SKILLS
For High Quality Online Education

Training Toolkit

Skills for High Quality Online Education

Co-funded by the European Union

Project: 2021-1-PT01-KA220-SCH-000032510

SKILLS
For High Quality Online Education

PROJECT: Skills for High Quality Online Education

COORDINATOR: Associação Cultural e de solidariedade Social Raquel Lombardi

Raquel Lombardi: raquel.lombardi.acss@gmail.com

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.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

SKILLS
For High Quality Online Education

Table of Content / Modules

Co-funded by the European Union

Introduction

The digital realm has profoundly influenced the education landscape, presenting challenges and opportunities. As educational institutions transition to online platforms, the need for comprehensive training on digital tools and strategies has never been more paramount. While necessary, the abrupt shift to online teaching often needed more depth and breadth to ensure the seamless continuation of quality education.

The "Training Toolkit" addresses these gaps, offering a holistic online teaching and learning approach. Spanning seven distinct modules, this toolkit provides educators with the tools, strategies, and insights needed to harness digital platforms' power effectively. From understanding the nuances of digital education to fostering student motivation through digital portfolios, each module is meticulously crafted to cater to the diverse needs of modern educators.

While this training toolkit holds value for a wide range of educators, it is particularly tailored for teachers catering to 9 to 15-year-old students. Dive in and embark on a transformative journey towards excellence in online education.

Co-funded by the European Union

SKILLS
For High Quality Online Education

Module 1
The Digitalisation of Education

Partner - SMART IDEA

The Digitalisation of Education represents a paradigm shift in the way we approach learning and teaching.

This module delves into the transformative power of technology in education. Unravel the core concepts, benefits, and challenges of integrating digital tools into the classroom. Embark on a journey that will equip you with the knowledge and skills to navigate the digital education landscape confidently.

Co-funded by the European Union

Project: 2021-1-PT01-KA220-SCH-000032510

Digitalisation of Education

Partner:

SMART IDEA

Dear Teachers,

Welcome to the Digitalisation of Education module. As the world rapidly evolves, so does the realm of education. This module is tailored to provide you with a comprehensive understanding of the impact of digital tools in modern-day teaching.

With practical exercises and insightful lessons, you'll be empowered to harness the potential of technology to enhance the learning experience for your students. Dive in, explore, and let's together shape the future of education.

Co-funded by the European Union

Lesson 1 - Embracing Digitalisation in Education

Keywords:

Digitalisation, Education, Digital Tools, Google Drive, Discord, Kahoot, Google Classroom, Edmodo, Prezi, Padlet

Learning Objectives:

- Understand the concept and importance of digitalisation in education.
- Identify the reasons and benefits of using digital tools in education.
- Familiarise with examples of digital tools used across various subjects.
- Learn about specific digital tools and their applications in an educational context.
- Understand the use of different tools for developing lesson sequences and presenting resources.

Co-funded by the European Union

Theoretical part

Digitalisation in education has been an emerging trend in recent years. With digital tools, teachers can enrich their teaching methodology and engage students more effectively. These tools make learning more fun and interactive for students and provide teachers with a means to track student progress and identify areas where additional support may be needed.

Several factors drive the push for digitalisation in education. Digital tools can make learning more interactive and exciting and allow teachers to customise their teaching to meet individual students' needs better. They also offer ways to track student progress and identify areas where additional help may be needed.

Moreover, digital tools can eliminate the need for physical materials, saving time and costs. A variety of digital tools are available for different subjects and teaching contexts.

For instance, GeoGebra and Desmos can teach mathematics; PhET Interactive Simulations and The Concord Consortium can be used for science; Duolingo and Quizlet can be used for languages; Google Earth and Time. Graphics can be used for social studies, and Tinkercad and Pixlr can be used for art and design.

Co-funded by the European Union

Detailed explanations of selected digital tools include:

- Kahoot: 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.
- Google Drive: An essential tool for any tech-savvy teacher, Google Drive allows for the creation and management of digital portfolios for students, as well as the monitoring of their notes, assignments, and homework.
- Google Classroom: An excellent tool from Google that allows teachers to create and manage digital classrooms, post assignments and announcements, track student progress, and communicate with parents and guardians.
- Discord for Education: Originally a chat app popular among gamers, Discord has features that make it an excellent tool for educators. It allows for creating chat rooms for classes and using voice and video messaging to communicate with students in real-time.

Other tools that can be used for developing lesson sequences and presenting resources include Edmodo, Microsoft PowerPoint or Google Slides, Prezi, and Padlet.

These tools can create visually appealing and interactive lesson materials, facilitate student communication, and post resources, assignments, and discussion questions.

Co-funded by the European Union

Lesson Plan

Session Breakdown

Practical Activity 1: Harnessing the Power of Google Drive
Objective: To understand how Google Drive can be used for storing educational materials online for easy access and improved digital collaboration and communication.
Duration: Less than 30 minutes

Practical Activity 2: Embracing Discord for Education
Objective: To learn how Discord can store educational resources online and promote digital cooperation and communication.
Duration: Less than 30 minutes

Topics Presented:
The use of Google Drive in an educational context.
The application of Discord for education.

Competences Developed:
Ability to utilise Google Drive for storing and sharing educational materials.
Skill in creating and managing a Discord server for educational purposes.

Co-funded by the European Union

Exercise 1 - Utilising Google Drive

Materials

Laptop, video projector, screen, Google document (A computer or smartphone with internet access and a Google account)

In this activity, we explore using Google Drive to store and manage educational resources online.

This will facilitate digital cooperation and communication within your classroom. With Google Drive, teachers can effectively create and manage digital portfolios for students, overseeing their notes, assignments, and homework.

During this less-than-30-minute activity, you'll be guiding to:

1. Create a separate Google Drive folder for each class to track and access all related documents and files easily.
2. Store digital copies of your lesson plans, worksheets, and other educational materials in Google Drive for easy distribution.
3. Create digital portfolios for your students, including templates to showcase student work, videos, photos, and more.
4. Use Google Docs to create documents students can collaborate on in real time.
5. Track student progress using Google Sheets, including homework assignments, test scores, and more.

At the end of this activity, you should clearly understand how Google Drive can digitise education and make classroom management more organised and efficient.

Co-funded by the European Union

Exercise 2 - Implementing Discord

Materials

Laptop, video projector, screen, A computer or smartphone with internet access and a Discord Account

In this activity, we will explore using Discord as a platform for storing educational resources online and enhancing digital cooperation and communication. Discord is more than just a chat application popular among gamers; it also allows educators to set up chat rooms for classes and communicate with students in real-time via voice and video messaging.

During this less-than-30-minute activity, you'll be guided to:

- You can set up a dedicated Discord server for your class, enabling students to easily locate and join the chat room.
- Assign unique Discord nicknames to each student to ensure everyone is correctly identified in the chat room.
- Use voice and video messaging features to interact with students in real-time, facilitating immediate feedback on student progress or real-time question answering.
- Post assignments and announcements in the chat room to inform students about class activities.
- Connect with other educators online via Discord, fostering a supportive community of digital-age educators.

By the end of this activity, you should be comfortable using Discord to facilitate online classes and enhance student engagement and interaction.

Co-funded by the European Union

Consolidation of Knowledge

Reflection: Embracing Digital Tools in Education
After engaging with the practical activities involving Google Drive and Discord, take a moment to reflect on your experiences.

- How can these digital tools be integrated into your teaching practices?
- What potential benefits and challenges did you identify during the activities?

Evaluation Question:

- Reflecting on your experiences with Google Drive and Discord, how do you believe these tools could enhance your teaching practices and student interaction?

Consider both the benefits and any challenges you encountered during the practical activities.

Co-funded by
the European Union

Lesson 2 - Exemplar Online Lesson Plans for Different Subjects and Age Groups

Keywords:

Online learning, lesson plans, digital tools, elementary education, middle school education

Learning Objectives:

- Provide examples of online lesson plans tailored to different subjects and age groups, focused on 9-15 year old students.
- Demonstrate how digital tools can be effectively incorporated into lessons on math, science, English, history, and other subjects.
- Highlight best practices for engaging students aged 9-15 in an online learning environment.

Co-funded by the European Union

Theoretical part

Utilising a mix of interactive digital tools tailored to the subject matter and age group can enhance student engagement and outcomes in online lessons. For an online math lesson for elementary students, the abstract concepts of addition and subtraction can be made more concrete with digital math manipulatives and games. Tools like Desmos allow teachers to create engaging virtual math activities to introduce foundational skills. Educational games on platforms like Prodigy Math gamify the learning experience, motivating students to master math skills. Virtual manipulatives like digital blocks, rods, and shapes provide tangible learning aids to grasp abstract concepts.

Online science lessons can leverage interactive simulations and hands-on projects. For middle school students studying cells, PhET simulator allows students to visualize cell structures and processes through interactive models. Students can then apply this knowledge by collaborating on cell models using Google Slides. Quizizz offers a fun way to assess student understanding through its game-show style quizzes.

For high school English lessons on Shakespeare, teachers can provide asynchronous readings, videos or podcasts to set the context. Live discussions on Zoom breakout rooms allow collaborative analysis of themes and characters. Creative assessments like making TikTok videos motivates students to summarise key plot points in a fun and relevant way.

History lessons can utilise interactive timelines and geovisualizations to depict past events and societies. For middle school students studying early civilizations, TimeGraphics enables engaging with chronologies and changes over time. Student groups can then synthesize their learning in collaborative Google Slide decks on assigned civilizations. Kahoot quizzes offer an interactive way to assess student knowledge in a game-show format.

Co-funded by the European Union

Examples with Discord & Google Drive:

- For math lessons, Discord can be used to provide a digital space for students to collaborate and discuss math problems and concepts. Students can be divided into breakout rooms to work together on practice problems. Screensharing on Discord can allow students to explain their work and thinking to peers.
- Google Drive offers a way for teachers to share interactive math worksheets and assignments digitally. With Google Forms, practice math problems and assessments can be created and automatically graded to track student progress. Math Manipulatives created on GeoGebra can be shared via Google Drive for students to use.
- Discord facilitates science collaboration through channels focused on projects, experiments, and discussions. Students can share lab data, analyses, and results over text, voice, or video chat. Google Drive enables collaborative lab report writing using Google Docs for simultaneous editing. Instructional science videos can be shared via Drive.
- For English lessons, Google Drive allows distributing reading materials digitally. Students can annotate texts collaboratively using Google Docs. Shared Drive folders organize group projects, with document version histories tracking contributions. Discord channels facilitate book club-style discussions on literature, and voice channels enable read-aloud sessions.
- Google Drive houses a repository of historical texts, images, maps and multimedia. Students create presentations on historical periods through shared Slides. Discord breakout rooms enable small group analysis of primary sources. Students develop historical narratives collaboratively in Google Docs.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Introduction to Lesson Objectives and Key Digital Tools (5 mins)
2. Example Online Math Lesson for Elementary Students (10 mins)
    a. Tools: Prodigy Math game, virtual math manipulatives
3. Example Online Science Lesson for Upper Elementary Students (10 mins)
    a. Tools: PhET simulations, Flipgrid videos
4. Example Online English Lesson for Middle School Students (10 mins)
    a. Tools: CommonLit readings, Canva presentations
5. Example Online History Lesson for Middle School Students (10 mins)
    a. Tools: Timeline JS, Kahoot! quiz
6. Use of Google Drive & Discord (10 mins)
7. Discussion of Best Practices Highlighted in Examples (10 mins)
8. Conclusion and Q&A (5 mins)

Competences Developed:

- Ability to develop customised online lessons for 9-15 year old students across academic subjects.
- Familiarity with integrating engaging age-appropriate digital tools into lesson plans.
- Understanding of best practices for crafting lessons tailored to upper elementary and middle school level.

Co-funded by the European Union

Consolidation of Knowledge

Reflection: Implementing Online Lesson Plans

After reviewing the exemplar online lesson plans for different subjects and age groups, reflect on how you might adopt similar practices in your own teaching.

Consider the following:

- What digital tools seem most engaging and relevant for your students?
- How can you effectively integrate these tools into lesson plans for your subject area?
- What best practices for online instruction resonated with you?
- What challenges do you foresee in implementing similar lesson plans?

Evaluation Question:

- Based on the exemplar lesson plans, how would you plan to leverage digital tools and best practices to create engaging, tailored online learning experiences for your students?
- What key strategies or tools resonated with you that you would be eager to adopt in your teaching?
- What challenges would you need to overcome?

Co-funded by the European Union

SKILLS
For High Quality Online Education

Module 2
Online Teaching Strategies

Partner - SGIC

Online education is vital for personal and professional growth. To ensure a successful online educational environment, various strategies must be adopted that address students' diverse needs, learning styles, and socio-cultural contexts.

Diversifying teaching strategies can create more engaging and personalized learning experiences, which improve motivation and facilitate equitable access to education. Online education should also provide opportunities for developing practical and modern skills. Adopting varied strategies like project-based learning, online collaboration, and digital skill development is essential for success in today's society.

Overall, approaching various strategies for online education improves the quality of education and contributes to the development of skills relevant to students' future success in an increasingly digitized and interconnected world.

Co-funded by the European Union
Project: 2021-1-PT01-KA220-SCH-000032510

Online Teaching Strategies

Partner:

SGIC

Dear Teachers,

Knowing the peculiarities of online teaching is essential to conduct quality lessons in the virtual environment. Online education involves a number of unique challenges and opportunities compared to traditional teaching in a physical classroom. Understanding these particularities helps educators adapt teaching methods and provide an effective and engaging learning experience for students. Educators need to be familiar with online communication and collaboration tools to promote active discussions and interactions among students and between students and teachers.

This module contains 4 lessons during which you will familiarize yourself with the specifics of online education, with the aspects to consider when planning an online activity.

You will also learn about ways to transfer established methods online: Flipped Classroom, Inquiry Based Learning, Experiential Learning, Feynam Techniq, Gamification .

In order to ensure an inclusive character of online education, we also considered students with SEN by presenting examples of specific learning activities.
Online education is evolving at a rapid pace, so it's important to be open to learning and constantly adapting. Reevaluate teaching strategies and improve them based on feedback and technological changes.
Best wishes!

Co-funded by the European Union

Lesson 1 - Specifics of Online Education

Keywords:

Online, education, distance, digitization, strategy, synchronous, asynchronous

Learning Objectives:

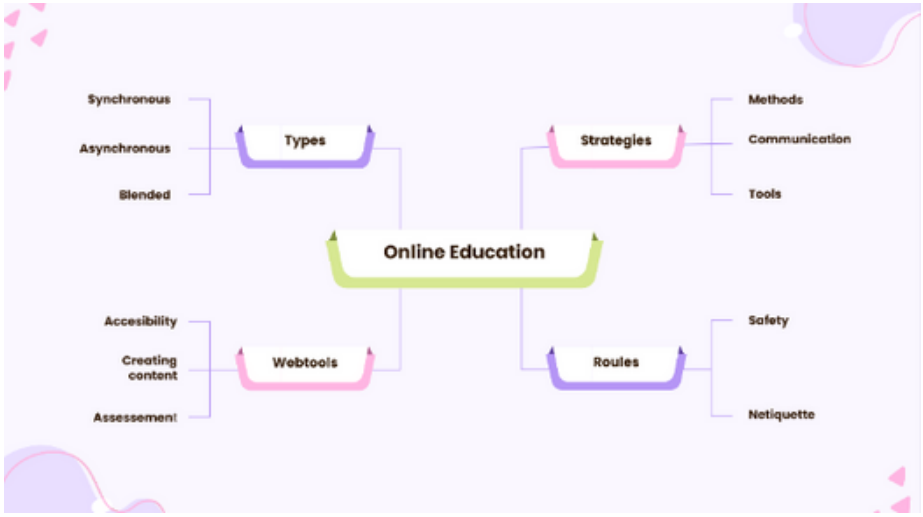
- Flexibility, strategic thinking
- The needs and preferences of the learners will be constantly assessed and the course will be adjusted accordingly.
- Flexible training options could be useful to allow participants to adapt to their individual needs. These options could include self-study courses, online discussions, video tutorials or personalized training sessions.
- In all possible cases, assignments will be worked online. The exercises will also refer to students with SEN.

