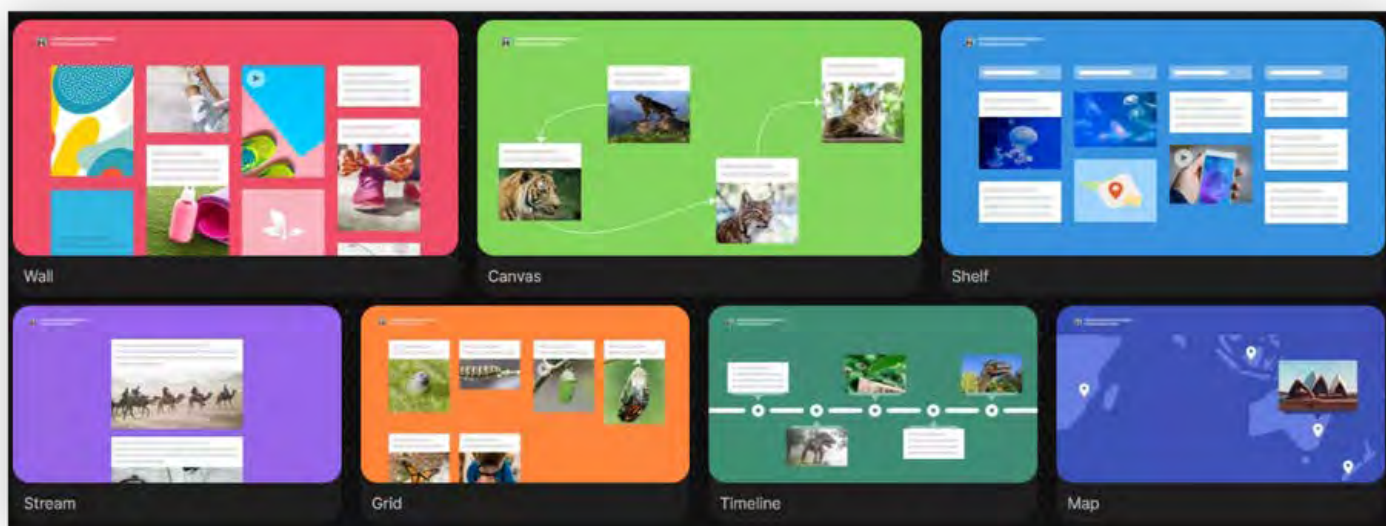
The program can be used for various activities:
-Brainstorming;
-Memorator - the most important ideas and notions from the lesson can be posted;
-Collection of didactic materials;
-Making mental maps;
-Making posters, etc.

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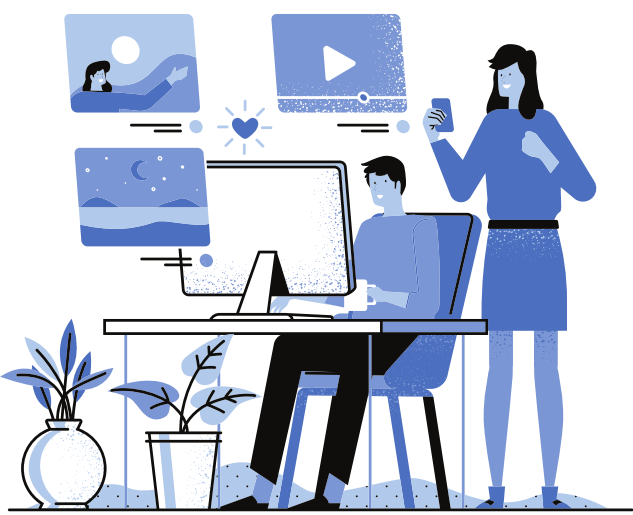
Two Truths and a Lie

Write down three sentences about yourself. Two must be true and one a lie. Read them aloud and let the class guess which is the lie.

Dots Vote

Instead of guessing, you can vote for the lie by placing a dot in the rectangle where you think the untrue sentence is.

Name

1.
2.
3.

Name

1.
2.
3.

Name

1.
2.
3.

Virtual Whiteboards: Explain everything, Openboard, iDroo, my.pencilapp., whiteboard.fi

Virtual whiteboards are necessary because student interaction can be achieved during the online lesson. There is currently a multitude of virtual whiteboards that can be used in the virtual classroom. Most offer the possibility to write text, make drawings, insert images, and upload documents. It is good to know several boards so we can use them according to our needs because not all have the same facilities.
Some are used online. Others require a download. Some have a formula editor; others have geometric tools.

We have selected a few boards that offer enough features that make them very useful.

Whiteboard	Need to download	Formula editor	Geometric tools	Audio/video recordings	Chat	Colaborative	MapsElements table
Explain everything	No	No	No	Yes	No	Yes	No
Openboard	Yes	No	Yes	No	No	No	Yes
iDroo	No	Yes	No	No	Yes	Yes	No
my.pencilapp	No	Yes	No	Yes	Yes	Yes	Yes
whiteboard.fi	No	Yes	No	No	No	No	No
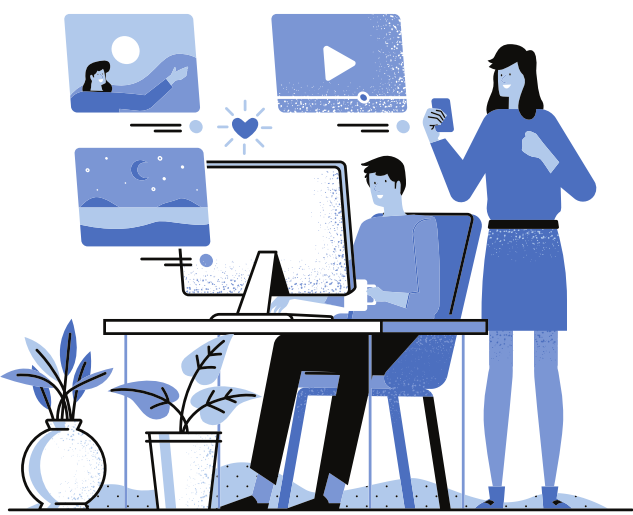
Tools for creating educational content

Many web tools can be used to create digital resources. In most cases, the presentation is built slide by slide, inserting different elements: texts, images, symbols, etc. When choosing a presentation program, criteria such as:
- the interface should be attractive;
- to have the possibility of previewing;
- to be dynamic;
- to be easy to use;
- the material can be distributed and saved, etc.

Canva

It is an application used for making professional designs. With its help, you can create various materials: presentations, posters, worksheets, bookmarks, diplomas, mind maps, etc. Many templates can be used to create very aesthetic materials. Creating material from scratch can also be created by adding elements.
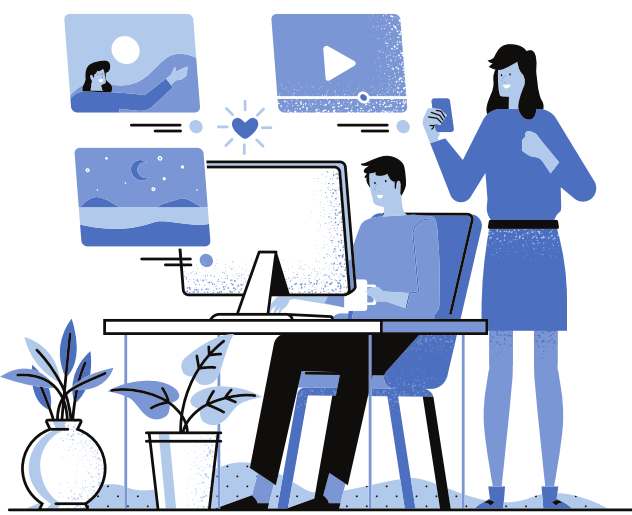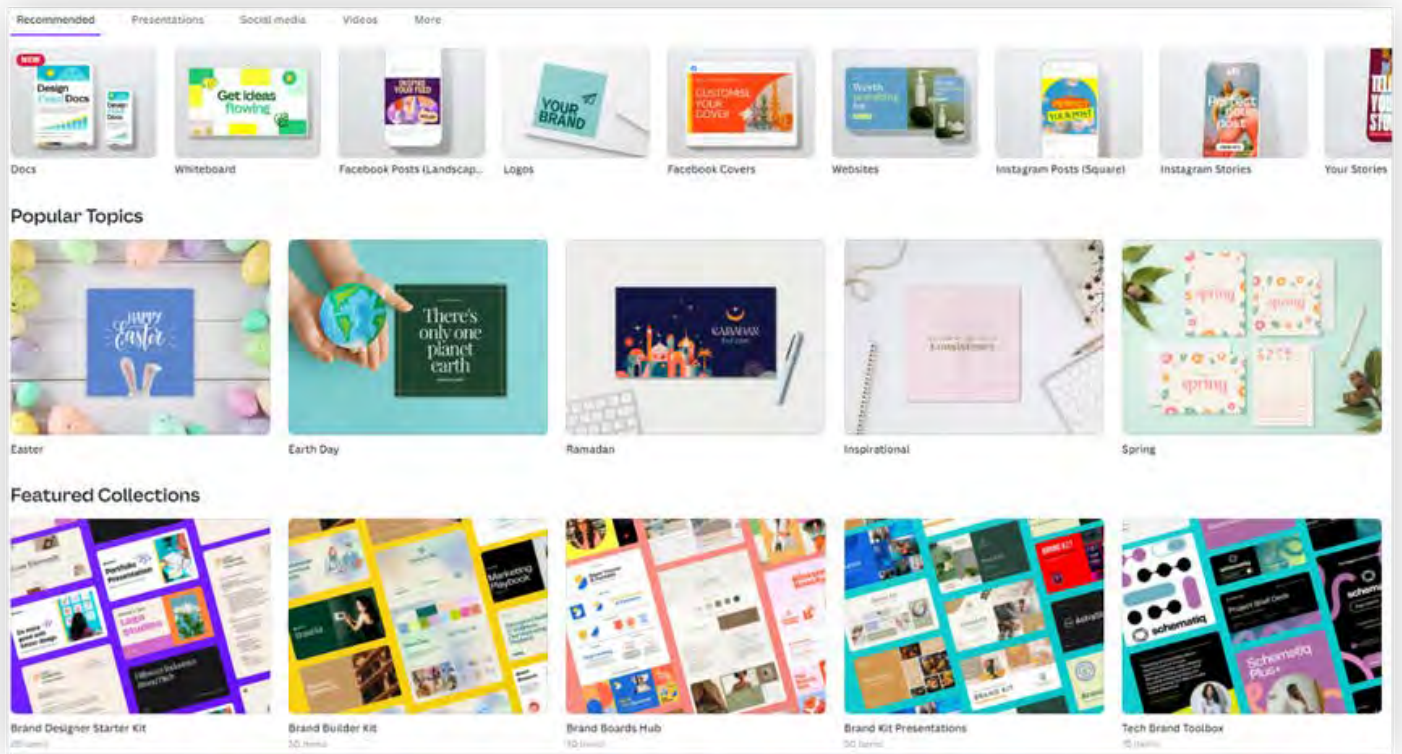
Groups can be created to work together on a presentation.

Usage suggestions:
- Presentations of the lesson;
- Making mental maps;
- Publications;
- Creation of worksheets, posters, and materials;
- Creation of graphics and infographics;
- Making bookmarks;
-Making video recordings, etc.
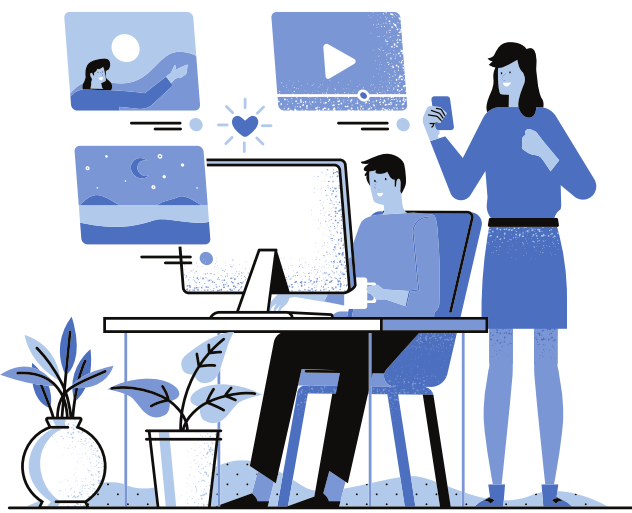
Genial.ly

With the help of the Genial.ly application, you can create animated, attractive presentations. Users have at their disposal more than 10000 templates with great graphics. There is also the possibility to build the slides from scratch. The program can be used for different types of creations: presentations, portfolios, infographics, games, quizzes, etc.

The program can be run in both slideshow and video format.

Usage suggestions
- Presentation of the new lesson;
- Presentations of games;
- Project presentations;
- Creation of infographics;
- Making posters, etc.

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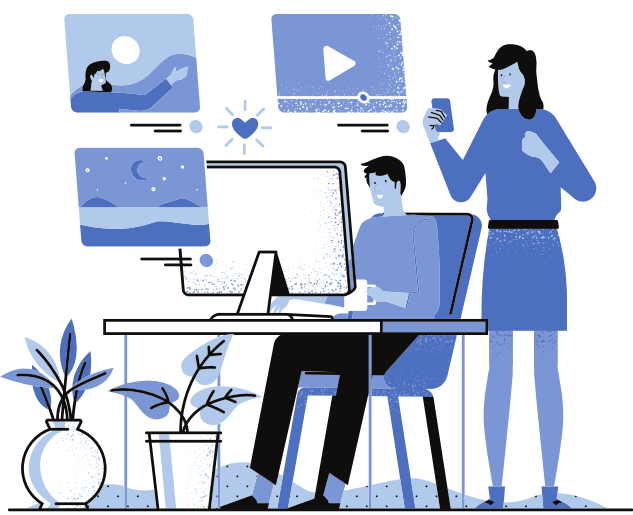
eLearning Templates

Choose from beautiful eLearning templates to design your own course in minutes.
The templates are free to use in LIVRESQ.

Activate Your Free Account

Training

Corporate

Flower Bloom

Livresq

The Livresq platform can be used to create interactive lessons, edit and publish online digital textbooks and other interactive materials. To create a project, you can use the predefined templates or you can start with blank slides.

It is a complex platform that allows different operations:
-insertion of images, texts, video materials, audio files, attachments;
-setting of pop-up windows;
-inserting GIFs and web objects;
-conducting questionnaires and tests;
-inserting products made with other applications;
-working in collaboration;
-the use of materials created by other users;
-export of created materials, etc.

Tools for assessment

One of the most challenging activities in online education is assessment. The difficulty lies not so much in developing a test or selecting the right instrument but in creating the conditions for an objective and accurate evaluation. The fact that the student's activity is not under control in the online evaluation represents an obstacle in this regard. Education for correct conduct also plays an important role and should be addressed.

Many applications allow the creation of interactive tests or the creation of interactive worksheets.

Students access the tests and solve them online, often getting immediate feedback. Teachers, in turn, can benefit from the reports automatically generated by these applications.

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Unit 8 - Vocabulary
by **briskytuyendung**

Relleu Europa 02
by **LSTPRIMEF**

Iqra 5 mukasurat 13
by **frabiatul**

Μισό
by **KalliopiE**
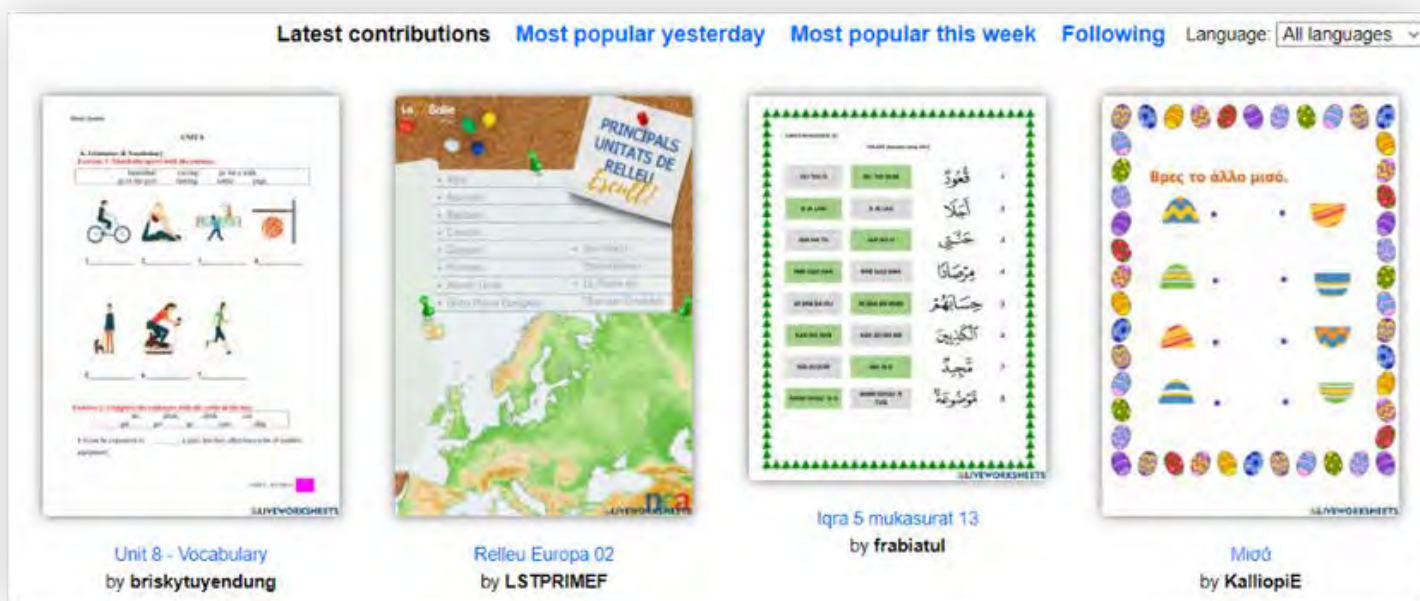
Liveworksheets
This application allows the creation of interactive worksheets. The teacher creates a PDF, jpg, or png handout and uploads it to the app. Then insert answer boxes. Students access the worksheet and enter their answers in the boxes.

The teacher creates registers for each group/class to organise the activity. The sheets are added to the registers. Handouts can be distributed in 3 ways:

- The public link is distributed;
- The link is sent to Classroom directly from the application;
- The sheet is assigned to the entire group if previously created.
The sheets worked by the students can be viewed either from the register or the mailbox associated with the account where the students send them.