Co-funded by the European Union

Theoretical part

In order for online teaching/learning activities to be effective and of high quality, teachers must know well and understand the particularities of this type of education. By developing and applying appropriate teaching strategies, the operational objectives formulated in the design stage can be easily achieved.

Teacher-student interaction must be permanent even behind the screen. The lesson must be planned and organized so that at the end of the activity, the skills provided in the curriculum are developed.



Teachers must know the types of instruction, be able to develop strategies for quality online education, know and use different types of web tools, conduct online activities in accordance with Internet safety rules.

Types of learning:

- Synchronous - educational activities are carried out with the presence of students and teachers in the same virtual space;
- Asynchronous - educational activities are carried out individually, students go through the learning material at their own pace;
- Mixed- contains both synchronous and asynchronous activities.

Co-funded by the European Union

Strategies

The development of the strategy is related to the establishment of the form of carrying out the activity, the choice of appropriate teaching methods, the selection of web tools to support learning. From a strategic point of view, special attention will be paid to communication and collaboration between teachers and students, respectively between students. Depending on the type of training, means of interaction such as virtual whiteboards, virtual bulletin boards, open educational resources, etc. will be used.

The training of students with SEN must also be taken into account, for which adapted and personalized methods will be used, in order to ensure an inclusive character of the education process. Modern teaching methods can also be successfully transferred online, with the specification that the special conditions in which the activities take place must be taken into account: students participating using a mobile phone, students whose attention is distracted by various stimuli, students with special requirements, etc. The web tools that can be used are varied.

The teacher must be able to create his own resources, so he needs tools for content creation and assessment. Communication must be two-way. In order to energize the activities, applications can be used to randomly select the names of the students who will perform different tasks. For example Wheel-of-Names, the similar option in Wordwall, etc.

Rules

Teachers must follow the rules regarding Internet safety and educate students to protect themselves:

-Use a parent's email address for registration in various applications;
-Be careful about the sources from where they get their information;
-Not to interact with unknown persons;
-Not to post images and personal data on social networks;
-To install antivirus programs and other protection elements.

Netiquette rules regarding the use of civilized language and behavior, respect for copyrights, and the prohibition of broadcasting material that incites violence or hatred will also be respected.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Know each other exercise - 20 min
2. Presentation of the theme – 3 min
3. Solving the exercise "Problems with online school" - 12 min
4. Presentation of the particularities of online training – 7 min
5. Solving the exercise "What if...?" - 10 min
6. Presentation of strategy elements for online teaching – 8 min
7. Solving the exercise "Elaborate the strategy!" – 25 min
8. Summary – 3 min
9. Evaluation of the session– 2 min

Know each other exercise - My story
Participants must create a 1-minute story about themselves in which they answer the following questions:
1. What are the most precious things in your life?
2. What is the craziest thing you have ever done in your life?

Topic presentation
The trainer presents the topic of the lesson: The specifics of online education

Competences:
Identifying the particularities of online education;
Elaboration of online teaching strategies.

Co-funded by
the European Union

Exercise 1 - Problems with Online School

Materials

Laptop, video projector, screen, Google document

It is a brainstorming exercise that will take place at the beginning of the training session. Participants will list the difficulties they encountered during the online school period.

Completing the list will be done collaboratively in a Google document, previously prepared by the trainer and shared with the whole group. At the end, the list is read and adjusted (duplicates are removed, additions are made, etc.)

It would be advisable for each participant to contribute to the finalization of the list. All proposals will be considered without comment. The trainer will help with the formulations, if necessary.

As the course progresses, the document will be accessed and supplemented with possible solutions to the listed problems.

Co-funded by the European Union

Exercise 2 - What if?

Materials

Laptop, video projector, screen, paper, writing instrument

This exercise aims to sensitise the participants towards students with certain disabilities, to increase their empathy towards them.

The trainer gives the trainees three tasks to complete individually.
1. Learners should write their name on the paper, using the other hand than the one they usually use. Then they will draw a house, with the same hand.
2. Learners are presented with a blurred image. They must describe in detail the content of the image.
3. The trainer will "read" a text, without using his voice. Learners try to understand the content by following the trainer's lips.

By completing the three tasks, the students are put in the shoes of students with disabilities, experiencing the difficulties these children go through. At the end, the learners have to describe what they felt while trying to solve the tasks, what was their mood.

Co-funded by the European Union

Exercise 3 - Develop the Strategy!

Materials

Laptop, video projector, sheets, writing instruments

Learners must draft a teaching strategy for conducting an online lesson.

They will refer to the following aspects:
- type of training,
- web tools used for synchronous training;
- the training scenario;
- the necessary web tools;
- communication with students and parents;
- rules that must be respected.

The participants will be divided into 4 groups, based on the discipline taught or the curricular area. If not possible, they will be randomly grouped. The exercise takes place at the end of the training session, so the trainees will already be able to draft. One of the groups will make a strategy for students with SEN. It is possible, however, that they do not know too many web tools. In this case, they will only specify the type of tool (eg presentation tool, assessment tool, etc.) Sketches can be made with PowerPoint, which everyone knows, or with other applications, as you prefer. The exercise concludes with the Gallery Tour, with each group presenting their projected sketch on the screen. It is recommended that everyone in the group participates in the presentation and everyone says something.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

- https://drexel.edu/soe/resources/student-teaching/advice/benefits-of-online-and-virtual-learning/
- https://www.youtube.com/watch?v=3kO9_8_JwI0

Reflection topic

By applying a good strategy, can an online lesson be as good as a face-to-face lesson?

Summarization:

https://view.genial.ly/6438691da90e5a00109e3815/horizontal-infographic-diagrams-online-teaching

Evaluation

Mentimeter survey

Participants will respond to the following requirement:

“Express in one word your opinion about this session.”

https://www.menti.com/al6yofya6q87

Co-funded by the European Union

Lesson 2 - Recommendations for Online Teaching

Keywords:

Interactive methods, student-centred, flipped, inquiry, game, gamification

Learning Objectives:

- Flexibility, strategic thinking
- Flexible training options could be useful to allow participants to adapt to their individual needs.The participants will be put in a position to concretely experience the exposed methods.
- Assignments will be done online. The exercises will also refer to students with SEN.
- The links to the materials worked during the course will be inserted in a common document or on a LMS platform.
- Depending on the profile of the group of students and the time allocated to completing the module, it is possible to opt for full or partial completion of the presented methods.

Co-funded by the European Union

Theoretical part

In the Guide for the application of Open Educational Practices during the coronavirus epidemic (UNESCO, 2020) there are a number of recommendations regarding online teaching, among which:

- Plan the running of distance learning programs;
- Combine appropriate approaches and limit the number of applications and platforms;
- Examine the stage of preparation and choose the most relevant means;
- Ensure inclusiveness of distance learning programs. It is necessary to adapt the usual methods to the online teaching method.

The teaching methodology provides us with enough examples of the approach to teaching activities. Let's see some well-known models that can be successfully transferred online in an inclusive way. We will consider the case of children with learning difficulties.

Flipped Classroom
Students familiarize themselves with the new content at home, studying the materials indicated by the teacher (articles, studies, documentary films, web pages, etc.). Then, during the lesson, they debate, apply what they learned, ask for additional information if needed, work collaboratively.

Stages:
-Individual study;
-Discussions on the topic;
-Practical application.

Co-funded by the European Union

Inquiry Based Learning

The method promotes active participation in the lesson, because it starts from a natural desire of the students to learn information related to a subject that interests them.

Stages:
- Formulation of questions;
- Research stage;
- Presentation of the results;
- The reflection stage.

https://www.canva.com/design/DAESi-Hozzw/dFAEIyHxWie4o6e1HppSRw/edit?utm_content=DAESi-Hozzw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Gamification

Learning through play is a frequently used method and is very popular with students. The game (digital or not) serves as a support for learning and gives it a funny touch at the same time. Commonly used apps for game learning are: Kahoot!, LearningApps, Wordwall, StudyStack, Genially, etc.
Gamification involves the introduction of design elements specific to digital games into educational activities. A scenario is created that contains story elements, sometimes characters, in which the participant is subjected to various challenges. He has to solve several tasks to reach the end of the story and get the reward.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Energizing exercise – 10 min
2. Presentation of the theme – 3 min
3. Exercise 1. Completing the first two columns of the sheet "I know, I want to know, I have learned" - 30 min
4. Presentation of the "Flipped Classroom" method - 10 min
5. Exercise 2. Children's rights - 40 min
6. Presentation of the investigation method – 10 min
7. Exercise 3. The use of Artificial Intelligence (AI) in education – 35 min
8. Presentation of the gamification method – 10 min
9. Exercise 4. Playful Learning – 30 min
10. Summary - 7 min
11. Evaluation of the session – 5 min

Energizer
The session starts with a math puzzle. The purpose of the exercise is to remove secondary concerns and focus the learners' attention on the new session.
https://www.test4exams.com/math-puzzle/solve-the-challenging-math-puzzles-logic-puzzle-1142/

Topic presentation
The trainer introduces the topic of the lesson: Recommendations for online teaching - Flipped classroom, Inquiry Based Learning, Gamification

Competencies:
-Using the Flipped classroom method in online teaching activities;
-Using the Inquiry Based Learning method in online teaching activities;
-Using gamification in online teaching activities.

Co-funded by the European Union

Exercise 1 - Know - Want to know – Learned (KWL)

Materials

Laptop, projector

The students will have to fill in the sheet "Know-Want to know-Learned" in relation to the methods that will be presented in the next two sessions, respectively: flipped classroom, investigation method, gamification, Feynman technique, experiential learning.

In the first column, they will write what they know about these methods. In the second column, they will write what they want to know about these methods. The third column will be completed at the end of the two sessions dedicated to the five teaching methods.. They will have to state what they have learned about these methods.

An interactive sheet will be created beforehand, using the Liveworksheets webtool. The learners will be divided into 4 groups and will complete the forms collaboratively. In each group, a leader will be chosen, who will present what was completed in the three columns. Division into groups will be done randomly. https://www.liveworksheets.com/7-it294185ji

The trainer will then collect all the sheets in the drive. It would be more appropriate to create a group with all the learners, in Liveworksheets. In this way, all the interactive sheets that they will work on individually will be saved in a group folder.

Co-funded by the European Union

Exercise 2 - Childrens' Rights

Materials

Laptop, projector

The purpose of this exercise is to experience the Flipped Classroom method. The group of teachers is heterogeneous, so I chose a topic of general interest. The participants will be divided into 4 groups, using the Wheel of Names. Each stage will be highlited again, then the trainer will introduce the topic of the exercise.

Step 1. One day before the session, all participants will receive a link to the Living Democracy website where they will find the student version of the 42 rights of the child. The text available online being easy to access, will not be printed on paper, thus achieving the objective of protecting the environment. The text is published in several languages. https://www.living-democracy.com/ro/textbooks/volume-5/part-3/documents-and-teaching-material 1/ Participants will study the material, getting familiar with the rights of the child.

Step 2. This is done synchronously. The 4 groups are formed. Children's rights are discussed, some clarifications and additions are made. Each group chooses one of the following rights: Non-discrimination, Protection of privacy, Children with disabilities, Protection against other forms of exploitation. Within the groups, the aspects arising from this right are detailed and at the end the results are presented.

Step 3. Participants are shown the film https://www.youtube.com/watch?v=-BHtv-XNar4
It is watched in plenary, then the groups are rebuilt. Each group will identify which children's rights have been violated and which risks the intrusion of the beauty industry hides in the childhood of little girls. At the end, there is a tour of the gallery. A Padlet is created, on which the representatives of the 4 groups will post their conclusions. https://padlet.com/mariagrecu1/shqoe-l80l15hrhfdmw0yp
The content of the task can be modified according to the structure of the created groups, for example the teachers can be grouped by subjects.

Co-funded by the European Union

Exercise 3 - The use of Artificial Intelligence (AI) in education

Materials

Laptop, projector

With the help of this exercise, participants will experience the investigative method. One of the topics of interest for many actors in the education system is how AI can be used in education. What are the advantages and what are the risks of using it? A short video about the method is presented.
https://www.youtube.com/watch?v=t1TlD0YjN_U

The participants are divided into 3 groups, randomly. The stages of the method are followed.

1. Question formulation
Learners formulate questions such as:
What is AI and how can it be used in education?
What are the benefits of using AI in education?
What are the risks of using AI in education?
How will AI influence the future of education? etc.

2. Research stage
Each group does the necessary research, looks for information about AI and about AI tools that can be used in education. They will also look for information on the benefits that can be achieved in the classroom activity, but also the risks that arise in relation to the use of AI. In this case, no sources of information will be indicated, each group looking for the necessary materials. Also at this stage, interpretations of the obtained results will be made. Each group will make a presentation of a few slides, in which they will show the research results. Any webtool they know can be used.

Co-funded by the European Union

Exercise 3 - The use of Artificial Intelligence (AI) in education

Materials

Laptop, projector

3.Presentation of the results
The Tour of the gallery is done, each group presents the created material in front of their colleagues.

4.The reflection stage
Now it is important to draw conclusions and reflect on what has been presented. To propose solutions and recommendations to the problems raised. Links to the presentations will be embedded in the Google Doc or on the platform.
The content of the task can be modified according to the structure of the created groups, for example the teachers can be grouped by subjects.

Co-funded by the European Union

Exercise 4 - Playful Learning

Materials

Laptop, projector

In this exercise, different educational games will be presented. At the beginning, the trainer will share a link to the Secret Clues game created with the Genially app. All participants will play individually.

https://view.genial.ly/644026124cb90f001292022c/interactive-content-secret-clues

After the game is over, the willing participants will each present a game they previously created. The trainer will have other games prepared in case the whole time slot is not covered.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

- https://www.youtube.com/watch?v=BCIxikOq73Q&t=128s
- https://www.structural-learning.com/post/a-teachers-guide-to-inquiry-based-learning

Reflection topic

Interpret the picture from the perspective of equality of educational opportunity.

https://www.bu.edu/diversity/resource-toolkit/inequity-equality-equity-and-justice/

Session Evaluation

The trainer divides a flipchart sheet in two, drawing a happy emoticon on the left, and a sad one on the right. Each learner will write on a post it a positive feeling about the training activity and on another a negative feeling and stick them on the flipchart according to the emoticons.
For online sessions, an interactive whiteboard can be used: Jamboard, iDroo, explaineverything, etc.

Evaluation

In this lesson, the trainees have to create the following outputs:
1. Posts on Padlet in which are revealed the children's rights that are violated, identified in the film "The Dark Truth About Child Beauty Pageants"
https://www.youtube.com/watch?v=-BHtv-XNar4
https://padlet.com/mariagrecu1/shqoe-l80l15hrhfdmw0yp
Group work described in exercise 2.
2. Presentations regarding the use of Artificial Intelligence in education. Group work described in exercise 3.

Co-funded by the European Union

Lesson 3 - Recommendations: Feynman Technique, Experiential Learning

Keywords:

Interactive methods, student-centered, Feynman, experiential, experience

Learning Objectives:

- Flexibility, strategic thinking
- Flexible training options could be useful to allow participants to adapt to their individual needs.The participants will be put in a position to concretely experience the exposed methods.
- Assignments will be done online. The exercises will also refer to students with SEN.
- The links to the materials worked during the course will be inserted in a common document or on a LMS platform.
- Depending on the profile of the group of students and the time allocated to completing the module, it is possible to opt for full or partial completion of the presented methods.

Co-funded by the European Union

Theoretical part

The Feynman Technique

The Feynman technique is a way that any concept, no matter how complicated, can be made accessible to any student.
Step 1. Choose a topic to learn and collect information about it, expressed as simply as possible.
Step 2. Explain that topic to a 12-year-old using simple words and expressions.
Step 3. Reread the information, then revise it further simplifying the expression.
Step 4. The same topic is presented to other people, checking whether their understanding of the concepts is complete.

Experiential learning

The most effective learning method is experiential because it puts the student in a position to experience certain phenomena and processes and reflect on them. The cycle of experiential learning involves going through four stages.
Experimentation. Students are put in a position to have a direct experience related to the topic of the lesson.
Reflection. Students reflect on their experience and share it with their peers.
Analyzing. Students make generalizations and draw conclusions about what they have experienced.
Application. Students apply the learning outcomes in various contexts.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Energizing exercise – 7 min
2. Presentation of the theme – 3 min
3. Presentation of the "Feynman Technique" method - 20 min
4. Exercise 1. Carbon Footprint- 40 min
5. Presentation of the Experiential Learning method – 20 min
6. Exercise 2. Roll the dice! - 35 min
10. Summarization (KWL) - 20 min
11. Evaluation of the session – 10 min

Energizer

The trainer proposes the following game. He will say a color. All students will touch with their hand (or with another part of the body), an object of the respective color. He will then say another color, at which point participants will move to other objects. The game continues with other colors. It's a fun exercise, involves movement, and can be done online too.

Topic presentation

The trainer introduces the topic of the lesson: Recommendations for Online Teaching - The Feynman Technique and Experiential Learning.

Competencies:

-Using the The Feynman Technique method in online teaching activities;
-Using the Experiential Learning method in online teaching activities;

Co-funded by the European Union

Exercise 1 - The Carbon Footprint

Materials

Laptop, projector

Through this exercise, participants learn how to apply the Feynman Technique in educational activities. At the same time, they also deepen a problem of protecting the environment. Due to its specificity, the technique is also applied to children with CES, reducing the problem to a few basic ideas that can cause an attitudinal change in the field of environmental protection. The exercise is carried out in stages.

Stage 1. The trainer announces the topic of the exercise: "Carbon footprint". Learners collect carbon footprint information.
Stage 2. The trainer presents a text written in simple language so that a 12-year-old child can understand it. The text will be supplemented with information collected by the participants. "Our households contribute to carbon emissions from the atmosphere, through the use of energy and fossil fuels for heating, lighting and food preparation. To reduce this carbon footprint, we can adopt some measures such as thermal insulation of the home, the use of renewable energy sources and water and energy saving devices, etc"
Stage 3. The obtained text is analyzed in full and those concepts that are not sufficiently clear to everyone are identified. The expression is further revised and simplified.
Stage 4. New information is sought to clarify all notions and concepts until they become very clear. If necessary, steps 3 and 4 can be repeated.

Finally, this method should help to better understand the topic "Reducing your carbon footprint in the household" and to identify more effective solutions to reduce carbon emissions and protect the environment.

The final version of the text is uploaded to the shared drive or to the platform. The content of the task can be modified according to the structure of the created groups, for example the teachers can be grouped by subjects.

Co-funded by the European Union

Exercise 2 - Roll the dice!

Materials

Laptop, projector

This exercise will put the students in a position to apply the experiential learning method. For a clarification of the method, a short video material is presented. https://www.youtube.com/watch?v=GDchcHORheM

They will participate in this exercise as students with SEN. The topic of the exercise is the calculation of the probability of an event occurring. Participants will use physical dice or virtual dice from Classroomscreen, accessible from the "More widgets" section. https://classroomscreen.com/app/screen/w/0636b458-b0d9-45c2-81dd-c1b978307d96/g/2b6a0e0c-adfd-4f37-981a-eba0076cd3dc/s/b8cdbde2-7d3a-42fd-87bd-4fa7aa041cb0

Experimentation. Participants roll a die 20 times. They will note how many times the 2-point face is obtained. Repeat the experiment, rolling the dice 40 times. Write down the result. Then roll 60 times. Note this result as well.
Reflection. Participants share the results of the experience. The obtained results are compared, some conclusions are drawn.
Analyzing. At this stage, the trainer will prompt the participants to notice that with a greater number of repetitions, more identical results are obtained.
Application. The experiment is repeated, but for faces with different number of points. At the end, they draw conclusions.

The content of the task can be modified according to the structure of the created groups, for example the teachers can be grouped by subjects.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

- https://www.youtube.com/watch?v=tkm0TNFzIeg&list=PLTp9Bu0cTGUwTDYvupbPlnQNvtXBHpF_T
- https://www.youtube.com/watch?v=VhhklUuIyAA

Reflection topic

How can I continue to learn and develop my skills and competences after completing the training activities?

Summarization

There will be a summary of the two sessions dedicated to the experienced teaching/learning methods. The participants will fill in the third column of the interactive sheet **Know-Want to know-Learned,** then they will present what they have written in front of their colleagues.

Session Evaluation

The trainer will create a Quiz in Socrative. The participants will answer 2 questions: 1. How did you like today's lesson?
a) Hard b) Interesting c) Boring d) Captivating
2. What part of today's lesson did you not understand very well?

Evaluation

1. The activity in the **Carbon Footprint** exercise will be evaluated: the information collected about the carbon footprint and the contribution to the elaboration of the final text.
2. The interactive sheet **Know-Want to know-Learned** will be evaluated, made as part of the summarization of the two sessions.

Co-funded by the European Union

Lesson 4 - Good practices in online teaching

Keywords:

online teaching, practices

Learning Objectives:

- Flexibility, strategic thinking
- Flexible training options could be useful to allow participants to adapt to their individual needs.The participants will be put in a position to concretely experience the exposed methods.
- Assignments will be done online. The exercises will also refer to students with SEN.
- The links to the materials worked during the course will be inserted in a common document or on a LMS platform.
- Depending on the profile of the group of students and the time allocated to completing the module, it is possible to opt for full or partial completion of the presented methods.

Co-funded by the European Union

Theoretical part

In this session, four examples of good practices regarding online school will be presented, among those collected at European level.

Notetakers

This practice is an activity organized with the aim that at the end of the class, each student will benefit from quality notes, which will allow him to understand the content taught. The teacher assigns students to take notes for one sequence of lessons in a shareable document such as Google Docs. They extract the main ideas from the lesson and write them down in the document. At the end, all students benefit from the document with notes.

Self-monitoring

Self-monitoring is an effective technique used to improve time management. Deadlines are set for completing some tasks, or for completing the stages of an activity. Thus, the student can complete his assignments on time. The technique is also very useful when working in projects, because deadlines can be set for the various stages, thus avoiding delays in the completion of activities.

Co-funded by the European Union

Theoretical part

HyFlex

The HyFlex model allows students to conduct learning activities both synchronously and asynchronously, whether they are conducted online or face-to-face. In this hybrid model, students opt for one of two options. The teacher gives the courses online or face to face. Students who are not present can participate from home by connecting to the classroom or go asynchronously through the materials provided by the teacher. Thus, each student is given the opportunity to decide the moment of learning and to go through the lesson at his own pace.
In this session, four examples of good practices regarding online school will be presented, among those collected at European level.

Notetakers

This practice is an activity organized with the aim that at the end of the class, each student will benefit from quality notes, which will allow him to understand the content taught. The teacher assigns students to take notes for one sequence of lessons in a shareable document such as Google Docs. They extract the main ideas from the lesson and write them down in the document. At the end, all students benefit from the document with notes.

Self-monitoring

Self-monitoring is an effective technique used to improve time management. Deadlines are set for completing some tasks, or for completing the stages of an activity. Thus, the student can complete his assignments on time. The technique is also very useful when working in projects, because deadlines can be set for the various stages, thus avoiding delays in the completion of activities.

Electronic peer review

This practice allows students to build resources for this type of assessment. I can annotate different materials, review different works, write research papers, etc.
Students formulate and propose tasks, send them to their peers and they evaluate them. Sometimes colleagues present their own materials. Learning occurs through frequent interaction between students.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Energizing exercise – 10 min
2. Presentation of the topic – 3 min
3. Exercise 1. Write down everything! - 20 min
4. Presentation of the 4 best practices - 10 min
5. Exercise 2. Meet the deadline! - 10 min
6. Exercise 3. Peer review – 20 min
10. Summarization of the module - 10 min
11. Evaluation of the module 2– 7 min

Energizer

The participants will have to complete the following sentence: "Today I feel special because..."

bigfunmuseum.com/en

Topic presentation

The trainer introduces the topic of the lesson: Good Practices in Online education

Competencies:

Using good practices in an inclusive manner;
Using peer review within the group to improve the final product.

Co-funded by the European Union

Exercise 1 - Write down everything!

Materials

Laptop, projector

In this exercise, participants will experience an example of good practice that can be used during the online school. The exercise will take place throughout the session. 4 learners will be randomly assigned to take notes on what happens during the session.

For this reason, the exercise will take place before the presentation of the theoretical part. One learner will take notes on the practices presented, the second on exercises 2 and 3.

The third will take notes for students with SEN on the practices presented and the fourth will take notes on exercises 2 and 3 but for students with SEN. The notes will be written on a Google document prepared in advance.

The sheet with notes will be presented during exercise 3, when the inter-evaluation will be carried out. Colleagues will make possible additions.

Co-funded by the European Union

Exercise 2 - Meet the deadline!

Materials

Laptop, projector

In this exercise, there will be an exchange of experience. Students will present different methods of time management in the implementation of an activity by setting deadlines, using different web tools:

Google classroom, Linoit, Liveworksheets, google calendar, etc. Then one of the options will be chosen, and each student will set a deadline for completing an activity.

Co-funded by the European Union

Exercise 3 - Peer review

Materials

Laptop, projector, google doc

The exercise aims to use the peer review as a method to collect feedback and to improve the materials created, in this case, the notes that the designated managers took, throughout the session.

The exercise will be carried out as follows: The groups formed in exercise 1 are kept. The notes taken by group 1 are distributed to group 2, the notes from group 2 are distributed to group 3, and so on. Each group will analyze the notes received, and the person in charge will make additions and/or comments on them.

At the end, the updated notes are presented, then the final form is drawn up. In this way, the summarization of the session will also be done simultaneously.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

- Explaining the Difference Between HyFlex and Hybrid Teaching Models https://edtechmagazine.com/higher/article/2022/03/hyflex-hybrid-teaching-models-whats-the-difference-eperfcon

Summarization

https://view.genial.ly/644add36d9db6a00116bd691/interactive-content-copy-shqoe-m2

Session evaluation

https://www.liveworksheets.com/7-ep304124pe

Evaluation

Teaching methods transferred online

Trainees are divided into 4 groups. Each group develops an example of a class activity based on one of the methods presented. At the end, each group uploads their project to Drive or the platform, as appropriate.

Co-funded by the European Union

SKILLS
For High Quality Online Education

Module 3
Web Tools for Creating Educational Content and online Assessment

Partner - SGIC

Appropriate digital tools and skills are vital for effective virtual teaching. These tools enhance interaction, provide feedback, and personalize learning. They offer quick access to updated educational materials, improving teaching efficiency and communication.

Digital skills make educators adaptable to tech changes. The ever-evolving digital environment requires educators to be proficient in new tools and methods, ensuring high-quality education and preparing students for a technological world. Digital tools in online teaching enhance education quality, offer rich resources, and create motivating learning environments.

Educators can efficiently communicate with students via web tools, developing varied online resources such as interactive presentations and tutorials. These tools offer interactivity and flexibility, making online learning more engaging.

Co-funded by the European Union

Project: 2021-1-PT01-KA220-SCH-000032510

Web Tools for Creating Educational Content and online Assessment

Partner:

SGIC

Dear teachers,

Different types of web tools are used in online teaching. They provide educators with a diverse set of functionalities and facilities to develop and implement an interactive, personalised and effective learning experience for students.
This module presents web toolkits that can be used for online communication with students, for creating educational content, for online assessment and other useful digital tools.

Each online learning platform or classroom management system has its own specific features and tools for communicating with students. You will learn how to choose the right tools for your specific course requirements and how to ensure clear and consistent communication with students to ensure an effective and interactive online learning experience.

There are a number of digital tools available that facilitate the creation of interactive and engaging educational content. These tools will allow you to develop your own materials: presentations, videos and other educational resources.

Online assessment is simplified with numerous web tools available. Online education offers tools for feedback and other tasks like video editing, e-magazines, recordings, and surveys. Various apps enhance teaching quality, making learning interactive and engaging. Best wishes!

Co-funded by the European Union

Lesson 1 - Communication Tools

Keywords:

Key words: board, virtual, communication, notice board

Learning Objectives:

- Flexibility, strategic thinking
- Flexible training options could be useful to allow participants to adapt to their individual needs.The participants will be put in a position to concretely experience the exposed methods.
- Assignments will be done online. The exercises will also refer to students with SEN.
- The links to the materials worked during the course will be inserted in a common document or on a LMS platform.
- Depending on the profile of the group of learners and the time allocated to the course of the module, it is possible to opt for the complete or partial course of the presented tools.

Co-funded by the European Union

Theoretical part

Web tools are of great importance in online education. Teachers and students need to develop the digital skills needed to use these tools. Actors involved in educational activities must be able to communicate online, use resources and create their own resources and evaluate online.

Padlet is a useful tool for online school communication that allows you to create bulletin boards, post messages, images, videos, links and documents and can be used for brainstorming, note-taking, collection of teaching materials, making mind maps and posters.

Virtual boards are necessary because through them interaction with students can be achieved during the online lesson. They offer the possibility to write text, make drawings, insert images, upload documents. Some are used online, others require download. Some have a formula editor, others have geometric tools. Let's see some virtual blackboards as well as some of the facilities they offer.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Energizing exercise – 5 min
2. Presentation of the topic – 3 min
3. Presentation of the Padlet tool and the Openboard virtual board – 10 min
4. "Explore the board" exercise – 15 min
5. Summary – 20 min
6. Evaluation – 7 min

Energizer
The session starts with the game: “Forward-Back-Left-Right”. The game is played in 3 stages.

Stage 1. Trainer says: Lean forward. Everyone leans forward. Then say Back. Everyone leans back. Then same for left and right.
2nd stage. It goes the same way, only now the participants have to say: “Forward-Back-Left-Right” as well.
3rd stage. The trainer will give the same commands, but the participants must bend in reverse to the directions and say the opposite. For example, if the trainer says: “Left”, they will lean to the right.

It is not necessary to observe a certain order regarding the meaning of the bows. It's a fun game that also provides some movement, distracts learners from current issues and focuses their attention on the course.

Topic presentation
The trainer introduces the topic of the lesson: “Communication Tools”.

Competencies:
Creating a Padlet virtual bulletin board;
Effective use of virtual whiteboards.

Co-funded by the European Union

Exercise 1 - Explore the Board

Materials

Laptop, projector

The purpose of this exercise is to familiarize participants with the Padlet tool and virtual whiteboards. Formables are divided into 5 groups.

One group works with Padlet, 4 groups work with a blackboard each, using the facilities it offers. I give a brief description of the tool, stating the advantages and disadvantages of using it. I write everything on the board/blackboard.

The conclusions will be presented at the summarization stage.

Co-funded by the European Union

Exercise 2 - Summarise

Materials

Laptop, projector

The purpose of the exercise is to get an overview of the facilities offered by the proposed boards, so that in the online activities the most suitable ones are selected for everyone's current needs.

Each group will present the instrument distributed in the previous exercise. At the end, a survey can be organized with the preferred tool.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

- https://scoala9.ro/cum-tinem-orele-online-episodul-3-table-virtuale/594/

Reflection topic

Can online communication be as effective as physical communication? What are the advantages and disadvantages?