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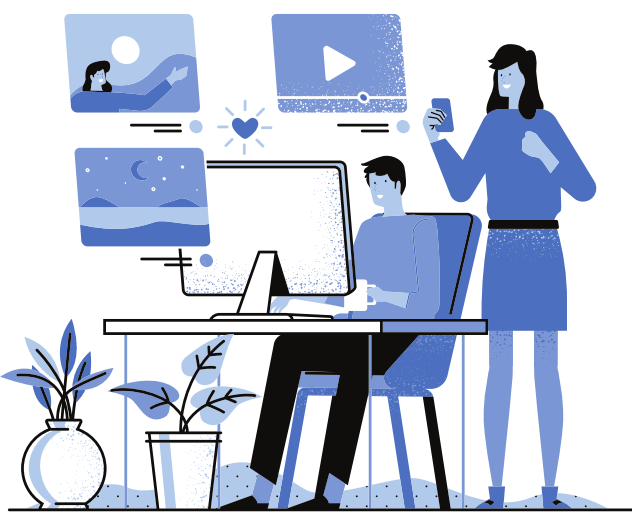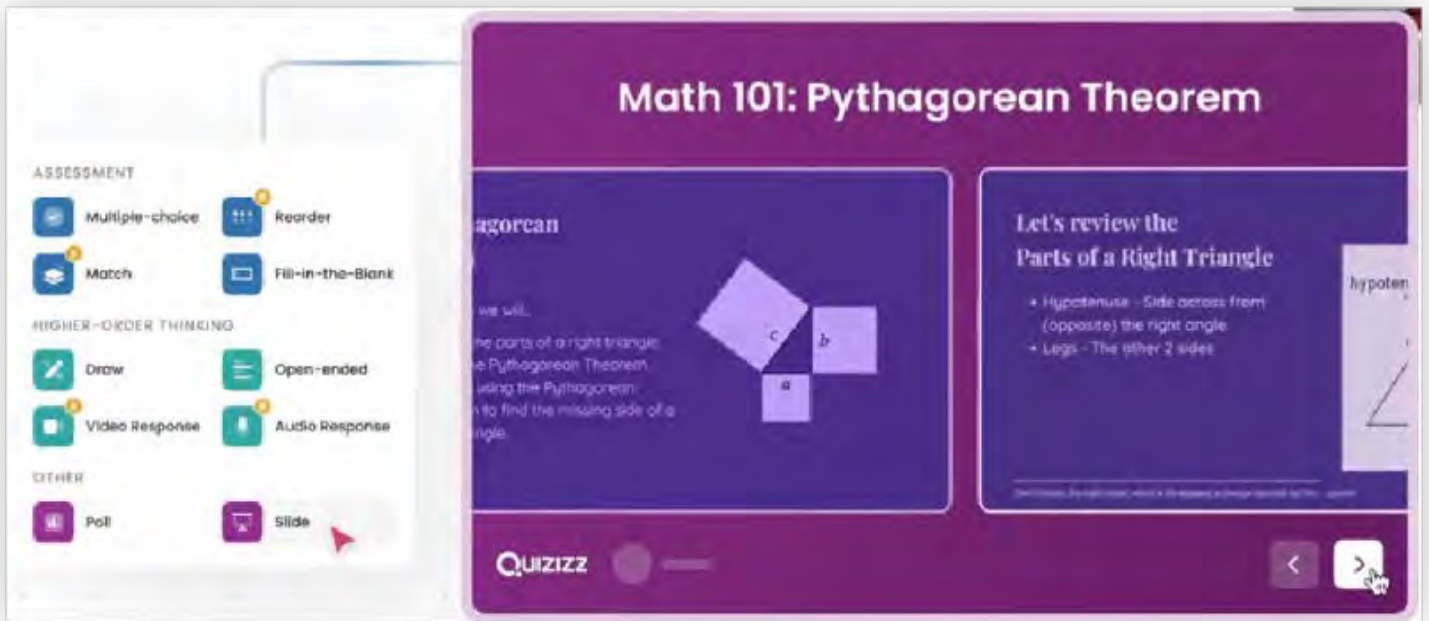
Quizizz

It is a popular online assessment application. Teachers can create their tests or use tests created by other teachers. It can be used to make multiple choice or accurate/false assessments, but it can also be used to get feedback on students' learning in real-time in class or as homework.

To create a test, the teacher must fill in the provided template with multiple-choice items, blank text items, polls, etc. Items teleported from tests created by other users can also be used.

The test can be proposed in three variants:
- Live game (you can also play in teams);
- A Google Classroom group is assigned;
- It is practised as a solo game.

Classes can be created, parents' emails can be entered so they can find out the students' results, and reports and statistics can be viewed.

Match each image with the formula.

$C_{12}H_{72}O_{11}$ NaHCO$_3$ NaCl
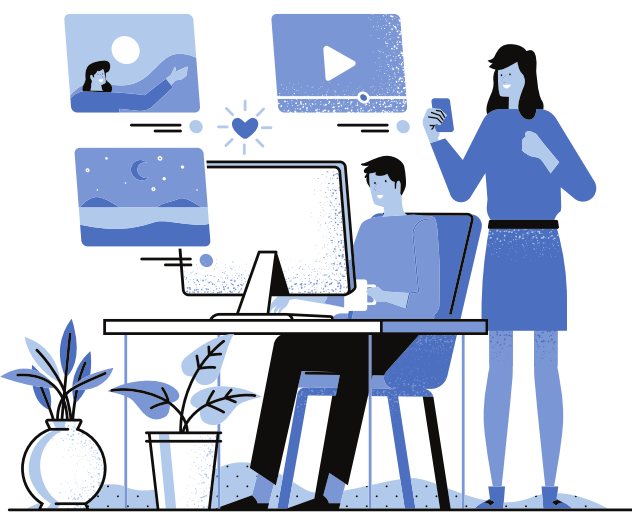
Quizizz

You can also create audio for the questions. You have to add options and mark the correct answer. Multiple answers are chosen via the checkbox format.

What to do?

1- Add an explanation for the answer if required;
2- Choose the time allotted to answer a question. You can select this per question or make it consistent throughout a quiz.
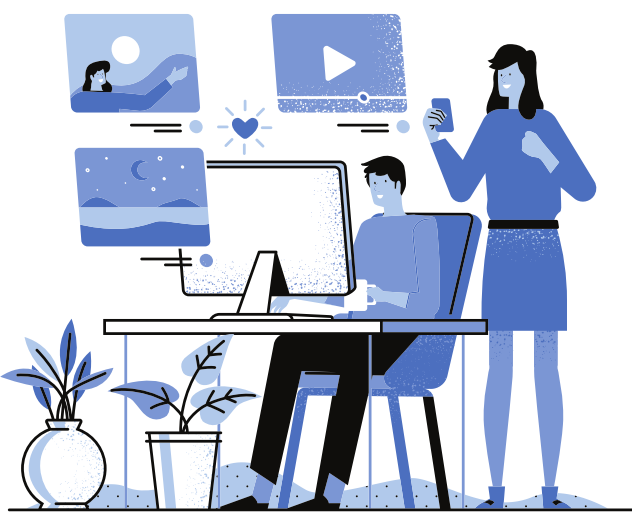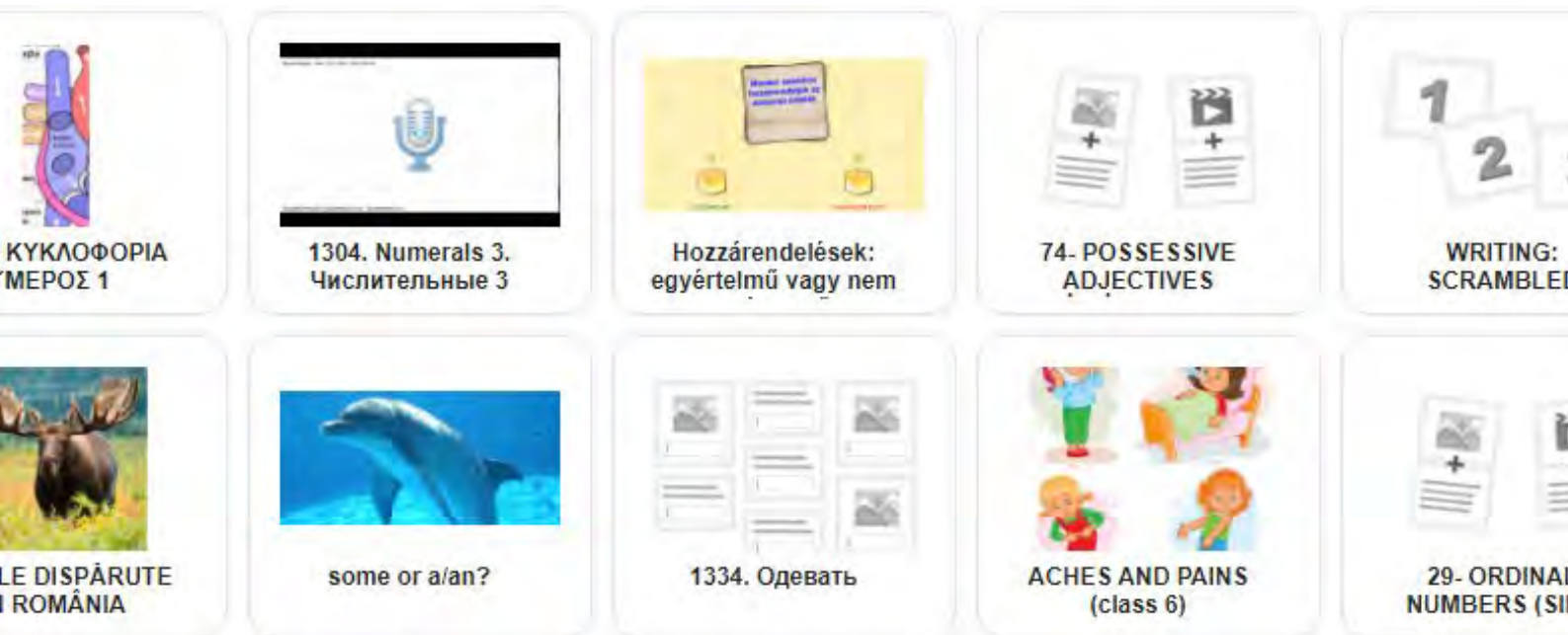
LearningApps

This tool includes several applications that can be used to create different types of activities: tests, annotations in video/audio materials, puzzles, rebuses, games, etc.

You can also create polls, set a calendar, create a virtual bulletin board, etc. Classes can be created, and reports and statistics can be viewed. Items are entered in the preset format.

Sharing can be done with the link, embed or QR codes. It can be integrated into an e-learning platform.