Consolidation of Knowledge

Participants will receive this table which they will fill in individually. In this way, the information received regarding the advantages and disadvantages of the boards will be consolidated. The table will be made as an interactive sheet in Liveworksheets.

Board	Requires download	Formula editor	Geometric tools	Audio/video recordings	Chat	Collabo -rative	Maps/Periodic table of elements
Explain everything							
Openboard							
iDroo							
my.pencilapp							
whiteboard.fi							

Co-funded by the European Union

Consolidation of Knowledge

Session evaluation
Participants will evaluate the session with the help of a mentimeter word cloud survey.

They will answer the question: “How do you rate today's session?”
https://www.menti.com/alfsgfjbq1br

Evaluation
The result obtained in the framework of knowledge consolidation will be evaluated. It will show the extent to which the learners have retained the facilities of the presented boards, allowing them to choose the right board according to the activities they carry out in the classroom.
https://www.liveworksheets.com/7-us305259eu

Co-funded by
the European Union

Lesson 2 - Tools for Creating Educational Content

Keywords:

presentation, content, canva, genial, livresq

Learning Objectives:

- Flexibility, strategic thinking
- Flexible training options could be useful to allow participants to adapt to their individual needs.The participants will be put in a position to concretely experience the exposed methods.
- Assignments will be done online. The exercises will also refer to students with SEN.
- The links to the materials worked during the course will be inserted in a common document or on a LMS platform.
- Depending on the profile of the group of learners and the time allocated to the course of the module, it is possible to opt for the complete or partial course of the presented tools.

Co-funded by the European Union

Theoretical part

Teachers need educational resources to use during online classes. The offer is rich, but sometimes they have to create their own resources, adapted to the particularities of the class. In this sense, web tools that enable content creation are useful. In most cases, a presentation is built slide by slide, by inserting different elements: texts, images, symbols, 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. There are many templates that can be used to create very aesthetic materials. There is also the possibility to create a material from scratch by adding elements. It also allows for collaborative presentations.

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. It is a collaborative tool, useful for making joint presentations.

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 various operations: inserting images, texts, videos, audio files, attachments, setting pop-up windows, inserting GIFs and web objects, making quizzes and tests, inserting products made with other applications, working in collaboration, using materials created by other users, exporting materials created, etc.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Energizing exercise – 5 min
2. Presentation of the topic – 3 min
3. Canva tool presentation – 40 min
4. Exercise “Create a resource with Canva” - 40 min
5. Presentation of the Genial.ly tool – 40 min
6. “Genial.ly interactive poster” exercise – 40 min

or

7. Presentation of the Livresq tool – 70 min
8. Exercise “Create a resource with Livresq” – 90 min
9. Summary – 7 min

Observation

As three tools cannot be presented in one session, depending on the group's profile and preferences, Canva and Genial.ly can be grouped together, or Livresq alone can be opted for, which takes more time to understand, being a more complex tool .

Energizer

The session starts with a short dance moment. Participants will watch the clip and do the moves made by the character Charlie Bear, to the “Agadoo” song.
https://www.youtube.com/watch?v=QJHPuv3Z3qI

Topic presentation

The trainer introduces the topic of the lesson: The trainer presents the topic of the session: "Tools for creating educational content ".

Competencies:

Using the Canva tool to create an educational resource;
Using the Genial.ly tool to create an interactive poster.
Or
Using the Livresq create an educational resource.

Co-funded by the European Union

Exercise 1 - Create an resource with Canva

Materials

Laptop, projector

The purpose of this exercise is to familiarize participants with the Canva tool and enable them to create an educational resource using it. In the first part, the trainer will demonstrate how to create a presentation, how to add different elements to the slides. It will also show how to share the created materials.

After the hands-on demonstration, participants will be tasked with individually creating an educational resource in Canva. At the end, there is the Gallery Tour.

Co-funded by the European Union

Exercise 2 - Interactive poster with Genial.ly

Materials

Laptop, projector

The purpose of this exercise is to familiarize participants with the Genial.ly tool and enable them to create an interactive poster with it. In the first part, the trainer shows what kind of materials can be created with this application, then he will demonstrate how to create an interactive poster, how to add interactivity elements. It will also show how to share the created materials.

After the practical demonstration, the participants will be given the task of individually creating an interactive poster with Genial.ly. At the end, the Gallery Tour takes place.

Co-funded by the European Union

Exercise 3 - Create a resource with Livresq

Materials

Laptop, projector

The purpose of this exercise is to familiarize participants with the Livresq tool and enable them to create an educational resource using it. In the first part, the trainer will demonstrate how to create a presentation, how to add different elements to build the resource: cells, texts, images, image gallery, video materials, how to create a quiz, how to add an assistant.

It will also show how to publish the created resource and how to share it. After the hands-on demonstration, participants will individually create an educational resource in Livresq. At the end, there is the Gallery Tour.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

- https://www.youtube.com/watch?v=70WNlkwZ0ew
- https://www.youtube.com/watch?v=JoEm3wCfrEM
- https://www.youtube.com/watch?v=Ac7gHgZ0Xbk

Reflection

What is the reason why we make an educational resource and what conditions must it meet in order to be as useful as possible?

Consolidation of Knowledge

Some additional information regarding copyright and Creative Commons licensing will be given. The trainer will draw attention to the fact that the source must be specified for any resource taken and used in the created materials.

Summarisation

This will be done in the form of a survey in which participants will give feedback on the tools presented. After completing the surveys, they will be presented in plenary.

Questions:

1. Which of the tools featured today do you prefer?
2. Why did you make this choice?

Co-funded by the European Union

Consolidation of Knowledge

Session Evaluation

Participants will complete the “Session Reflection” interactive sheet. They will have to complete the following statements:

1. From completing this assignment, I liked the most: …….
2. The least interesting part was: …….
3. I learned: ……. ……..

https://www.liveworksheets.com/7-my305770sn

Evaluation

During this session, the materials created by the students will be evaluated:

1. The educational resource created with Canva;
2. The interactive poster created with Genial.ly

Or

3. The educational resource created with Livresq.

Co-funded by the European Union

Lesson 3 - Flipped Classroom, Inquiry-Based Learning, Gamification

Keywords:

Interactive methods, student-centered, flipped, inquiry, game, gamification

Learning Objectives:

- Flexibility, strategic thinking
- Flexible training options could be useful to allow participants to adapt to their individual needs.The participants will be put in a position to concretely experience the exposed methods.
- Assignments will be done online. The exercises will also refer to students with SEN.
- The links to the materials worked during the course will be inserted in a common document or on a LMS platform.
- Depending on the profile of the group of learners and the time allocated to the course of the module, it is possible to opt for the complete or partial course of the presented tools.

Co-funded by the European Union

Theoretical part

Online synchronous assessment has the disadvantage that the students cannot be seen, so there is no guarantee of the validity of the result. On the other hand, we must also assume the risks that derive from this situation.

To reduce these risks, we make the following recommendations:
-Whenever possible, use alternative assessment methods (projects, debates, portfolios, etc.);
-If the assessment is done through a test, you can choose tools that allow setting response times;
-If possible, activate the option to display the questions in random order;
- It should be explained to the students in such a way that they understand what are the disadvantages and long-term consequences of any fraud they might commit.

Liveworksheets
The application allows the creation of interactive sheets. The teacher creates a handout in PDF or jpg or png and uploads it to the app. Then insert answer boxes. Students access the worksheet and enter their answers in the boxes. To organize the activity, the teacher creates registers for each group/class of students. 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 it was previously created.

The sheets worked by the students can be viewed either from the register or from the mailbox associated with the account, where they are sent by the students.

Co-funded by the European Union

Theoretical part

Quizziz

With this app, teachers can create their own tests or use tests created by other teachers. It can be used to create multiple-choice or dual-choice (A/F) items and also to receive feedback on learning, both in real time and 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 (it can also be played in teams); -
A Google Classroom group is assigned; -
It is practiced as a solo game. Classes can be created, parents' emails can be entered so they can find out the students' results, reports and statistics can be viewed.

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, reports, statistics can be viewed. Items are entered in the preset format. Sharing can be done with the link, the embed code or the QR code. It can be integrated into an e-learning platform.

Co-funded by the European Union

Theoretical part

Socrative

With the help of this application you can create tests, surveys, competitions. At the time of registration, the teacher receives a room whose code he will communicate to the students so that they can access the test. The test is created by filling in the preset form, after which the teacher must launch the test. The items are multiple choice, short open answer or dual choice.

To solve the test, it is not necessary to register on the platform, it is accessed with the code. The test can be completed in three ways:
-Instant feed-back
– the student receives a message if he answered correctly or not;
--Open Navigation- the student chooses in which order to answer;
-Teacher Paced- the teacher can intervene with explanations while the students solve the test.

The test can also be organized as a Space Race competition, in which several teams compete. There are also Exit Ticket options (to collect feedback) and Quick Question (students have to answer a question). All student results can be viewed in real time in the Results section.

Wizer.me

The application is used to create interactive sheets. It offers several types of activities: multiple-choice items, open-answer items, association games, tables, wordsearch, 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.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Energizing exercise – 5 min
2. Presentation of the theme – 3 min
3. General presentation of Liveworksheets tools, Wizer.me – 20 min
4. Exercise "Create an interactive sheet" - 30 min
5. Overview of Quizziz, Learningapps, Socrative tools – 20min
6. Exercise "Create a test" - 30 min
7. Summary – 17 min
8. Evaluation – 5 min

Energizer

At the beginning of the session, the participants will answer the following question: "If you were to write a novel, what would its title be?"

Topic presentation

The trainer introduces the topic of the lesson: Tools for evaluation

Competencies:

Using the Liveworksheets and Wizer.me tools to create interactive worksheets;
Using Quizizz, LearningApps and Socrative tools to create quizzes.

Co-funded by the European Union

Exercise 1 - Make an interactive worksheet

Materials

Laptop, projector, pdf worksheet

The purpose of the first exercise is for all participants to be able to create an interactive worksheet using the Liveworksheets or Wizer.me tools. The trainer gives a hands-on demonstration of using the two tools to create interactive worksheets. Then the group is divided into four groups.

Participants from the first two groups will create an interactive sheet with Liveworksheets and those from the other two groups will create an interactive sheet with Wizer.me. Then those in groups 1 and 3, respectively those in groups 2 and 4 distribute their cards to each other and solve the items.

Co-funded by the European Union

Exercise 2 - Make a quiz

Materials

Laptop, projector, sheet with 5 questions for a quiz

Through this exercise, participants will learn to create quizzes with the applications: Quizziz, LearningApps and Socrative. The trainer shows how to create the different types of items. Then he does a short demo of creating an item with each of the three apps. It shows them how to share the quiz.

The participants are divided into 6 groups, Each group creates a quiz with 3 items of different types and shares it to everyone. At the end, the 6 quizzes will be solved jointly, with all participants.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

- https://www.youtube.com/watch?v=JRxLIdemLPw
- https://www.youtube.com/watch?v=HoXIQ-keExs
- https://www.youtube.com/watch?v=zaaSVwq6adU

Reflection

The percentage of teachers who use web tools in teaching is quite low. How do you explain this situation?

Consolidation of Knowledge

Participants will explore resources created by other users in the Learningapps application. They will observe different types of exercises and actions that can be performed with this application.

Summarization

This will be done in the form of a survey in which participants will give feedback on the tools presented, specifying which one they prefer and why. After completing the surveys, they will be presented in plenary.

Session evaluation

This will be done by completing an Exit Ticket in Socrative. The participants will answer two questions:

1. Will the tools presented today be useful to you in your classroom activity?
2. How did you like today's lesson?

Evaluation

The materials created during the session will be evaluated:

1. Interactive sheets;
2. Quizzes created.

Co-funded by the European Union

Lesson 4 - Flipped Classroom, Inquiry-Based Learning, Gamification

Keywords:

audio-video, map, augmented, game

Learning Objectives:

- Flexibility, strategic thinking
- Flexible training options could be useful to allow participants to adapt to their individual needs.The participants will be put in a position to concretely experience the exposed methods.
- Assignments will be done online. The exercises will also refer to students with SEN.
- The EdPuzzle and MapHub tools will be presented simultaneously during the meeting. Tutorials will be indicated for the rest of the tools. Some of them could be presented in other modules.
- The links to the materials worked during the course will be inserted in a common document or on a LMS platform.
- Depending on the profile of the group of learners and the time allocated to the course of the module, it is possible to opt for the complete or partial course of the presented tools .

Co-funded by the European Union

Theoretical part

There are a number of applications dedicated to a single purpose (making recordings, augmenting a video material, making podcasts, etc.). We have grouped some tools with which different operations and resources can be performed.

Flipgrid

This is a platform through which video chats can be held. If the teacher gives a task, the students can express the answers through the videos, and the teacher can watch them, which shortens a lot of the time dedicated to the evaluation. When proposing a topic, the teacher can insert video materials, texts, links, etc. Students can make videos by recording with the Flipgrid camera. Suggestions for use: lesson discussions, individualized support, evaluations, peer evaluation, presentation of experiments, etc.

EdPuzzle

The application is used to augment video materials. To upload the material to the platform, enter the URL. There is also the possibility to select videos from YouTube, directly from the application or to upload your own video. After uploading, the material can be edited by cutting and removing fragments from it or adding voice (except for materials taken from YouTube which do not allow adding voice). Annotations can also be made.

Taya's Sketches

It 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.

Co-funded by the European Union

Bamboozle
It is a platform that contains more than 1000000 educational games, very suitable for learning through play. Competitions can be organized, they can also be used individually.

MapHub
MapHub is an interactive map where you can insert texts, images, links, etc.
The application allows: -marking points on the map;
-marking some areas on the map;
-adding images;
-redirection to

GoogleMaps.
It is useful in interdisciplinary and transdisciplinary activities. You can create thematic routes enriched with information, documentaries, articles, etc.

Calameo
This platform is intended for publishing digital magazines, publications, online catalogs. Initially the document is drafted in Word/PowerPoint, then saved in PDF format and uploaded to the platform. After uploading, the document can be viewed as an online magazine.

Pearltrees
Pearltrees is a virtual library where different types of resources can be stored: texts, images, links, files, GIFs, etc.. These can be organized in folders and can be permanently accessed from different devices. Another person's collection can also be used.

Screencast-O-Matic
The tool is used to create video recordings. There are the following options: screen recording, editing recordings, taking screenshots, adding annotations, etc. Recordings can be saved as video files, can be shared by sharing links.

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.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Energizing exercise – 5 min
2. Presentation of the theme – 3 min
3. Presentation of the EdPuzzle tool – 20 min
4. Exercise "Create a resource with EdPuzzle" - 30 min
5. MapHub tool overview – 20min
6. Exercise "Create a map with MapHub" - 30 min
7. Summary – 7 min
8. Evaluation – 5 min

Energizer

At the beginning of the session, the participants will have to solve a test.
They are asked to find the rabbit in the picture.

https://greatnews.ro/imaginea-care-a-innebunit-internetul-tu-poti-gasi-iepurele-ascuns-printre-pisici/

Topic presentation

The trainer introduces the topic of the lesson: Other useful tools

Competencies:

Creating a resource with the EdPuzzle tool;
Creating a resource with the MapHub tool.

Co-funded by the European Union

Exercise 1 - Create a resource with EdPuzzle

Materials

Laptop, projector

In this exercise, participants will learn how to use the EdPuzzle tool to create a resource. In the first part, the trainer shows how to load a video into the application and how to intervene on it by making cuts.

Then create a quiz, create a class and assign the material obtained. Next, the participants will in turn create a resource with this tool. At the end, there is a Tour of the gallery.

Co-funded by the European Union

Exercise 2 - Create a map with MapHub

Materials

Laptop, projector

The purpose of the exercise is to teach participants how to make a map with the MapHub application.