Wizer. me

This application is used to create interactive worksheets.

It offers several activities: multiple-choice items, open-answer items, association games, tables, word search, etc.

Cards can be imported and turned into interactive cards. Cards from the existing library can also be used.

Classes can be entered. The evaluation can be done automatically or by the teacher.

| Exit Ticket | Assessment | Worksheet | Course Eva |

Google forms

Google Forms are very commonly used to create quizzes and surveys.

They are integrated into the Google Classroom platform, thus becoming easily accessible for those using it.

Multiple-choice, open-ended items can be created, and drop-down menus, deadlines, etc., can be set.

The program also provides an analysis of the answers.

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Other useful tools

The classification of web tools used in online school is flexible, as many can fall into several categories. Several applications are dedicated to a single purpose (making recordings, augmenting video material, making podcasts, etc.).

We have grouped in this sub-chapter some tools with the help of which different operations and resources can be carried out.

Flipgrid
The Flipgrid app is a video chat platform. How is it used? The teacher proposes a discussion topic or gives an assignment. Students respond with a short video or audio messages. The teacher has the opportunity to give feedback, as do the other participants in the group. Feedback can be given via chat, video or audio message.

The advantage is that the students can express their answers through the videos, and the teacher can watch them, significantly shortening the time devoted to the evaluation.

When proposing a topic, the teacher can insert videos, texts, links, etc. Students access the material using the link, authenticating with their email addresses or access code. The link can be inserted directly into Classroom or Teams. There is also the possibility of creating a unique password for guests.
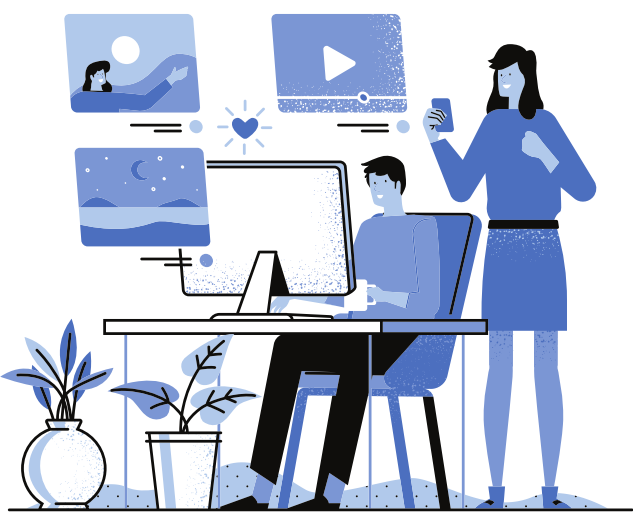
Get started in minutes!

Create a group and invite students	Post a topic	Watch the magic
You control who is invited to become members of your group and what they can see.	Topics are text or video instructions to prompt your students to respond.	Comment on students' video, text or audio messages or invite peers to build on their ideas.

Students can make videos by recording with the Flipgrid camera, which has several features: insert texts, emoji, screen recording, insert clips, etc.

Usage suggestions:
-debates on the topic of the lesson;
- individualized support;
- evaluations;
- inter-evaluation;
- presentation of experiments;
- questions related to homework;
- interactions with parents;
- sending messages of encouragement, etc.
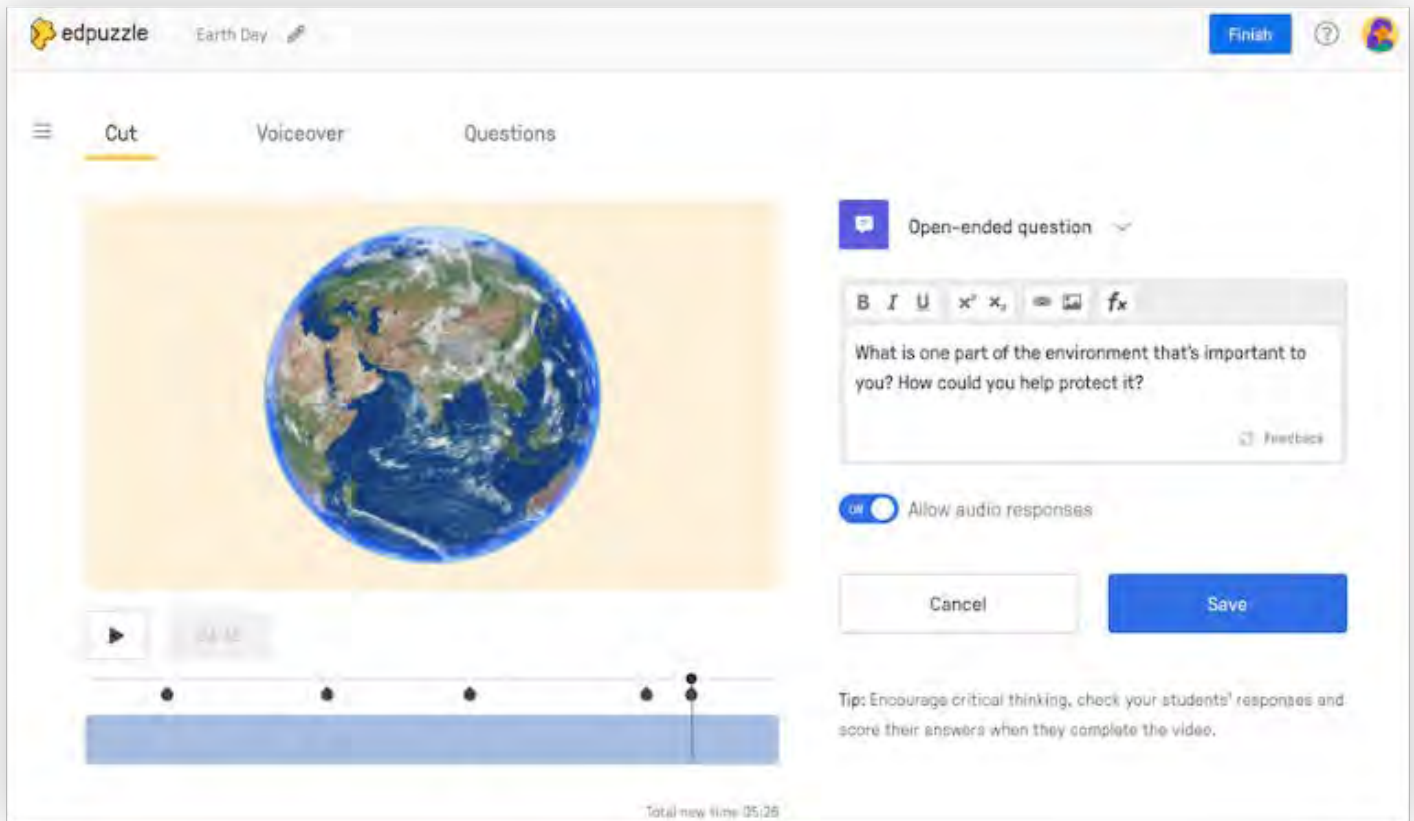
EdPuzzle

The application is used to augment video materials. To upload it to the platform, you can just enter the URL. There is also the possibility to select videos from YouTube directly from the application or to upload your video. One can choose a video created by someone else and then edit it according to needs. After uploading, the material can be edited by cutting and removing fragments or adding voice (except for materials taken from YouTube, which do not allow adding voice). Quizzes can also be created by adding multiple-choice items, open-ended items, or various comments in text or audio. The teacher can create classes to which he will assign the task or open classes that can be accessed without prior registration.

The teacher sees in the application the time the students spent watching the material and how many correct answers they gave. The app also features a catalogue for monitoring student progress and individual reports. They can be downloaded in CSV format.

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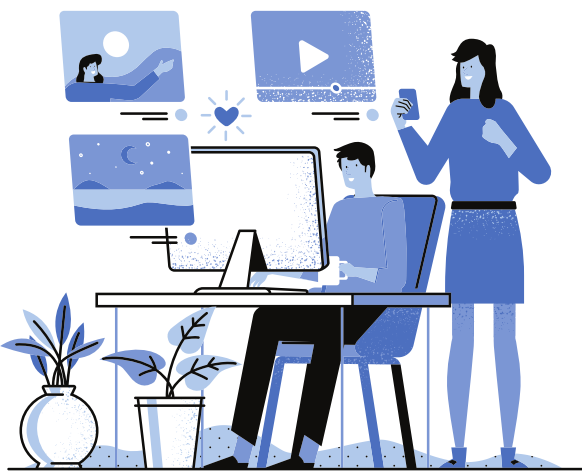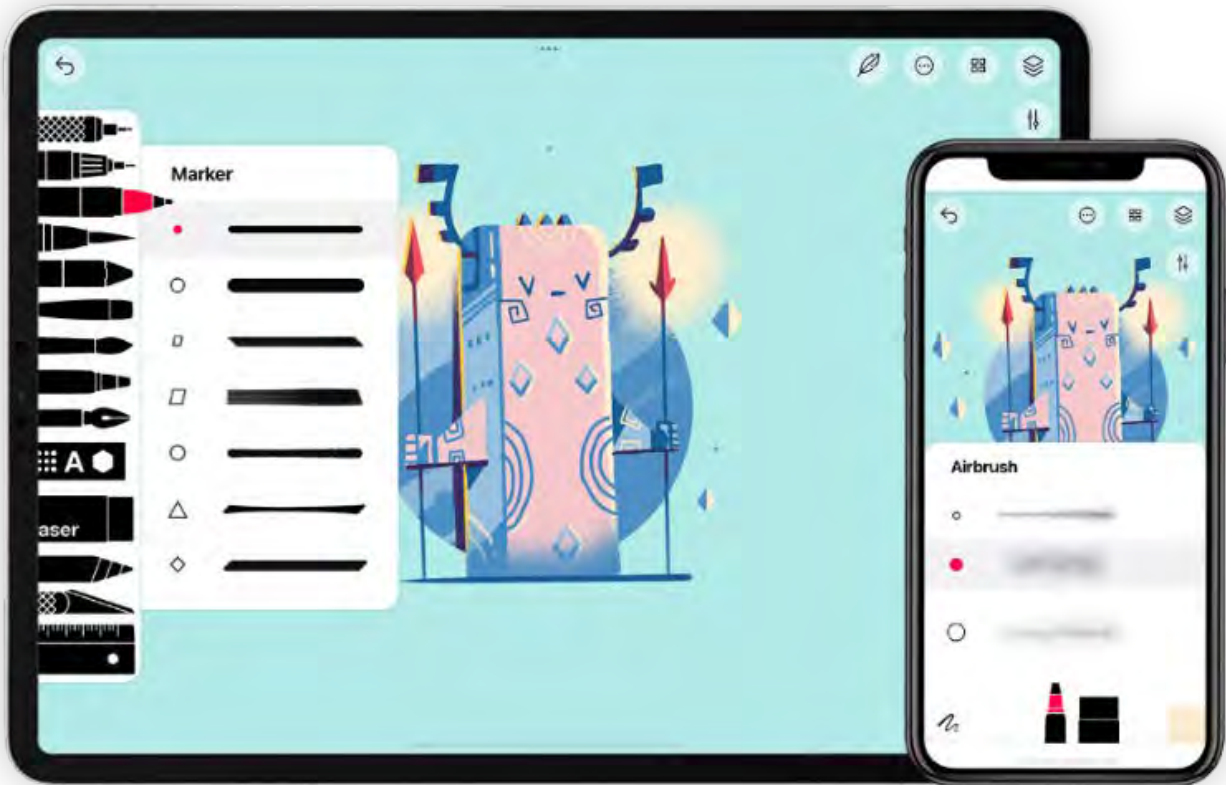
Tayasui Sketches

This is a tool used for making digital drawings. Contains brushes, rothring, colors, transparency options, ability to record screen, etc. The works created have the appearance of watercolor, acrylic, pastel, etc.

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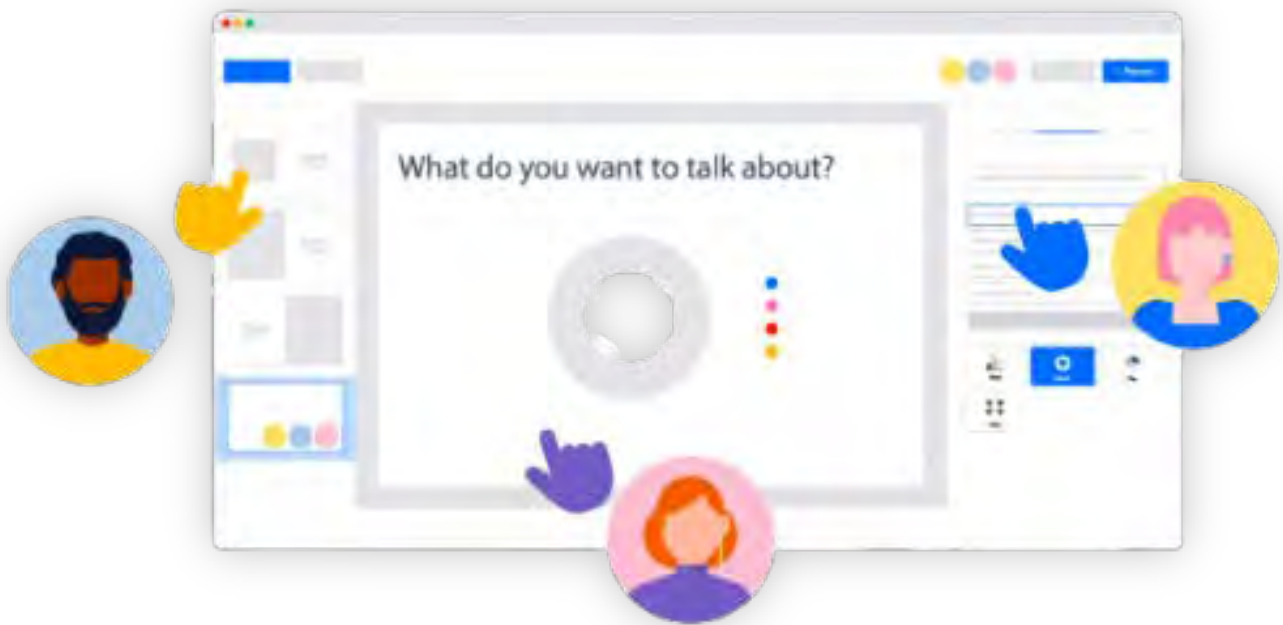
Mentimeter

Mentimeter is a commonly used tool for creating surveys. It can be used in the classroom and for quick, formative assessments, reflecting the student's level of knowledge at the time.

Surveys are easy to create, and many templates can be used. Surveys can be accessed through the access links, the code generated in the application, or the QR code. After completing the survey, files with its result are automatically generated.

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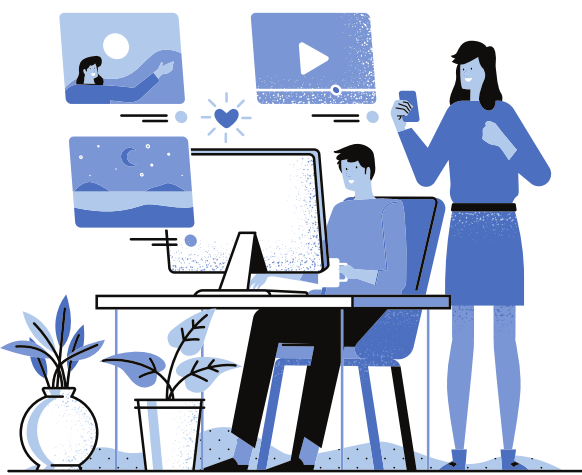
All the web tools can be used in all disciplines to a greater or lesser extent. A classification of them by domains of learning could be the following:

Learning Domains

STEM		LANGUAGE & LITERACY		SOCIAL DEVELOPMENT		AESTHETIC & CREATIVE EXPRESSIOS		PERSONAL DEEVLOPMENT	
iDroo	Openboard	Explain everything	Mypencill. app	Explain everything	Openboard	Openboard	Canva	Explain everything	Mypencill. app
White board.fi	Canva	White board.fi	Canva	Canva	Genially	Livresq	Tayasui Sketches	Padlet	Canva
Genially	Livresq	Genially	Livresq	Livresq	Livework sheets	Edpuzzle	Flipgrid	Genially	Livresq
Livework sheets	Socrative	Wizer.me	Learning apps	Quizizz	Learning apps	Screencast-O-Matic	Padlet	Learning apps	Bamboozle
Learning apps	Quizizz	Google Forms	Flipgrid	Edpuzzle	MapHub	MOTOR SKILLS DEVELOPMENT		Flipgrid	Edpuzzle
Edpuzzle	Flipgrid	Edpuzzle	Calameo	Calameo	Bamboozle	Canva	Flipgrid	Calameo	Tayasui Sketches
Screencast-O-Matic	Menti meter	Screencast-O-Matic	Menti meter	Screencast-O-Matic	Menti meter	Screencast-O-Matic	Padlet	Screencast-O-Matic	Menti meter
Pearltrees		Pearltrees		Pearltrees		Pearltrees		Pearltrees	

Conclusions

Tools and applications that both teachers and students can easily access can facilitate the qualitative improvement of the online education process.
The development of technology now allows the realization of educational approaches that some time ago could not even be suspected.
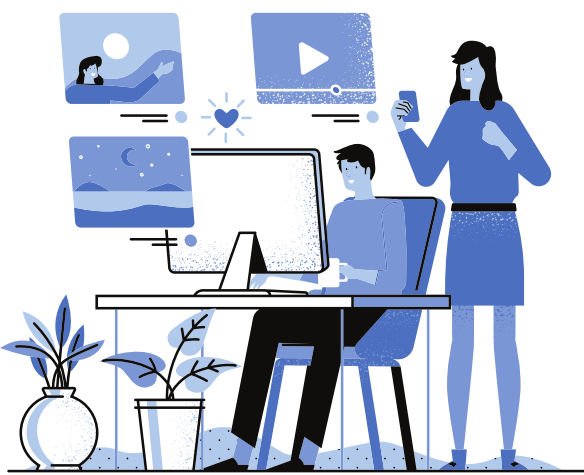
In today's digitised world, there are few excuses for students not to be motivated. With the vast array of online resources and tools available at their fingertips, it's easier for students to showcase their learning and achievements. So how can teachers use this to their advantage?

One way is by incorporating digital portfolios into your classroom. A digital portfolio is an online collection of a student's work that you can use to track progress and measure achievement over time. Not only do digital portfolios motivate students by giving them a tangible way to see their progress, but they also allow teachers to provide feedback and guidance more easily.

Theory of Motivation

Understanding the theory of motivation can help teachers create engaging and motivating learning experiences for their students. One of the most well-known theories of motivation is the Self-Determination Theory (SDT), which posits that motivation is influenced by three psychological needs: autonomy, competence, and relatedness. By addressing these needs, teachers can create an environment that fosters intrinsic motivation, leading to more engaged and enthusiastic learners.

1. **Autonomy:** Give students choices and control over their learning to encourage a sense of ownership and personal responsibility.
2. **Competence:** Provide challenging but achievable tasks that allow students to develop their skills and experience a sense of mastery.
3. **Relatedness:** Foster a sense of belonging and connectedness by building positive relationships and promoting student collaboration.