At the beginning, the trainer presents the map and its facilities. Then, the participants are divided into 4 groups. Each group will create a map that they will present at the end.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

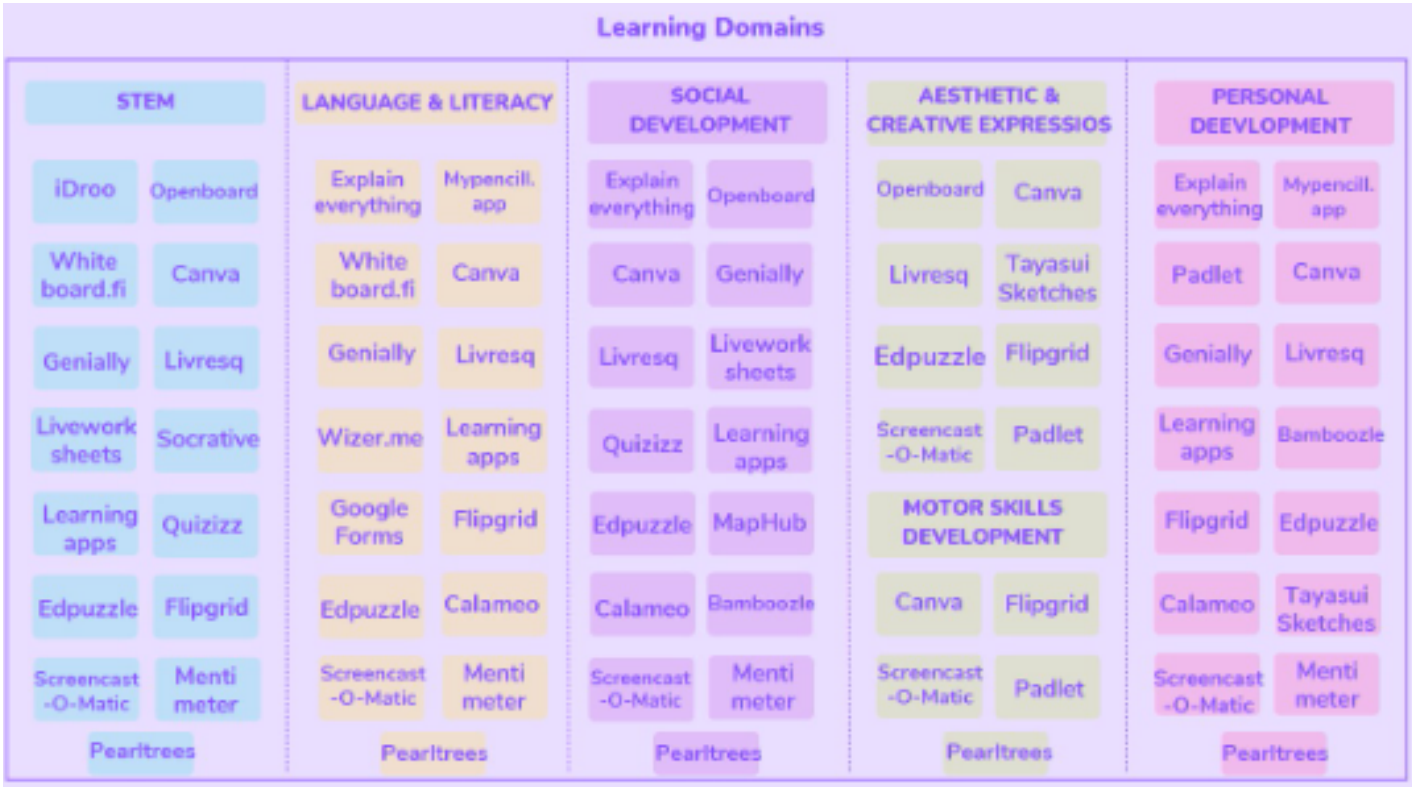
- https://www.youtube.com/watch?v=JGSOJrllydc
- https://www.youtube.com/watch?v=QDb7_fhgtJA

Consolidation of Knowledge

Participants will also explore other useful but asynchronous applications. They will receive links to tutorials on using those tools. Uncertainties will be clarified in the following sessions.

Summarization

A mind map will be made in which a series of applications will be grouped by curricular areas.



Co-funded by the European Union

Consolidation of Knowledge

Session evaluation
Participants will fill out a feedback form, created with the Canva app. They will have to fill in the following columns:
-What I liked
-What I would like to deepen
-What I didn't liked

https://www.canva.com/design/DAFhtE7MKic/9BKnoBM353ActAcZnGKqnw/edit?utm_content=DAFhtE7MKic&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Evaluation
M3. Webtools for online education

Each teachert will create two outputs:
1. A resource made with a tool for creating educational content;
2. A test made with an online assessment tool.

Co-funded by the European Union

SKILLS
For High Quality Online Education

Module 4
Student Motivation (via Digital Portfolio)

Partner - Better Future

The concept of a Digital Portfolio goes beyond a mere collection of student work. It's a dynamic tool, fostering reflection, showcasing growth, and acting as a testament to a student's journey.

In this module, dive into the intricacies of creating, maintaining, and leveraging digital portfolios to motivate students.

Discover how this digital transformation can be a game-changer in tracking progress and instilling a sense of accomplishment.

Co-funded by the European Union

Project: 2021-1-PT01-KA220-SCH-000032510

Web Tools for Creating Educational Content and online Assessment

Partner:

SGIC

Dear teachers,

Step into the world of Digital Portfolios, where every student's work shines uniquely. This module is crafted to guide you through the process of integrating digital portfolios in your teaching approach.

With hands-on exercises and real-world examples, you'll learn to utilize portfolios as a motivational tool, encouraging students to take ownership of their learning journey.

Let's embrace this digital shift and celebrate each student's milestones together.

Co-funded by the European Union

Lesson 1 - Student Motivation through Digital Portfolios

Keywords:

Digital Portfolios, Student Motivation, Self-Determination Theory, Wizer.me, Interactive Learning, Online Education, Nearpod, Classroom Engagement

Learning Objectives:

- To understand the importance of student motivation in the learning process.
- To learn how digital portfolios can be used to enhance student motivation.
- To become familiar with the Self-Determination Theory and its application in education.
- To understand how to effectively incorporate Wizer.me into classroom activities.
- To explore practical strategies for motivating students in an online learning environment.

Co-funded by the European Union

Pre-assessment Quiz for Digital Literacy

Instructions:
For each statement below, rate your proficiency on a scale of 0 to 5, where:
0 - No experience
1 - Basic knowledge
2 - Moderate capability
3 - Proficient
4 - Advanced skills
5 - Expert level

1. I can use online platforms like Google Classroom to organise lessons and share materials.
2. I am familiar with digital portfolios and their educational applications.
3. I can create online quizzes, polls, and surveys to assess student learning.
4. I know how to guide students in developing their digital portfolios.
5. I can use multimedia creation tools like Canva, Animoto, etc.
6. I am able to personalise online learning content and activities for students.
7. I am well-versed in digital citizenship concepts and promoting safe online behaviour.
8. I can facilitate collaborative online learning activities using web tools.
9. I can effectively monitor and assess student progress using digital tools.
10. I am adept at communicating with students and parents through online platforms.
11. I stay updated on the latest educational technologies and digital tools.
12. I can troubleshoot common technical issues students face during online learning.
13. I am skilled at developing engaging video lessons and podcasts.
14. I know how to make online lessons accessible to students with disabilities.
15. I can use digital tools like Kahoot, Quizlet, etc. for gamified online learning.

Co-funded by the European Union

Scoring:

0 - 20 points: Beginner - Focus on developing core digital literacy skills.

21 - 40 points: Intermediate - Build upon fundamental knowledge and skills.

41 - 60 points: Proficient - Leverage digital tools for enhanced learning.

61 - 80 points: Advanced - Apply specialised tools for deeper learning.

81 - 100 points: Expert - Share best practices and mentor other educators.

Co-funded by
the European Union

Theoretical part

This module begins by laying the groundwork with an essential question: In our digitised world, can apathy towards learning still exist? It posits that with the arsenal of online tools at students' disposal, engagement should be the norm, not the exception. A digital portfolio is spotlighted as one such tool, offering both students and teachers a dynamic, tangible way to track learning progress.

As the module explains, the efficacy of digital portfolios ties into broader motivational theories. Drawing upon Self-Determination Theory (SDT), the theory of motivation becomes a central tenet of the discourse. This theory, with its focus on autonomy, competence, and relatedness, illuminates the mechanisms through which motivation operates. The module underscores the relevance of these psychological needs within an educational context, suggesting that by catering to these needs, teachers can cultivate an environment conducive to intrinsic motivation.

The module further elucidates the theoretical underpinnings of the digital portfolio approach, demonstrating how it embodies SDT principles. The autonomy offered by portfolios nurtures a sense of ownership among students, while their demonstration of competence instils a sense of accomplishment. Through shared portfolios, a sense of relatedness can be fostered, enabling students to learn from each other, thus enhancing the overall learning experience.

Co-funded by the European Union

Theoretical part

Yet, the module makes it clear that a cavalier approach to digital portfolios won't yield the desired results. This involves setting clear goals for portfolio use, helping students curate their work, and promoting regular reflection. Depending on the portfolio's purpose, whether as a reflection tool, a showcase of top-tier work, or a progress tracker, the guidance provided will differ.

The incorporation of regular reflection, as the module stresses, is integral to fostering a deeper understanding of one's learning process.
The module then introduces a practical application of the theoretical concepts discussed, featuring Nearpod, an interactive tool that embodies the marriage of motivation theory and digital portfolio practice. As the module demonstrates, Nearpod enhances the learning experience, promoting motivation and collaboration in a way that aligns with SDT's tenets.

But the module goes beyond the confines of theory and practical applications, delving into the broader challenges of maintaining motivation in an online learning environment. It emphasizes the need for clear expectations, community building, flexibility, and consistent emotional and academic check-ins.

Finally, the module offers a host of subject-specific examples to motivate students. From virtual labs in science to digital storytelling in language arts, these examples illustrate the practical application of motivation theories in various learning contexts. As the module concludes, it becomes evident that fostering student motivation is a complex, multifaceted endeavor, but with the right theoretical understanding and practical tools, it is a feat well within reach.

Co-funded by
the European Union

Lesson Plan

Session Breakdown
Activity 1: Personalising Learning Experiences with Wizer.me
Activity 2: Collaborative Learning with Wizer.me
Activity 3: Using Wizer.me for Learning History and Geography

Objective: To understand how Wizer.me can be used to motivate and engage students through personalized learning experiences and collaboration.

Duration: 30-40 minutes.

Topics Presented:

- Importance of Student Motivation
- Digital Portfolios in Education
- Self-Determination Theory
- Incorporating Digital Portfolios
- Using Nearpod for Interactive Learning
- Practical Strategies for Online Learning
- Using Wizer.me for Student Engagement
- Subject-Specific Examples for Motivation

Competences Developed:
Ability to incorporate digital portfolios into the classroom.
Understanding of the theoretical framework behind student motivation.
Skills in using Nearpod and Wizer.me to create engaging learning materials.
Ability to devise strategies for motivating students in an online environment.

Co-funded by the European Union

Exercise 1 - Personalising Learning Experiences with Wizer.me

Materials

A computer or mobile device with internet access.
A wizer.me account.

Step-by-Step Guidance (guide the students this way):

1. Open your web browser and navigate to the wizer.me website.
2. Create an account if you haven't done so already. Follow the website's instructions for signing up.
3. Once you're signed in, explore the platform to familiarize yourself with its features.
4. Choose a topic you're interested in. This could be anything from a subject you're studying in school to a personal hobby.
5. Start creating your digital study materials related to your chosen topic. This could be worksheets, flashcards, or other resources. Remember, the goal is to make the content tailored to your individual needs and interests.
6. Save your work and, if you feel comfortable, share your resources with your peers on the platform.
7. Use the feedback and progress reports provided by the platform to track your learning progress.

Co-funded by the European Union

Exercise 2 - Collaborative Learning with Wizer.me

Materials

A computer or mobile device with internet access.
A wizer.me account.

This will need a group of students or friends to work with (either virtually or in person).

Step-by-Step Guidance for the students:

1. Open your web browser and navigate to the wizer.me website.
2. Sign in to your account.
3. Choose a group project that you and your friends would like to work on. This could be a study guide for an upcoming test, a collaborative research project, etc.
4. Start creating the project on wizer.me, making sure to use the platform's features to enhance collaboration. For example, you can share resources, assign roles, and track each member's contributions.
5. When the project is finished, share it with your teacher or the wider wizer.me community.
6. Reflect on the experience. Discuss with your group what worked well and what could be improved for next time.

Co-funded by the European Union

Exercise 3 - Using Wizer.me for Learning History and Geography

Materials

A computer or mobile device with internet access.
A wizer.me account.

Step-by-Step Guidance for the students:

1. Open your web browser and navigate to the wizer.me website.
2. Sign in to your account.
3. Choose a history or geography topic you would like to explore. This could be Ancient Greece, Country Flags & Capitals, etc.
4. Use the tools available on wizer.me to create interactive study materials. For example, you could create a timeline of Greek history, a map of Greece, or a virtual tour of Greece.
5. Alternatively, for geography, you could create a quiz about flags and capitals, a game, or study aids such as flashcards or cheat sheets.
6. After you've created your materials, use them to study. Share them with your peers for collaborative learning.
7. Use the feedback and progress reports provided by the platform to track your learning progress.

Co-funded by the European Union

Consolidation of Knowledge

Reflection: Student Motivation via Digital Portfolio
How did Wizer.me influence your approach to teaching and lesson planning? Consider the platform's features such as customizable study materials and collaboration tools.

Reflect on the impact of Wizer.me on student engagement and learning. How did students respond to this digital tool, and what changes did you observe in their learning behavior?

Assess the role of Wizer.me in enhancing student understanding of the subjects you taught, such as History or Geography. What specific benefits did Wizer.me offer in these learning contexts?

Evaluation Question:
Upon reflection of your experiences with Wizer.me, how do you see this tool enhancing your future teaching strategies? Consider both the advantages and challenges you encountered. How can you leverage its features to foster deeper student engagement and to promote a collaborative learning environment? Remember to consider not only the impact on student learning but also its potential in easing your workload or enhancing your teaching process.

Co-funded by
the European Union

Lesson 2 - The Complete Guide to Student Digital Portfolios

Keywords:

Digital portfolios, transformative learning, student agency, authentic assessment, lifelong skills

Learning Objectives:

- Understand how digital portfolios support transformative learning experiences for students
- Recognize the potential of portfolios to increase student agency, motivation, and depth of learning
- Learn tangible strategies for implementing portfolios to elevate assessment, feedback, and academic growth tracking
- Gain insight into how portfolios develop real-world skills like digital literacy, online presence management, and technological proficiency

Co-funded by the European Union

Comprehensive Roadmap for Portfolio Implementation

The Complete Guide to Student Digital Portfolios offers educators a thorough, well-rounded guide to implementing digital portfolios successfully. Written by experts Ronnie Burt and Kathleen Morris, the text provides extensive coverage of fundamental portfolio concepts, diving deep into theoretical foundations and practical considerations. Crucially, it examines all facets of portfolio implementation in education, from types of portfolios and platform selection to assessment, motivation, and privacy.

The comprehensive scope enables readers to gain an integrated understanding of portfolios, arming them with the knowledge to undertake implementation confidently.

Not only is this a comprehensive guide on the concept and application of digital portfolio, it is also a repository of many educational references under each chapter.

Access it here: https://campuspress.com/student-digital-portfolios-guide/

Co-funded by the European Union

Underscoring the Transformative Educational Value
A compelling highlight of the guide is how it spotlights the immense educational value of portfolios. It elucidates how portfolios cultivate student agency, promote deeper learning, and enable tracking of academic growth over time. The potential of portfolios to transform assessment and feedback is also emphasised.