Incorporating Digital Portfolios

1. Set clear goals from the beginning. Before using digital portfolios with your students, setting some ground rules and establishing clear goals is essential. What do you hope to achieve by incorporating digital portfolios into your classroom? Do you want your students to use them as a reflection tool? A way to showcase their best work? Or simply as a tool for tracking progress over time? Once you've decided on the purpose of the portfolios, communicate this clearly to your students so they know what is expected of them.
2. Please make sure to create student work carefully. When curating items for a student's portfolio, be careful and include only pieces to help them reach their goals. If the purpose of the portfolio is for students to reflect on their progress, then choose items that showcase strengths and areas for improvement. On the other hand, if the focus is on highlighting student achievement, only include items that show off their best work.
3. Encourage regular reflection Part of the power of using digital portfolios is that they provide students with a way to track their progress over time. As such, it's essential to encourage students to reflect on their work regularly. You can do this in several ways, such as writing reflections or having group discussions about what they see in their portfolios. By carving out time for regular reflection, you'll help ensure students get the most out of using digital portfolios in your classroom.

Slides-based interactive lessons

PhET

Interactive video

Gamification & Activities

Practical Activity:
Using Nearpod for Interactive Presentations and Evaluation

Nearpod is an interactive presentation and assessment tool that allows teachers to create engaging lessons and monitor student progress in real-time.

Teachers can add interactive elements such as quizzes, polls, and virtual field trips to their presentations, providing students with a more dynamic and engaging learning experience. Nearpod can be used across various subjects and is particularly helpful for promoting motivation and collaboration in an online learning environment.

Tips for Motivating Students in an Online Learning Environment

1. Make sure your students have a designated workspace that is quiet and free of distractions.
2. Establish clear expectations and rules for conduct during online class sessions.
3. Encourage students to take breaks as needed, but also set limits on screen time.
4. Take advantage of technology tools like collaborative learning platforms and real-time feedback features.
5. Foster a sense of community by organising group activities and encouraging student interactions.
6. Be flexible with deadlines and assignments and understand extenuating circumstances.
7. Reward effort and progress, even if it isn't perfect. Check-in with your students regularly to see how they are academically and emotionally.
8. Check in with your students regularly to see their academic and emotional progress.
9. Seek professional help if you or your students need help coping with online learning challenges.

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Subject-Specific Examples for Motivating Students

- Science: Utilise virtual labs and simulations to engage students in hands-on experiments and investigations, even when they cannot physically be in the classroom.
- Mathematics: Incorporate digital tools like Desmos or GeoGebra to create interactive activities and visualisations that help students better understand abstract concepts.
- History: Encourage students to explore primary sources and historical archives online, fostering critical thinking and inquiry-based learning.
- Language Arts: Use digital storytelling tools like Storybird or Book Creator to allow students to write, illustrate and share their stories with their peers.
- Foreign Languages: Employ language learning apps like Duolingo or Memrise to create friendly competition and provide immediate feedback to help students improve their language skills.

Conclusion

The shift to online learning has been challenging for everyone involved, but keeping student motivation high during these trying times is essential. By understanding the theory of motivation and incorporating digital portfolios and engaging tools like Nearpod, you can create a supportive and engaging learning environment to help your students succeed academically and emotionally. Remember to consider subject-specific examples and provide clear guidance for your students in the online learning environment.

According to the National Parent-Teacher Association, "Research shows that when families and schools work together to support learning, children tend to do better in school, stay longer, and like school more."

The module "Collaborative Activities for Parents' Involvement" aims to provide parents with the skills and knowledge necessary to participate effectively in their children's education. The module covers various topics, including parent-teacher communication, working with teachers to support your child's learning, and ways to advocate for your child's needs at school. We can create a more effective learning environment by strengthening the partnership between parents, educators and students.

Parent-Teacher Communication

One of the most important aspects of parental involvement is maintaining open communication with your child's teachers. By establishing and maintaining regular communication channels—whether that's through face-to-face meetings, phone calls, emails, or text messages—you can stay up-to-date on your child's progress and identify any areas where they may need additional support.

Furthermore, research has shown that parental involvement can positively impact students' academic achievement, so it's essential to ensure that you're regularly communicating with your child's teachers about their progress.

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Working With Teachers to Support Your Child's Learning

In addition to regular communication, you can support your child's learning by working with their teachers. This might involve attending parent-teacher conferences, volunteering in your child's classroom, or participating in school activities.

Working collaboratively with teachers will not only help you better understand how your child is progressing academically but also allow you to provide them with additional support at home. Furthermore, when you take an active role in your child's education, you're sending them the message that their success is essential to you—which can motivate them to do their best in school.

Ways to Advocate for Your Child's Needs at School

As a parent, you are your child's best advocate—so you must know how to effectively communicate their needs to their teachers and other school personnel.

If you feel your child isn't receiving the support they need at school, there are a few things you can do: first, try meeting with their teacher(s) to discuss your concerns; if that doesn't resolve the issue, reach out to the school principal; finally, if you still don't feel like your child is getting the support they need from the school, you can contact the district superintendent.

Remember: it's essential to be polite and respectful when advocating for your child—aggressive or confrontational behaviour will only hinder your efforts.

Tools to Participate with Your Child and Their Educational Needs

Wizer and Canva are tools that help parents find learning templates. With these tools, you can search for things like "math worksheets" or "spelling activities" to find ready-made templates you can use with your child.

Gamification is a great way to involve parents in their child's education. There are many tools available that allow parents to play games with their children to support their learning. Quizizz, Kahoot, Baamboozle, Plickers, and Genial.ly are all great options for quiz-based games parents can play with their children. Jigsaw and Blended Play are additional tools that can be played online or in the classroom.

Google Drive is an excellent way for parents to stay involved in their child's education by monitoring their notes, assignments, documents, and homework. With Google Drive, parents can see everything their child is working on and help them stay organised and on track.

Overcoming Weaknesses in Teacher-Parent Cooperation

Addressing the potential weaknesses in communication and collaboration is essential to strengthen teacher-parent cooperation. One such area for improvement could be the need for clear communication guidelines between parents and teachers. To remedy this, schools can establish clear communication protocols, including preferred methods of communication, response time expectations, and guidelines for sharing sensitive information.

Another area for improvement in teacher-parent cooperation could be cultural or language barriers that prevent effective communication. Schools can address this by offering translation services, providing cultural sensitivity training for teachers, and organising events that celebrate the diversity of the school community.

Establishing Communication Rules

To ensure smooth communication between parents and teachers, it is crucial to establish communication rules that are clear and easy to follow. Here are a few examples:

1. Communicate regularly: You should set up a routine for communication, such as monthly newsletters, weekly updates, or daily messages, depending on the needs of your school community.
2. Be proactive: Teachers should contact parents before issues arise, providing updates on their child's progress and discussing potential concerns.
3. Respect privacy: Both parents and teachers should be mindful of privacy concerns when sharing student information. Please share only the necessary details, and avoid discussing sensitive issues in public forums or group chats.
4. Stay professional: Maintain a professional tone in all communications, avoiding gossip or derogatory comments about students, other parents, or school staff.
5. Be open to feedback: Encourage an open dialogue where parents and teachers can share their concerns and suggestions for improvement.

Conclusion

The Importance of Collaborative Activities for Parent's Involvement in Their Children's education cannot be understated—research has shown that when families and schools work together to support learning, children tend to do better in school overall.

To help parents feel more confident in supporting their children's education, the module covers various topics, including parent-teacher communication, working with teachers to support your child, and ways to advocate for them at school. We can create a more effective learning environment by strengthening the partnership between parents, educators, and students.

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When the pandemic broke out, administrators, teachers, and students had to adapt to some situations they could never have expected. Now that many countries have returned to face-to-face or blended classrooms, it is time to reflect on what we've learned about the move to online learning.

Transferring from a face-to-face classroom to an online classroom has been a significant challenge for some teachers. How can they be sure that their students are adopting themselves for the necessary work in an environment where they can't see them?

What changes are they supposed to make to their lesson plans? And how can teachers and students, including the ones with SEN, reach the support services they need?

To provide a more qualified online education for students, some common mistakes should be avoided by teachers who have emerged during the online education process.

Defining some common mistakes in the field of literature

- **Giving long lectures:** Given that we have less chance of checking students in online classes, it is not logical to give long lectures. The lecturing time shouldn't be longer than ten minutes and, ideally, shorter; why? Many types of research have shown that students will stop watching and lose interest if this time is too long.
- **Not adopting a student-centred approach:** If the student-centred approach is not applied during the online class, the only focus is on the teacher. Students are alone and disconnected from each other. Consequently, students may become disinterested, unfocused, and miss collaborative discovery opportunities. Despite online teaching's teacher-centric nature, numerous web tools enable creating of environments for group work, opinion sharing, and material creation.
- **Not organising multiple-format learning:** Every child has a different learning style. So this differentiation requires being prepared for different learning needs. One student might need more than one visual, while the other prefers learning from audio. Other students need information in multiple formats for concepts to stick. Even just for a subject, a teacher should prepare various materials like visuals, audio, verbal explanations, etc. Another good thing about online education is that it allows teachers to prepare their materials easily and quickly.
- **Not developing some strategies, including students with SEN:** Teaching special education online can be challenging. It requires a personalised program to meet the needs of each student so that they can learn and succeed. When the lockdown started, educators had to adapt their usual teaching methods to an online platform to meet the requirements of children's IEPs (Individualised Education Programs). Studying from the comforts of home offers a relaxed, secure, and loving atmosphere. Teachers must devise strategies, harnessing modern technology to enrich the online experience with digital tools that promote personalised learning environments.

- **Not engaging with students:** Teachers should motivate students while teaching online. Getting the motivation to pay attention to what the teacher is saying and attending the activities is much more complicated if the content isn't engaging. For instance, live video classes may posture one of a kind challenges for learners who learn and think unexpectedly. Students struggling with focus, sensory input management, or anxiety about visibility might display behaviours that challenge typical engagement. Actions like fidgeting, turning off cameras, or moving during meetings may appear disengaged but are necessary for some to participate in learning.
- **Distance between teacher and students:** Communication is essential when working at a distance. It is essential to check on our students regularly about their needs and be ready to be flexible and responsive to their concerns. But instead of using Whatsapp or Emailing as the only way to communicate, could you arrange some time for your students after online classes?
- **Being disorganised:** Whether it is face-to-face or online, being disorganised can be an issue. So 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, and for resolving unexpected situations.
- **Not informing the students about the dangers of the online environment:** Another issue is to protect our students from the dangers of online environments. Having access to the Internet can be excellent for students. They can benefit from it by researching school subjects, communicating with their teachers and friends and plaInterneteractive games. The internet offers vast information but poses risks like inappropriate content, cyberbullying, and copyright issues. Teachers should guide students on suitable Internet websites and ethically interact online.

- **Failing to ask for help:** One of the most important factors when moving to online instruction is ensuring teachers understand how to effectively incorporate new technology, tools, and instructional models into their lesson plans. Although they have good intentions, it has been revealed since the beginning of online education during the pandemic that teachers, unfortunately, aren't equipped to provide a qualified online education mainly because of the lack of digital skills. The mistake that the teachers made here was not asking for help. They had some problems adapting during the process, except for those who were already interested in web tools used in education fields and had experience in collaborative projects where technology was used effectively. To fill this gap, there have been a lot of online seminars, projects or new platforms organized for teachers, and hence the teachers who are both experienced and inexperienced get together in those meetings or platforms. But a teacher should first feel that need and should not hesitate to get some help.
- **Ignoring aesthetics and design:** The environment should be vivid while teaching online to attract students' attention. Though a part of the time is spent planning school buildings and classrooms, both in terms of frame and work, minor exertion is committed to the "look and feel" of online courses. Numerous teachers consider usefulness an essential concern but the visual an additional element. This needs for visual planning during online courses exists fundamentally since most teachers, trainers, course originators, and designers have no foundation in visual communication. But the power of visual items should not be underestimated because the more visual an input, the more likely it will be recognized. To do that, using visualization tools can be helpful. One of them is Canva. It is a graphic design platform that allows users to create social media graphics, presentations, posters and other visual content. It can be used on the web and mobile and integrates millions of images, fonts, templates and illustrations.

- **Using Whatsapp or Emailing as the only source of communication:** Due to incompetence in online teaching, many teachers use the Whatsapp application to carry out teaching activities. It is a free messaging application with many features like unlimited messages, multimedia, and group chats. It especially allowed the teachers to communicate with their students instantly. However, after some time, many teachers were overwhelmed by numerous messages that burdened and irritated them, mainly if they had more than one bunch or bunches greater than 15 students. Because message flooding, time expending and eye strain were some specialised drawbacks watched within the display.

- **Not adapting face-to-face assessment tools into online education:** A common mistake teachers make when moving instruction online is expecting they can fairly instruct the educational programs as they continuously have. So they need to be more accurate in their perception of exchanging face-to-face assessment apparatuses as they are in online situations. Now that assessment is crucial for effective learning, teachers should know how to adapt it to online education. There's a continuous argument as to whether e-assessment, especially within the commonly utilised shape of multiple-choice questions, can advantage profound learning. However, studies have set up that well-designed appraisals, counting multiple choice questions, let appraisal of higher cognitive capacities, such as essential considering and investigation ability.

Some strategies to avoid these mistakes

- **Voice and Pitch Management:** Do remember to adjust your intonation. Voice and pitch management are essential if you don't want to bore the children. While this is important for face-to-face education, it is an issue that needs extra attention in online education. Teachers must be cautious not to talk in a tone that's as well level. Shifting your inflexion and volume is suggested to keep students engaged. Don't be anxious to "get into character" and have a little fun; your learners will pay attention, and your lesson will be more likely to stay!

- **Formulating teaching strategies:** For teachers new to distance learning, it can be troublesome to know what online instructing procedures work best or where to start. Your education should be a mix of synchronous (happening in real-time) and asynchronous (unscheduled and self-paced). Synchronous education through phone calls, video lessons, or live chats permits understudies to inquire questions and construct connections with you and each other. Asynchronous exercises, like dialogue sheets or recorded addresses, permit your understudies to complete assignments at their own time and pace. Both styles have their benefits and are essential in their claim ways.

- **Flexible teaching and assessment policies, including students with SEN:** Within the classroom, understudies with SEN may get pull-out administrations with pros to educate them on required aptitudes for the centre, problem-solving, and emotional or behavioural self-regulation. Online, it's genuinely challenging to provide that same "eyes on kid" and "real-time" bolster. One of the strategies that came up over and over in my online communities was utilising person and small-group breakout rooms on Zoom. This virtual "push-in" bolster can deliver children with SEN additional instruction, support, and back amid assignments they may not be able to do autonomously within the expansive bunch. Clarifying how to adjust work to the appropriate level is crucial. Sometimes, students can receive tasks at their level, alternative assignments with the same goal, or concise tasks focusing on quality over quantity, like solving alternate maths problems.

- **Time management (For Teachers):** Time management is crucial for instructors, especially transitioning to blended and online learning environments. These settings demand more time for adaptation, collaboration, and addressing unexpected situations. Concerning this, there are distinctive thoughts, tips and techniques to assist instructors in progressing their homes in time administration. Thus, they find ample time for personal and professional needs, feeling confident, relaxed, and positive. Effective time management aims to optimise tasks within the available time, avoiding becoming time victims. Tips include: prioritising daily tasks, preventing excessive procrastination, preparing for emergencies, and prioritising personal time.

- **Make your lessons interactive and engaging using Web 2 tools:** To boost student engagement in online classes, utilise tools such as Nearpod. This dynamic tool allows students to participate with their devices by importing existing utilise pdf or PowerPoint format and adding interactive elements like written responses, quizzes, and collaborative boards. You can separate the sort and trouble of assignments for distinctive understudy needs. Flipgrid offers an excellent platform for asynchronous discussions in your online community, with students recording responses to posted questions and interacting through videos. For written discussions, Google Classroom allows posting assignments, enabling learners to respond and engage with others' contributions.

- **Transforming large-class lecture courses to small modules:** To replace the majority of lecture time with active-learning activities, with the help of an e-book or web-based multimedia learning modules prepared by the teacher, students can have the opportunity to study at any time they see fit. Thus it facilitates students' independent learning. This way, most lecture time was replaced with active-learning activities, including discussion and problem-solving.

- **Recording online lectures and providing self-learning materials:** Asynchronous exercises, like discourse sheets or recorded addresses, permit your understudies to complete assignments at their claim time and pace. Use screen recordings to pre-record yourself and your lessons. For the PowerPoints you've now made, screen recording programs like Zoom or OBS permit you to record your introduction on-screen as you talk and tap through your slides.
- **Post-synchronous supervision and feedback:** Permitting 10 minutes after a live lesson for students to enter early to chat with you and each other may be an incredible way to cultivate imperative, casual associations. To build a supportive online community, teachers can stay connected for 10-20 minutes after the online synchronous meetings to allow our students to contact teachers and friends, share their views and obtain individual supervision and feedback. If conceivable, have a half-hour break once a week, where students can log into a live assembly room fair to hang out. In case discussion slacks or needs, you can encourage themes with fun icebreakers and "would you rather" questions.
- **Teacher Support Through Online Discussion Groups/ Using MOOCs in Schools:** Even though you're not seeing your associates within the passage each day, they're still one of the foremost profitable assets you'll be able to discover. It can be easy to feel disconnected working at home alone, but please remember to reach out and ask about what your instructors are doing in their virtual classrooms. They're all investigating and testing new methodologies and instruments like yours, and sharing your everyday discoveries benefits everybody. To do that, they need thoughtfully planned professional development and appropriate resources. Teachers would also support and motivate one another throughout the MOOC and provide structure to their learning by offering a place and time to work effectively.
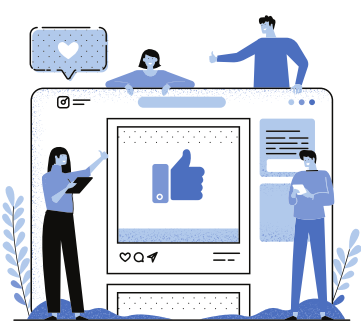
- **E-safety Label and eTwinning Online Courses e-Safety and eTwinning Ethics:** Access to the Web can be brilliant for understudies. They can benefit from it by inquiring about school subjects, communicating with their instructors and companions and playing recreations intelligently. It may be a fantastic apparatus to induce any data they wish to reach. However, the internet has many disadvantages, such as inappropriate content, cyberbullying, disinformation, etc. To keep the students away from them, the school staff must be aware of them and transfer the necessary information to them. 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 eSafety Label, it is possible for schools to review their own online safety infrastructure, policies and practices according to national and international standards.

- **Gamification for Learning Regulation and Formative Assessment:** During the learning 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 student's needs. This is known as formative assessment, designed to provide diagnostic feedback to teachers and learners during the learning process. At this point, a gamified e-quiz can be an excellent solution for a formative assessment system. Using gamification and google forms can be helpful in that they can change formative assessment into something fun. Formulate online teaching strategies like discussion boards, joke around, or share entertaining content and use gamification like escape rooms, online quizzes, puzzles, etc. Finally, develop student learning abilities, and give them some autonomy.