Furthermore, the text demonstrates how portfolios can enhance home-school connections and equip students with real-world skills. Through persuasive examples and discussion, readers gain an appreciation of portfolios as powerful tools for engagement, reflection, and authentic learning.

Equipping Educators with Concrete Implementation Strategies
On a practical level, the guide offers educators tangible strategies and advice for implementing portfolios effectively. From platform selection to designing rubrics, managing privacy, and incorporating multimedia artefacts, the text covers critical implementation issues in detail. Rubric templates, assessment models, and tips for quality reflection provide actionable ideas for portfolio design.

Additionally, the examination of motivation and school culture gives readers a framework to support success. With its meticulous focus on both theory and practice, the guide provides an indispensable manual for portfolio implementation.

Co-funded by the European Union

Lesson Plan

Session Breakdown

Lesson Plan (for Self-learning):

1. Introduction to Resource and Portfolios (10 mins)
2. Reading of E-Guide (35 mins)
3. Analysis of Implementation Strategies and Examples (10 mins)
4. Reflection on Portfolios in Participants' Context (10 mins)
5. Exploration of Platforms and Privacy Considerations (15 mins)
6. Consolidation of Knowledge (15 mins)
7. Conclusion and Next Steps (5 mins)

Competences Developed:

- Ability to leverage digital portfolios as tools for transformational learning
- Skills in portfolio implementation to increase student agency, motivation, and learning outcomes
- Strategies for elevated assessment, feedback, and tracking of academic growth through portfolios
- Capacity to develop real-world skills in students through portfolio work

Co-funded by the European Union

Consolidation of Knowledge

Reflection: Transformative Potential of Digital Portfolios
How has reading this e-guide influenced your perspective on implementing digital portfolios? Consider how it highlighted the potential of portfolios to transform assessment, feedback, and academic growth tracking.
Reflect on the impact digital portfolios could have on student motivation and depth of learning in your context. What changes might you observe in student engagement and outcomes?

Evaluate the role portfolios could play in developing real-world skills like digital literacy, online presence management, and technological proficiency. What specific long-term benefits could portfolios offer students?

Evaluation Question:
Based on this e-guide, how do you envision digital portfolios enhancing your future teaching strategies and environment? Consider the advantages in terms of student agency, authentic learning, and tracking academic growth over time. How might portfolios ease your workload or elevate your pedagogical approach? What implementation challenges would need to be overcome?

Co-funded by the European Union

SKILLS
For High Quality Online Education

Module 5
Collaborative activities for Parent's Involvement

Partner - SMART IDEA

Parents play an indispensable role in a child's education, and their involvement can significantly amplify the learning experience.

This module delves into the realm of collaborative activities designed to bridge the gap between school and home. Grasp the strategies, tools, and techniques to actively involve parents, fostering a holistic educational environment.

Co-funded by the European Union

Project: 2021-1-PT01-KA220-SCH-000032510

Collaborative activities for Parent's Involvement

Partner:

SMART

Dear Educator,

Welcome to a module that believes in the power of collaboration. As teachers, we often see the profound impact parental involvement can have on a student's progress. This module offers a treasure trove of activities and strategies to strengthen the bond between educators, students, and parents.

Together, let's create a cohesive learning environment where everyone plays their part in nurturing the young minds.

Co-funded by the European Union

Lesson 1 - Collaborative Activities for Parent's Involvement

Keywords:

Parent-Teacher Communication, Parental Involvement, Advocacy, Collaboration, Digital Tools, Gamification, Canva, Google Drive, Wizer, Quizizz, Kahoot, Baamboozle, Plickers, Genial.ly, Learning Environment, Academic Achievement, Cultural Sensitivity.

Learning Objectives:

- To understand the importance of parental involvement in education and its impact on a child's academic achievement.
- To explore ways to enhance and maintain open, effective communication with educators.
- To learn how to collaborate actively with educators in supporting a child's learning.
- To understand and learn effective ways to advocate for a child's needs at school.
- To gain familiarity with digital tools like Canva, Google Drive, Wizer, Quizizz, Kahoot, Baamboozle, Plickers, Genial.ly, etc., and how to use them to support a child's learning.
- To discuss and address potential weaknesses in parent-teacher cooperation, and propose solutions to strengthen the partnership.

Co-funded by the European Union

Personalized Learning Paths

To further tailor learning to each participant's teaching context, this module offers personalised learning paths:

1. Lesson 1 provides an overview of strategies and tools for engaging parents, applicable to all subjects and age groups.
2. After completing Lesson 1, participants can choose to complete exercises from
3. Lesson 2:

- Exercise 1: Subject-Specific Examples - Math
- Exercise 2: Subject-Specific Examples - Science
- Exercise 3: Subject-Specific Examples - Languages
- Exercise 4: Subject-Specific Examples - History
- Exercise 5: Subject-Specific Examples - Arts/Music

These personalised lessons provide focused strategies and examples for involving parents in the specified subject. Participants can select the lesson aligned to the subject they teach.

By allowing learners to customise their pathway based on academic context, the module accommodates diverse needs. Participants can efficiently focus on content most relevant to their teaching practice. This adaptive approach enhances the applicability and impact of learning.

Co-funded by the European Union

Theoretical part

This module begins with an exploration of the fundamental importance of Parent-Teacher Communication. It emphasises the need for regular and open communication, facilitated through various channels such as face-to-face meetings, phone calls, emails, or text messages. This continuous exchange of information allows parents to stay up-to-date on their child's academic progress and be aware of any areas requiring additional support. As the module explains, regular communication with your child's teachers significantly influences the positive impact of parental involvement on a student's academic achievement.

The module then moves on to discuss the role of parents in working with teachers to support their child's learning. This involves practical aspects such as attending parent-teacher conferences, volunteering in the classroom, or participating in school activities. The module underlines the significance of these actions as they not only provide parents with a deeper understanding of their child's academic progress but also set a positive example of engagement and commitment to their child's education.

Subsequently, the module explores how parents can advocate for their child's needs at school. It provides a methodological approach, suggesting steps parents can take if they feel their child is not receiving the necessary support at school. It starts from discussing concerns with teachers, escalating to the school principal, and eventually reaching out to the district superintendent if required. The module maintains a strong emphasis on the importance of remaining polite and respectful throughout this process.

The module also introduces various digital tools that parents can use to participate in their child's educational needs actively. It highlights tools like Wizer and Canva, which can be used to find learning templates. Furthermore, the module brings attention to the role of gamification in education, introducing quiz-based games like Quizizz, Kahoot, Baamboozle, Plickers, and Genial.ly, and other tools like Jigsaw and Blended Play. The module also promotes Google Drive as a valuable tool for monitoring a child's notes, assignments, and homework.

Co-funded by the European Union

In its subsequent sections, the module delves into how to overcome potential weaknesses in teacher-parent cooperation. It identifies possible areas of weakness, such as the lack of clear communication guidelines and cultural or language barriers. The module suggests practical solutions like establishing clear protocols for communication, offering translation services, providing cultural sensitivity training for teachers, and organising events that celebrate the school community's diversity.

Finally, the module concludes by proposing establishing communication rules to ensure smooth communication between parents and teachers. It suggests guidelines for regular and proactive communication, respect for privacy, professionalism, and openness to feedback. The module concludes by emphasising these guidelines' implementation to foster a healthy, productive, and mutually beneficial relationship between parents and teachers.

Co-funded by
the European Union

Personalized Selection of Tools and Strategies

When considering how to actively engage parents in their child's education, it is important to select tools and strategies personalised to the specific context. Several key factors should guide this personalised approach:

Student Age Group: The developmental stage and maturity level of the students can determine appropriate tools. For instance, gamification through Kahoot may be more fitting for elementary school students, while high school students may benefit more from collaborative tools like Google Drive.

Subject Matter: Tools should align with curriculum content to provide meaningful engagement. For a geography class, using MapHub to create interactive virtual tours could be impactful. For a biology course, tools like PhET simulations may be more suitable.

Learning Objectives: The desired skills and knowledge to be developed should inform tool selection. If critical thinking is the key objective, tools like discussion forums or Padlet may be appropriate. For memorization of key facts, Quizlet flashcards may be a better fit.

Parent Preferences: Consider parents' comfort levels with technology and willingness to engage. Provide multiple options to accommodate diverse preferences, like in-person workshops alongside virtual communities.

By taking a strategic and personalised approach, educators can choose tools and strategies for parental involvement that are tailored to their unique context. This enhances the likelihood of active parent participation, ultimately benefiting student outcomes.

Co-funded by the European Union

Lesson Plan

Session Breakdown
Practical activity: Canva Flashcards
Aim: To promote collaboration between parents and children to improve their educational experience and foster a bond while supporting their education.
Duration: 40 min

Topics Presented:
The crucial role of parent-teacher communication and practical strategies to maintain it.
Ways for parents to actively support their child's learning including attending parent-teacher conferences, volunteering, and participating in school activities.
Steps for parents to advocate for their child's needs at school.
Use digital tools like Canva, Google Drive, Wizer, Quizizz, Kahoot, Baamboozle, Plickers, and Genial.ly to support learning and engagement.
Strategies to address and overcome weaknesses in teacher-parent cooperation, like establishing clear communication protocols and addressing cultural/language barriers.
Importance of clear, respectful, and professional communication rules between parents and teachers.

Competences Developed:
Practical communication skills: Maintaining open, regular, respectful, and professional communication with teachers.
Advocacy skills: Ability to effectively advocate for a child's needs at school.
Digital literacy: Understanding and using digital tools and games to support a child's learning.
Collaborative skills: Ability to collaborate effectively with teachers and school personnel.
Cultural sensitivity: Understanding the potential cultural/language barriers in communication and ways to overcome them.

Co-funded by the European Union

Exercise 1 - Canva Flashcards

Materials

Laptop, video projector, screen, (A computer or smartphone with internet access and a Canva account)

In this activity, we aim to explore the use of Canva as a tool for creating educational resources online. This will facilitate digital cooperation and communication within your classroom. With Canva Flashcards, teachers can design engaging ways to memorise information learned in class.

During this less-than-60-minute activity, you'll be guided to:

1. Open Canva and choose the flashcard template.
2. Select a subject that aligns with what your child is currently learning at school.
3. Together with your child, create flashcards on the chosen subject. Parents can provide the content while children handle the design aspect, promoting a sense of ownership and enjoyment in learning.
4. Use the flashcards for studying, making the process interactive and fun.
5. Expected Outcomes:
6. Parents will become familiar with the digital tool, Canva and how to use it to support their child's learning.
7. Parents and children will have a set of flashcards to use for future study sessions.
8. The activity will promote a fun bonding experience between parents and children, and also foster a supportive learning environment.

At the end of this activity, you should clearly understand how Canva & Flashcards can digitise education and make memorisation fun.

Co-funded by the European Union

Consolidation of Knowledge

Reflection: Collaborative Activities for Student Involvement
After immersing yourself in the practical tasks involving the use of Canva Flashcards, we encourage you to reflect on your experiences. How could these digital resources be effectively incorporated into your pedagogical strategies? What potential advantages and challenges did you discern during the activities?

Evaluation Question:
Reflecting on your experiences with Canva Flashcards, how do you believe these tools could augment your teaching methods and stimulate student involvement? Remember to consider both the advantages and any difficulties you encountered during the practical activities.

Co-funded by the European Union

Lesson 2 - Subject-Specific Strategies for Parental Engagement

Keywords:

Parent-Teacher Communication, Parental Involvement, Advocacy, Collaboration, Digital Tools, Personalized learning, tailored engagement, academic subjects, real-world examples

Learning Objectives:

- Provide tailored strategies and tools to engage parents in specific academic subjects
- Demonstrate practical examples of leveraging tools like Canva, Kahoot etc. for parental involvement in subjects like Math, Science, History etc.

Co-funded by the European Union

Theoretical part

Taking a personalised approach and tailoring engagement strategies based on academic subjects allows for more meaningful parental involvement. The following tools can be leveraged to provide tailored, subject-specific examples of engaging parents:

Canva - This free graphic design tool offers customizable templates like flashcards that can be used to explain mathematical concepts through visual models. Features like images, shapes, and text allow teachers to create demo educational resources for parents.

PhET Interactive Simulations - These free physics, biology, chemistry and math simulations bring concepts to life through interactive virtual labs and visualizations. Teachers can engage parents in experiential science learning by collaborating on simulations.

Quizlet - This free platform enables teachers to create interactive study sets with terms, definitions, and multimedia. Different study modes like flashcards make practicing vocabulary highly engaging. Sets can be shared with parents as personalized language learning resources.

TimeGraphics - This web-based tool allows building interactive timelines with events, images, videos, and more. Teachers can develop immersive visual histories to involve parents in exploring historical concepts.

ArtSteps - This tool lets teachers curate virtual art galleries with images, videos, audio guides, and text. Interactive walkthroughs provide parents engaging access to artworks across styles and movements.

Co-funded by the European Union

Lesson Plan

Session Breakdown

1. Introduction to Subject-Specific Parental Engagement (5 mins)
2. Math Engagement Examples - Collaborative Flashcards with Canva (10 mins)
3. Science Engagement Examples – PhET Simulations (10 mins)
4. History Engagement Examples – Interactive Timelines with TimeGraphics (10 mins)
5. Language Engagement Examples – Vocabulary Games with Quizlet (10 mins)
6. Arts/Music Engagement Examples – Virtual Galleries with ArtSteps (10 mins)
7. Discussion and Reflection on Tailored Strategies (10 mins)

Competences Developed:

- Ability to devise personalised strategies for engaging parents based on academic subjects
- Skills in leveraging tools like Canva, Kahoot, PhET, etc. for tailored parental involvement
- Capacity to provide relevant real-world examples to demonstrate effective subject-specific engagement

Co-funded by the European Union

Exercise 1 - Creating Demo Math Flashcards with Canva

Materials

Laptop, video projector, screen, (A computer or smartphone with internet access and a Canva account)

In this exercise, you will practise using Canva to create demo maths flashcards that can be used to engage parents in learning activities.

Detailed steps:

1. Open Canva and select the "Flashcard" template
2. Choose a maths concept relevant to your grade level curriculum, like fractions, geometry, algebra etc.
3. Create sample flashcards explaining the mathematical concepts for parents
4. Use visuals like charts, shapes, number lines etc. to demonstrate the concepts
5. Add explanatory text defining the terms and concepts concisely
6. Create 5-10 flashcards covering key topics parents should know

Steps to involve parents:

1. Share the finished flashcards with parents as a demo to encourage collaborative learning
2. Gather feedback from parents on the activity and flashcard content
3. Use feedback to refine flashcards and as a guide for future parent engagement resources
4. Outcomes:
5. Applied Canva skills to create demo educational resources
6. Enhanced ability to involve parents through collaborative math activities
7. Gathered insights into designing effective resources to engage parents

Outcomes:

- Applied Canva skills to create targeted math resources for parents
- Enhanced skills in engaging parents on fraction concepts
- Improved content based on parent feedback

Co-funded by the European Union

Exercise 2 - "Energy Skate Park" PhET Science/Physics Simulation

Materials

Laptop, video projector, screen, (A computer or smartphone with internet access)

In this activity, we will use the "Energy Skate Park" PhET simulation to explore concepts related to energy.

Detailed Steps:

1. Go to https://phet.colorado.edu/en/simulation/energy-skate-park
2. Open the "Energy Skate Park" simulation
3. Review the components together – ramps, tracks, skaters etc.
4. Start with a basic ramp and track. Observe the skater's kinetic and potential energy as they move.
5. Add features like frictionless surfaces and change gravity. Discuss how this impacts the skater's energy.
6. Experiment with ramp heights and sizes. Compare how the skater's kinetic energy changes.
7. Use the bar chart and pie chart to visualise energy distributions.
8. Practice predicting the skater's speed and position based on the energy graphs.
9. Design your own skatepark layouts by applying concepts like conservation of energy.