As a gamification idea, here is a picture of a virtual escape room during an online class:

As a gamification idea, here is a picture of an online quiz during an online class:
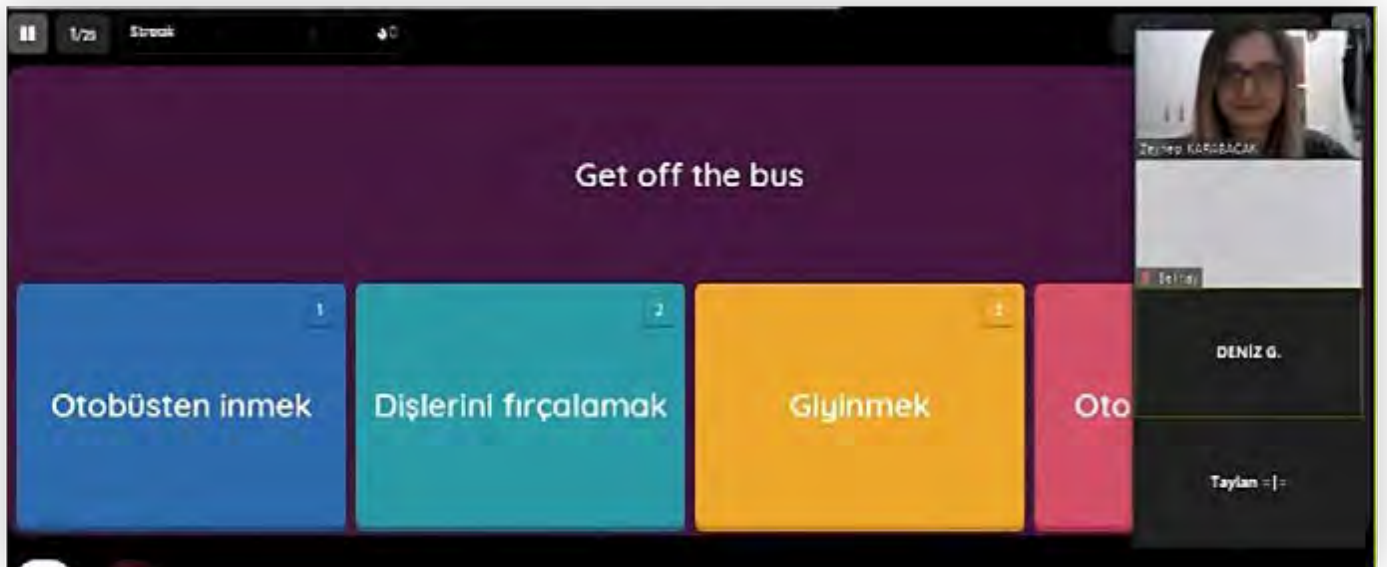
Tips for Assessment in Online Education: Assessment is one of the essential parts of online learning. As there is less communication between students and teachers, the expectation of the students' performances also differs. This can cause difficulties for teachers in assessments. Using gamification and google forms can be helpful in that they can change formative assessment into something fun.

Teachers must be encouraged to avoid implementing classic exams due to their drawbacks. Teachers should maintain a bank of questions where each student could get a different set of equivalent questions. It also proposed shuffling and randomising questions for test-takers. One possible solution is with the help of Web two tools to personalise the assessment experience, where learners get actively engaged in contextualised activities.
It may be suggested that the teacher put a link after each module that takes students to an online assessment tool. Thus, they can evaluate the whole process with the students during the course.

Although active learning activities replace a large amount of class time, the teacher's assessment style remains the same. The teacher can do the assessment immediately after the module is completed or at the scheduled time.

Instead of formative assessments, some other strategies can be used for the students with SEN. The teacher can use metrics, rubrics and anecdotal evidence to gauge success. Metrics might contain the number of logins, text messages, parent phone calls, completed class assignments or even the number of attempts for video making even if they are not complete. It is good to know how the children are responding. Are they enthusiastic and engaged? If not, could you change how you present the material?

SOME COMMON MISTAKES	SOME STRATEGIES TO AVOID THEM
Giving long lectures	Voice and Pitch Management
Not adopting a student-centred approach	Formulating teaching strategies
Not organising multiple-format learnings	Transforming large-class lecture course to small modulesRecording online lectures and providing self-learning materials
Not developing some strategies including students with SEN	Flexible teaching and assessment policies including students with SEN
Not engaging with students	Make your lessons interactive and engaging using Web 2 tools
Distance between teacher and students	Post- synchronous supervision and feedback
Being disorganised	Time management (For Teachers)
Not informing the students about the dangers of the online environment	e-safety Label and eTwinning Online Courses e-Safety and eTwinning Ethics
Failing to ask for help	Teacher Support Through Online Discussion Groups/Using MOOCs in Schools
Ignoring aesthetic and design	Make your lessons interactive and engaging using Web 2 tools
Using Whatsapp or Emailing as the only source of communication	Gamification for Learning Regulation and Formative Assessment
Not adapting face to face assessment tools into online	Tips for Assessment in Online Education

Stress management is crucial for teachers to perform their job and maintain their well-being effectively. Teaching can be a stressful and overwhelming profession, and stress can mentally and physically impact individuals. Understanding how stress affects teachers and students is essential in developing effective stress management strategies. In this theoretical background, we will explore the nature of stress, the role of stress management, and specific techniques to help teachers and students manage stress.

What is Stress?

Stress is the physical, emotional, and psychological discomfort resulting from any change or demand on an individual. Stress can arise from various stressors, such as work deadlines, finances, family dynamics, and relationship issues. Stress is the body's reaction to anything that requires attention or action, and everyone experiences it to some extent. Chronic stress, which occurs when high or low levels of stress are maintained for an extended period, can lead to various health issues.

Effects of Stress:

Stress can negatively impact both physical and mental health, leading to conditions such as heart disease, ulcers, depression, and anxiety disorders. When individuals are relaxed and present at the moment, get enough sleep, maintain a healthy weight, and keep blood pressure under control through lifestyle choices, they experience low stress and are associated with positive health outcomes.
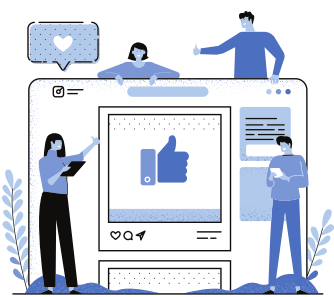
What Role Does Stress Management Play?

Stress management is crucial for individuals who face stress, including teachers and students. Effective stress management techniques allow individuals to deal with stress without feeling overwhelmed or powerless. Identifying sources of stress and developing coping mechanisms tailored to the individual's needs are critical in managing stress. Techniques such as meditation, deep breathing exercises, muscle relaxation, and creating a post-school routine can be beneficial in reducing stress.

What is the Impact of Stress on Teachers?

Teaching can be stressful, and stress has been linked to teachers' emotional well-being. Teachers who report higher levels of daily teaching challenges have lower life satisfaction and higher levels of negative mood and emotional pain. Stress can lead to a negative attitude towards teaching and reduced pleasure in the teaching role, which can hurt their emotional well-being. Additionally, stressed teachers can have lower levels of self-efficacy in their teaching roles and develop psychological illnesses such as anxiety and depression.

What are the Effects of Stress on the Educational Digital Learning Process of Students?

Stress management is critical for academic success, and teachers play a significant role in helping students manage stress levels. Stress can negatively impact students' personal and social lives; stress levels and emotions impair motivation, concentration, and the ability to care for oneself. Chronic stress can lead to anxiety, depression, boredom, and difficulty concentrating on schoolwork or homework assignments, resulting in poor academic performance. Teachers should be aware of their students' stress signs and provide appropriate support.

Conclusion:

Stress management is crucial for teachers and students to maintain their well-being and academic success. Effective stress management techniques can help individuals deal with stress in their lives and reduce the negative impacts of stress. By identifying sources of stress and developing coping mechanisms tailored to their needs, individuals can effectively manage stress and improve their overall health and job or academic performance.

Stress can cause physical, emotional, and psychological discomfort; stress management can help reduce these effects. Understanding how stress affects individuals is essential to determine which coping strategies work best. Stress management is necessary for individuals who face stress, as stress causes various problems such as heart disease, ulcers, depression, and anxiety disorders.

Teachers must manage their stress levels and those of their students. Teaching stress has been linked to teachers' emotional well-being, affecting their attitude towards teaching and decreasing their emotional well-being. Homework and stress are commonly associated, and it is suggested to create a homework area, remove distractions, and create a post-school routine to reduce stress levels. Stress levels can impact students' personal and social lives, affecting their ability to focus on learning tasks and leading to poor academic performance. Immediate stress relief techniques, such as deep breathing exercises or sensory experiences, can help individuals control their stress levels in the present moment.

SUMMARY

The Skills for High-Quality Online Education training programme aims to enhance digital skills for teachers, covering various aspects of digitalisation in education.

- Module 1 introduces the concept of digitalisation in education, exploring its potential implications and encouraging critical thinking in leveraging digitalisation to support educational goals.
- Module 2 focuses on online teaching strategies, familiarising teachers with the peculiarities of online education and learning methods, and developing competencies for inclusive online activities.
- Module 3 guides using web tools for creating educational content and online assessment, helping teachers to develop digital competencies and remove insecurities surrounding online educational activities.
- Module 4 aims to improve student motivation through digital portfolios, engaging students in setting goals, reflecting on progress, and using digital tools to enhance their learning experience.
- Module 5 promotes collaborative activities for parents' involvement, empowering parents to support their children's education and strengthen partnerships with educators.
- Module 6 raises awareness of common mistakes in online education and provides strategies for avoiding them, aiming to increase teachers' self-confidence in creating error-free educational environments.
- Module 7 addresses stress management, helping teachers understand negative stress, identify its causes, and develop effective strategies for managing stress professionally.

We are grateful for your participation in the training programme focused on enhancing digital skills. Your commitment to expanding your knowledge and embracing new technologies showcases your dedication to providing the best possible education for your students. We sincerely hope that the insights and skills gained from this training will prove valuable in your teaching practice and that you will continue to explore and integrate digital tools and strategies to enrich your students' learning experiences.

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