Steps with Parents:

1. After learning the simulation/s, share link/s with parents
2. Based on the above steps, guide parents on how to do it at home

Outcomes:

- Improved understanding of energy types and transformations.
- Applied PhET simulations for interactive science learning.
- Collaborative learning about key physics concepts through experiments.

Co-funded by the European Union

Exercise 3 - Building English Vocabulary with Quizlet

Materials

Laptop, video projector, screen, (A computer or smartphone with internet access)

In this exercise, you will use Quizlet to create interactive vocabulary study sets that can engage parents in developing their child's English vocabulary.

Detailed Steps:

1. Go to www.quizlet.com and create an educator account
2. Select a vocabulary topic relevant to your grade level curriculum such as adjectives, prepositions, idioms etc.
3. Build a Quizlet study set on the topic with 10-15 key terms and definitions
4. Include relevant images to reinforce visual learning
5. Enable different study modes like flashcards, learn, write, spell, and test

Steps with Parents:

1. Share the published vocabulary study set with parents
2. Guide parents in using Quizlet's interactive modes for engaging vocabulary practice
3. Obtain feedback from parents on the activity and vocabulary set content
4. Use insights gained to refine your Quizlet resources and vocabulary instruction

Outcomes:

- Developed personalised English vocabulary learning resources with Quizlet
- Enhanced ability to engage parents in interactive vocabulary building activities
- Improved vocabulary instruction and resources based on parent feedback

Co-funded by the European Union

Exercise 4 - Learning History with TimeGraphics

Materials

Laptop, video projector, screen, (A computer or smartphone with internet access)

In this exercise, you will use TimeGraphics to create interactive timelines that can engage parents in learning history concepts.

Detailed Steps:

1. Go to https://www.time.graphics and create an account
2. Select a historical topic relevant to your curriculum such as ancient civilizations
3. Build an interactive timeline on the topic with 10-15 key events
4. Add images, videos, text and links to provide context
5. Embed the published timeline into a blog or website to share

Steps with Parents:

1. Guide parents in exploring the timeline and associated multimedia
2. Encourage parents to contribute their perspectives on the historical events
3. Obtain feedback from parents on the activity and timeline content
4. Use insights gained to improve your timelines and parent engagement

Outcomes:

- Developed engaging visual history resources with TimeGraphics
- Enhanced ability to involve parents through interactive timelines
- Improved history instruction and resources based on parent feedback

Co-funded by the European Union

Exercise 4 - Exploring Art with ArtSteps

Materials

Laptop, video projector, screen, (A computer or smartphone with internet access)

In this exercise, you will use ArtSteps to create interactive virtual art galleries that can provide parents an engaging way to experience art.

Detailed Steps:

1. Go to https://artsteps.com/ and create an educator account
2. Curate a collection of images/videos showcasing different art styles, movements, techniques etc.
3. Build an interactive gallery using immersive scenes, hotspots, audio guides etc.
    a. Alternatively use an already made gallery like this one about Van Gogh:
    b. https://www.artsteps.com/view/63f3885b2cb3dee2c88568a0

Steps with Parents:

1. Share the published gallery with parents via a direct link
2. Guide parents in navigating the gallery using the interactive features
3. Encourage parents to leave comments on specific artworks
4. Obtain feedback from parents on the activity and gallery experience
5. Use insights gained to improve your interactive galleries

Outcomes:

- Developed engaging virtual art galleries with ArtSteps
- Enhanced ability to provide parents interactive access to artworks
- Improved art instruction and resources based on parent feedback

Co-funded by the European Union

Consolidation of Knowledge

Reflection: Tailored Strategies for Parental Engagement
After exploring the subject-specific examples and tools for parental engagement, reflect on how these could be applied in your context. How might a tailored approach better support meaningful involvement from parents?
What advantages and challenges do you foresee?

Consider how leveraging personalised tools like Canva, PhET, Quizlet etc. aligned to your subject area could enrich instruction and parent-teacher cooperation.

Evaluation Question:
Based on the specific examples covered, how would you envision leveraging tailored tools and strategies to more effectively engage parents in your subject area? What key advantages could a personalised approach offer in terms of relevance and engagement? How might you overcome potential difficulties in implementation?

Co-funded by the European Union

SKILLS
For High Quality Online Education

Module 6
Common Mistakes in Online Education and How to Avoid them

Partner - ADNAN

During the pandemic, online learning was challenging for administrators, teachers, and students. This teacher training session aims to achieve two goals: identifying common mistakes in online education through case studies and insights from experienced educators, and providing practical strategies for teachers to mitigate these mistakes in their online instruction.

Teachers will learn evidence-based approaches to design effective online lessons, engage students, provide clear instructions, manage discussions and assessments, promote academic integrity, and support diverse learning needs.

Through interactive activities and reflection exercises, this session empowers educators to implement best practices and avoid common mistakes for a successful learning experience in the virtual classroom.

Co-funded by the European Union
Project: 2021-1-PT01-KA220-SCH-000032510

Common Mistakes in Online Education and How to Avoid them

Partner:

ADNAN

(Dear) DigiSkills program teacher,

Are you interested in how to effectively address common mistakes that students often encounter in online education? We are excited to invite you to participate in our teacher training session on "Common Mistakes in Online Education: Strategies for Effective Instruction".

During this session, you will have the opportunity to engage in active learning strategies, such as exercises and reflection questions, to enhance your understanding of the topic. You will also learn from real-life case studies and scenarios, and gain insights from experienced educators in the field.

Don't miss out on this valuable professional development opportunity!

This module consists of 2 lessons for which a detailed plan has been developed. Each lesson plan consists of three basic elements:

- introduction to the topic,
- exercises,
- consolidation of knowledge as a form of debriefing.

The module also includes a theoretical background and additional information (Get inspired) to expand your knowledge.

Each element of the lesson has an important function, so act step by step. Take advantage of our suggestions and be attentive to any tips.

Co-funded by the European Union

Lesson 1 - Defining the common mistakes in online education

Keywords:

Common mistakes, teacher training, student engagement, reflection, self-assessment

Learning Objectives:

- Flexibility, strategic thinking:
- Flexible training options could be useful to allow participants to adapt to their individual needs.

Co-funded by the European Union

Theoretical part

The theory behind this lesson on common mistakes in online education for teacher training is rooted in the principles of adult learning theory and online pedagogy. As educators, teachers play a critical role in designing and delivering effective online instruction.

The lesson recognizes that teachers may encounter common mistakes made by students in online education, such as technical difficulties, time management issues, misinterpretation of instructions, and academic integrity concerns.

The lesson acknowledges that these mistakes can impact student engagement, learning outcomes, and overall effectiveness of online instruction.

Therefore, the lesson is designed to provide teachers with a deeper understanding of these common mistakes, their underlying causes, and potential solutions. By engaging teachers in active learning strategies, such as exercises and reflection questions, the lesson aims to enhance their knowledge and skills in addressing these challenges in their online instructional practices.

Through this approach, the lesson empowers teachers to effectively recognize, address, and prevent common mistakes in online education, ultimately promoting successful online learning experiences for their students.

Co-funded by the European Union

Lesson Plan

Session Breakdown

- Begin the lesson with an overview of the topic of common mistakes in online education, collecting some ideas from your participants using a web 2 tool.
- Discuss the potential consequences of these mistakes on students' academic performance, engagement, and overall learning outcomes.

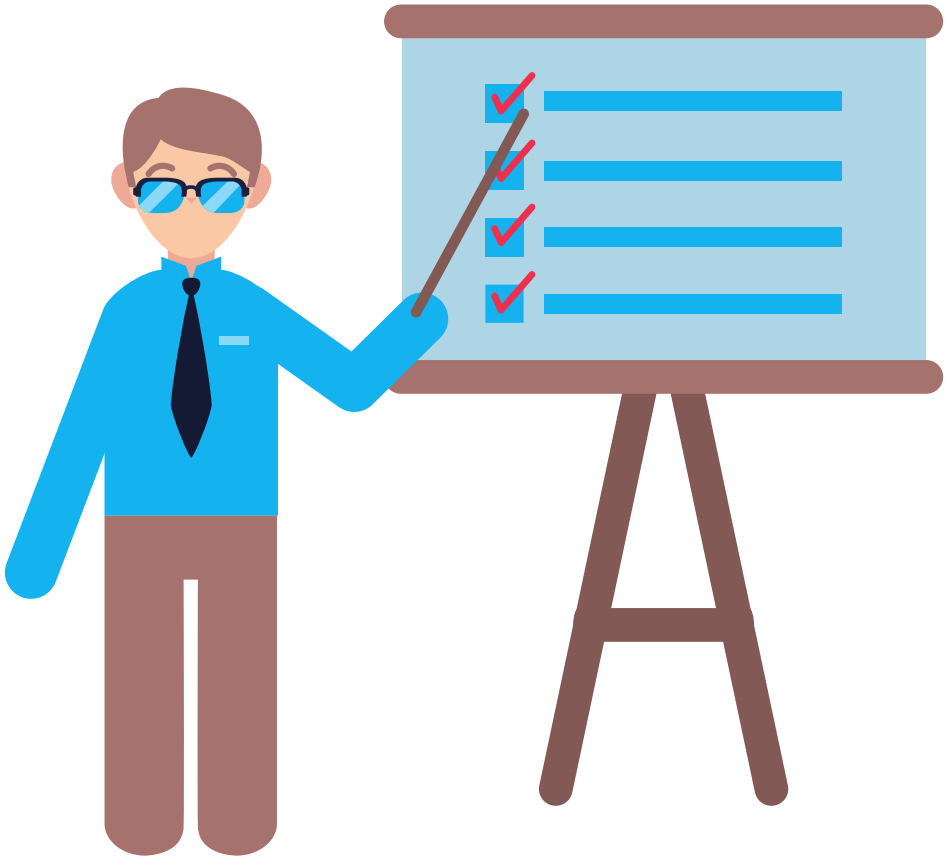
Co-funded by
the European Union

Exercise 1 - Group Activity

Materials

Case studies or scenarios, whiteboard
Optional: Access to online collaboration tools, such as Google Docs or shared online discussion boards, for group work.

- Divide students into small groups and provide them with case studies or scenarios related to common mistakes in online education.
- Ask them to analyse and discuss the situations, identify the mistakes, and propose strategies to overcome them.
- Encourage collaboration, critical thinking, and creativity in finding solutions.



Co-funded by the European Union

Exercise 2 - Self-Assessment Activity

Materials

Self-assessment questionnaire or checklist
Access to online survey or quiz tools

- Provide students with a self-assessment questionnaire or checklist that focuses on the common mistakes in online education.
- Ask them to reflect on their own online learning experiences and assess their own strengths and areas for improvement.
- This can help students become more self-aware and take ownership of their learning process.

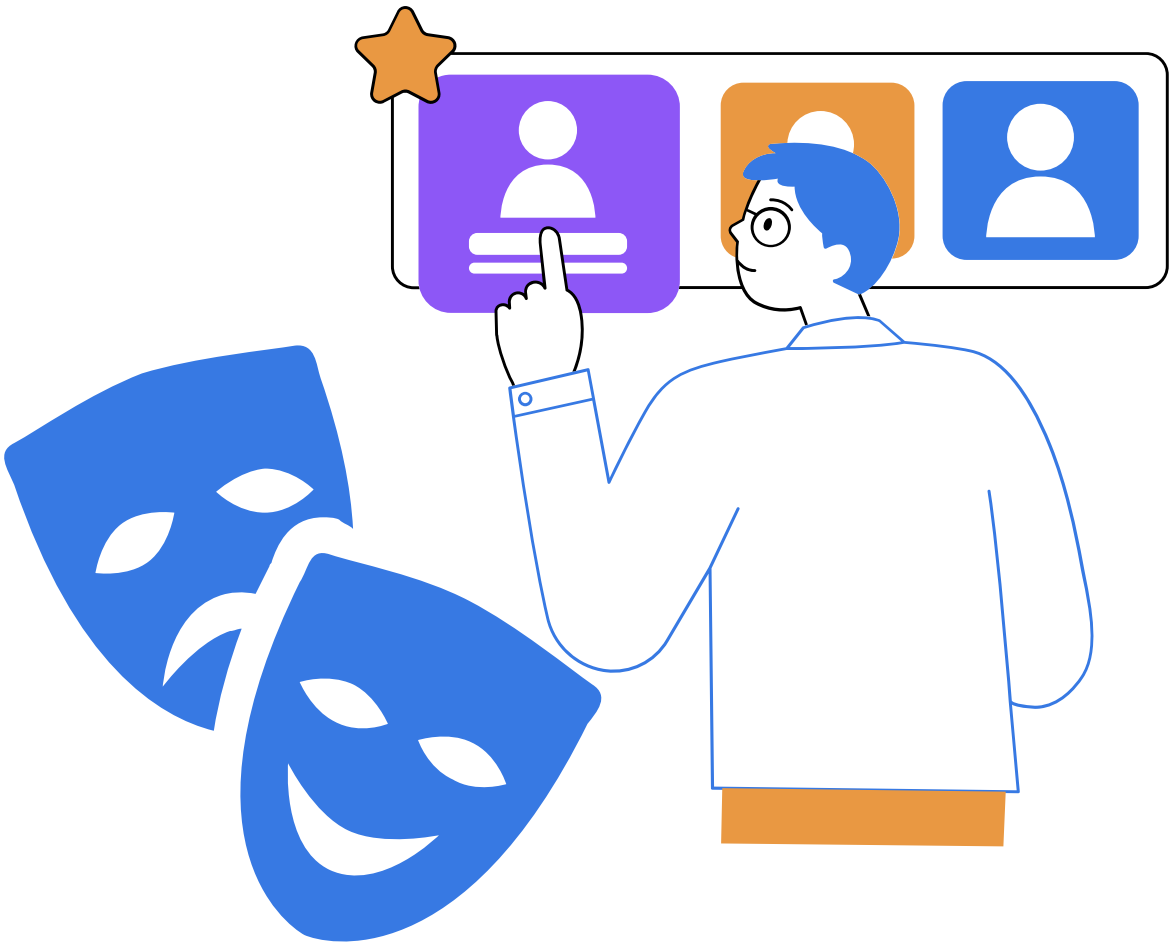
Co-funded by the European Union

Exercise 2 - Role Play Activity

Materials

Scenarios or scripts
Optional: Props or costumes
Optional: Access to video conferencing

- Assign roles to participants, such as an online learner, an instructor, and a student, and have them act out scenarios that involve common mistakes in online education.
- This can help students understand the perspectives of different stakeholders and the impact of these mistakes on the overall online learning ecosystem.



Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

The tutorial video demonstrating the correct application of the strategies here

https://youtu.be/CgTcjNYVEAQ

A reference guide outlining the essential method of the plan

https://drive.google.com/file/d/1w5GzTFwF7LLhzirpc7nN7OR3CM0o2AzT/view?usp=sharing

An example for case study

https://docs.google.com/document/d/1BclgBnfEqN_c9ywQZ3rtA7EGu37I-4eNlNDH-opWJJY/edit?usp=sharing

A Self-Assessment Questionnaire

https://docs.google.com/document/d/1SjNKPx4CHznCV5P3zQ66lH_zly5GAxBwbcdNVj0dBcY/edit?usp=sharing

Scenarios for Role Play

https://docs.google.com/document/d/1zhCpIUcNt3wzEm8xjzmLyoHBD7qELHgzW3tYLXUaSNg/edit?usp=sharing

Co-funded by the European Union

Consolidation of Knowledge

- Provide participants with reflection questions related to the topic, such as "What are some challenges you have faced during the scenarios and how did you overcome them?"
- Encourage teachers to think critically and reflect on their own experiences, insights, and potential solutions.
- Allow time for participants to share their reflections with the class, promoting discussion and peer learning.

EVALUATION

- Offer feedback and guidance on how to improve and avoid common mistakes in future online learning experiences.
- Encourage self-reflection on the effectiveness of the lesson and the strategies discussed in mitigating common mistakes in online education.

Co-funded by the European Union

Lesson 2 - Focusing on the Strategies to Avoid the Common Mistakes

Keywords:

Strategies, avoid the common mistakes, solutions to the challenges, policies including students with SEN

Learning Objectives:

- Flexibility, strategic thinking:
- Flexible training options could be useful to allow participants to adapt to their individual needs.

Co-funded by the European Union

Theoretical part

The theoretical background for focusing on strategies to avoid common mistakes in online education is rooted in the understanding that effective online instruction requires intentional planning and proactive measures to mitigate potential challenges.

Online education presents unique challenges that may lead to common mistakes, such as technical difficulties, time management issues, misinterpretation of instructions, giving long lectures, challenges in engaging students in the virtual environment, not adopting a student-centred approach, failing to ask for help, and difficulties in accommodating diverse learning needs. By incorporating evidence-based strategies, teachers can create a supportive and inclusive online learning environment that promotes student success.

Some key theoretical foundations that inform the strategies to avoid common mistakes in online education include instructional design principles, such as clear communication, learner engagement, voice and pitch management, recording online lectures and providing self-learning materials, flexible teaching and assessment policies including students with SEN and active learning strategies.

Accessibility and inclusive education theories especially highlight the need to provide accommodations and support for students with diverse learning needs, ensuring equal access and opportunities for all learners.

Co-funded by the European Union

Lesson Plan

Session Breakdown

- Welcome and greet participants
- Review the goal of the lesson: to learn practical strategies to avoid or mitigate common mistakes in online education
- Ask participants to share their experiences or challenges they have faced in online education, and briefly discuss as a group

Co-funded by the European Union

Exercise 1 - Common Mistakes Brainstorming and Discussion

Materials

Whiteboard, flipchart, or other writing surface
Markers or pens for recording common mistakes

- Provide an overview of common mistakes in online education, including technical difficulties, time management issues, misinterpretation of instructions, giving long lectures, challenges in engaging students in the virtual environment, not adopting a student-centred approach, failing to ask for help and any other common mistakes identified during the introduction
- Facilitate a brainstorming session to gather additional common mistakes that participants may have encountered or observed in their own online teaching experiences
- Record the common mistakes on the whiteboard or flipchart
- Facilitate a group discussion to further explore the causes and impacts of these common mistakes, and the potential strategies to avoid or mitigate them

Co-funded by the European Union

Exercise 2 - Strategies to Avoid or Mitigate Common Mistake

Materials

Whiteboard or flipchart for group discussion for writing the list of strategies for reference

- Introduce practical strategies to avoid or mitigate these common mistakes, such as providing clear instructions, setting expectations, establishing regular communication channels, using interactive teaching methods, promoting academic integrity, and providing support for students with diverse learning needs
- Discuss each strategy in detail and provide examples of how they can be applied in online instruction
- Facilitate a group discussion to share additional strategies or experiences in avoiding common mistakes in online education

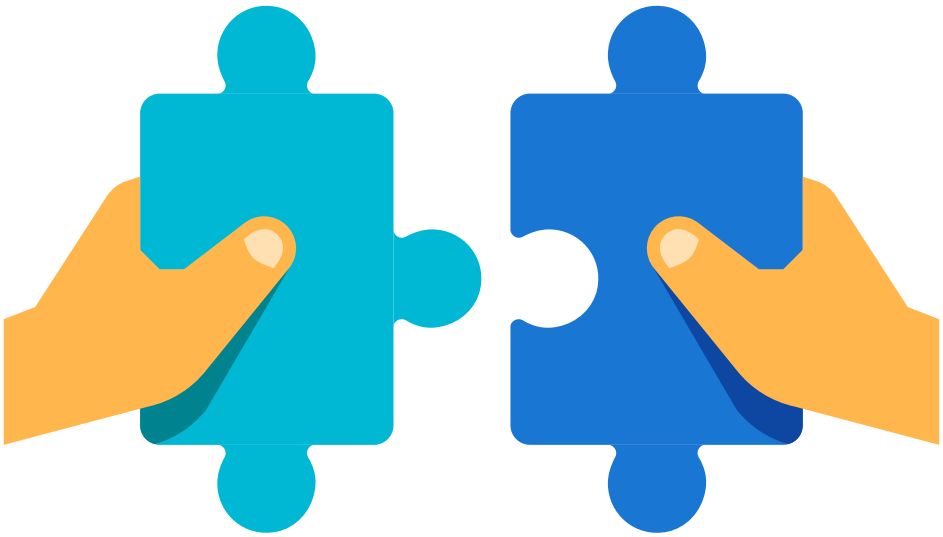
Co-funded by the European Union

Exercise 3 - Matching the Common Mistakes with the Strategies in Practice

Materials

A printed handout including an empty two-column table, table of showing suggested matching

- Divide participants into small groups or pairs
- Distribute the handout or worksheet including an empty two-column table. The first column is for common mistakes in online education. And the other is for strategies to avoid them.
- Instruct participants to work in groups or pairs to make a list of the common mistakes in the first column and put the proper strategies discussed to avoid or mitigate the common mistakes in the second.
- Circulate among the groups to provide guidance and feedback
- After the practice activity, facilitate a group discussion to share insights, challenges, and strategies used by the groups



Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

The tutorial video demonstrating the correct application of the strategies here

https://youtu.be/N13GteaOOY4

A reference guide outlining the essential method of the plan

https://drive.google.com/file/d/1WRdmecZvMYDl_tdYfbYxs-T8qVUVD-76/view?usp=sharing

A list of some Common Mistakes

https://docs.google.com/document/d/1fZPd5Oh3nzfo-dAqQpjGkdTkYr-I4f94/edit?usp=sharing&ouid=111790351946405162411&rtpof=true&sd=true

A list of Strategies How to Avoid Them

https://docs.google.com/document/d/16R6utAWenNPCO2qae_jTlXjRmePS5UgW/edit?usp=sharing&ouid=111790351946405162411&rtpof=true&sd=true

The empty two-column table
https://docs.google.com/document/d/1SYS0KvAd0g4egZqBO1tf7gRQ--mAbPTQXKjXI37NGEs/edit?usp=sharing

Suggested Matching

https://docs.google.com/document/d/1wzZdGx49aZYMYic0T4oJdogUYGtRyfbXS0sTCTQTM1A/edit?usp=sharing

Co-funded by the European Union

Consolidation of Knowledge

Here are some questions leading to reflection

- How has your online teaching experience been so far? What have been the biggest challenges you faced, and how did you overcome them?
- In your opinion, what are some common mistakes that online teachers tend to make? How can these mistakes be avoided?
- How do you ensure that all students, including those with special needs?
- In this lesson, we explored the common mistakes that teachers may encounter in the online education environment and how these mistakes can impact the effectiveness of online learning for both teachers and students. Through engaging exercises, we discussed strategies and techniques to avoid these mistakes and enhance the quality of online education. We reflected on our own teaching practices and identified areas for improvement to ensure that students are actively engaged and supported in their online learning journey. By leveraging technology tools, collaborating with colleagues, and continuously evaluating our practices, we aim to provide a more effective and engaging online education experience for all students, including those with special educational needs.

EVALUATION

- To evaluate the effectiveness of the lesson plan on avoiding common mistakes in online education, formative assessments such as teacher observations, self-assessment, and peer assessment can be used during the lesson activities.
- Additionally, summative assessments such as quizzes or written assignments can be administered at the end of the lesson.

Co-funded by the European Union

SKILLS
For High Quality Online Education

Module 7
Stress Management

Partner - EDUKOPRO

Stress management for teachers is essential, especially when it comes to teaching. At times, being a teacher can be stressful and overwhelming. Stress affects people in various mental and physical ways; however, stress management can help reduce these effects and make teaching easier. It is critical to understand how stress affects you to determine which coping strategies work best for you. Teachers must be able to manage their stress levels and those of their students.

Definition of stress

You've probably heard an adult express their stress. What does this imply? Stress is how our bodies react to overwhelming or frightening situations. Did you know that stress isn't just a problem for adults? That's correct! Children can experience stress as well. Stress can be caused by too much homework or by something more serious, such as losing someone you care about. We do not, unfortunately, live in a stress-free world. But there is hope.

Co-funded by the European Union

Project: 2021-1-PT01-KA220-SCH-000032510

Stress Management

Partner:

EDUKOPRO

Dear Teachers,

We hope you're doing well amidst your dedicated efforts in our Digiskills training program. As educators, we understand the importance of stress management, especially in the demanding teaching field. Therefore, we are excited to invite you to our educational module on Stress Management.

Stress affects us all in various ways, both mentally and physically. It can overwhelm teaching and hinder our ability to provide the best support to our students. However, through effective stress management techniques, we can reduce the impact of stress and make teaching a more enjoyable experience.

In this module, we will explore the definition of stress and its influence on our well-being. We will identify everyday stress triggers and learn how to manage them effectively. Moreover, we will delve into relaxation techniques such as meditation, deep breathing exercises, and progressive muscle relaxation to bring peace to our minds and bodies.

Understanding stress management is crucial for our well-being and creating a positive learning environment for our students. We can navigate challenges without feeling overwhelmed or powerless by mastering stress management techniques. This module will empower you to identify the best strategies for you and incorporate them into your daily life.

Best regards,

Co-funded by the European Union

Lesson 1 - Deep Breathing Exercise (Belly Breathing)

Keywords:

Progressive Relaxation, Deep Muscle Relaxation, Stress-reduction technique, Relaxation, Muscle groups, Demonstrate/model, Instructions, Tension release, Body relaxation.

Learning Objectives:

- "Deep Breathing Exercise (Belly Breathing)"
- introduces students to the practice of belly breathing as a relaxation technique, promoting stress reduction through focused and intentional deep breaths.

Co-funded by the European Union

Theoretical part

The theory behind this lesson on common mistakes in online education for teacher training is rooted in the principles of adult learning theory and online pedagogy. As educators, teachers play a critical role in designing and delivering effective online instruction.

The lesson recognizes that teachers may encounter common mistakes made by students in online education, such as technical difficulties, time management issues, misinterpretation of instructions, and academic integrity concerns.

The lesson acknowledges that these mistakes can impact student engagement, learning outcomes, and the overall effectiveness of online instruction. Therefore, the lesson is designed to provide teachers with a deeper understanding of these common mistakes, their underlying causes, and potential solutions.

By engaging teachers in active learning strategies, such as exercises and reflection questions, the lesson aims to enhance their knowledge and skills in addressing these challenges in their online instructional practices. Through this approach, the lesson empowers teachers to effectively recognize, address, and prevent common mistakes in online education, ultimately promoting successful online learning experiences for their students.

Co-funded by the European Union

Lesson Plan

Session Breakdown

- In this lesson, we will be discussing stress relief techniques as a means of addressing the common mistakes in online education.
  - It is crucial to understand the significance of managing stress for successful online learning.
- We will explore the potential consequences of neglecting stress relief on students' academic performance, engagement, and overall learning outcomes.
  - To make this topic relatable, we will also share real-life examples and anecdotes that highlight the relevance of stress relief techniques in online education.

Co-funded by the European Union

Exercise 1 - Subject: Social class

Materials

(No materials are required for this lesson on stress relief through deep breathing).

Grade:4th-9th
The topic of the lesson: stress relief

Description
The teacher/facilitator has all students stand with enough space between them or sit in a chair. Give students the following instructions:
1. Stand tall with your feet shoulder-width apart.
2. Slightly down relaxed arms and hands
3. The body is at ease.
4. Closed eyes
6. Breathe in slowly and deeply through your nostrils, imagining the balloon slowly inflating (getting bigger/larger/growing) and holding for a few seconds.
7. Exhale slowly through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out the mouth as if extinguishing a candle.

8. Tip: Place your hand over your lower abdomen and move it up and down to ensure you're not breathing through your chest.
9. Do this at least ten times. Inquire with students about how their bodies feel after the exercise.

(Do they appear more relaxed/calm? Do they have a lighter feeling? Great? Tired?)

Extension: Practice with the class several times until they are comfortable with deep breathing. Encourage students to practice independently (e.g., while waiting in line for something, sitting on the bus to school, at bedtime, etc.). Students should teach a friend or family member the deep breathing technique. Students will automatically go into deep breathing mode and relaxation once they develop this habit.

Co-funded by the European Union

Exercise 2 - Subject: Physical Education, Class Community

Materials

Having visual aids like diagrams or illustrations of human muscles can be helpful for students to identify and visualize the muscle groups during the exercise.

Grade: This activity is adaptable to all levels.
Progressive Relaxation is the lesson topic (Deep Muscle Relaxation)
The goal is for students to learn deep muscle relaxation as a simple stress-reduction technique.

Suggestion
There are no materials required. (Tip: Show students diagrams/illustrations/models of human muscles in preparation for the exercise to help them identify/visualize muscle groups.)

Content: The teacher/facilitator introduces the concept of relaxation as a means of reducing stress. Inform students that they will be participating in an activity that will help them relax by tightening and releasing various muscle groups in their bodies. Students may either sit or lay on their backs (depending on space). In preparation for their participation, demonstrate/model each step for students. Then, for each direction, read and model the following instructions to your students twice:

Co-funded by the European Union

1. Raise your brows and wrinkle your brows. Try to bring your brows up to your hairline. Hold for 5 seconds...then relax.
2. Make a sad face. Hold for 5 seconds...then relax.
3. Close your eyes as tight as you possibly can. Close your lips and draw the corners of your mouth back. Hold for 5 seconds...then relax.
4. Extend your eyes and mouth as far as they will go. Hold for 5 seconds...then relax. Feel the warmth and tranquillity on your face.
5. Extend your arms in front of you. Tightly grip your fist. Hold for 5 seconds...then relax. Feel the warmth and tranquillity in your hands.
6. Extend your arms to the side. Pretend your hands are pushing against an invisible wall. Hold for 5 seconds...then relax.
7. Bend your elbows and contract your upper arm muscles. Hold for 5 seconds...then relax. Feel the tension in your arms dissipates.
8th. Raise your shoulders. Try to bring your shoulders up to your ears. Hold for 5 seconds...then relax. 9. Lean away from the back of your chair (or off the floor). Hold for 5 seconds...then relax.
10. Arch your back. Push it up against the back of your chair (or against the floor). Hold for 5 seconds...then relax. Feel the tension in your back release.
11. Tense your stomach muscles. Hold for 5 seconds before relaxing.
12. Tighten your buttock and hip muscles. Hold for 5 seconds...then relax.
13. Tighten your thigh muscles by pressing your legs as close together as possible. Hold for 5 seconds...then relax.
14. Bring your ankles as close to your body as possible. Hold for 5 seconds...then relax.
15. Curl your toes as far under as you can. Hold for 5 seconds...then relax. Feel the tension in your legs dissipates.
16. Tighten every muscle in your body. Hold for ten seconds...then relax. Allow your entire body to feel heavy and calm. For a few minutes, sit quietly (or lie quietly) and enjoy the sensation of relaxation.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

Webography https://www.edutopia.org/sites/default/files/resources/stw-glenview-stress-reduction-activities.pdf

Images

- https://www.emag.ro/kit-2-roboti-dash-dot-cu-aplicatie-wonder-workshop-cu-bluetooth-dash02/pd/DM63H4BBM/
- https://in.pinterest.com/nanoo962016/%D8%AA%D8%B5%D8%A7%D9%85%D9%8A%D9%85-%D9%84%D9%84%D9%81%D9%88%D8%AA%D9%88%D8%B4%D9%88%D8%A8/
- https://pngtree.com/freepng/hand-drawn-cartoon-thinking-light-bulb-gradient-illustration_5368197.html
- https://www.freepik.com/free-vector/woman-checking-giant-check-list_4105860.htm#page=3&query=evaluation&position=0&from_view=keyword

Co-funded by the European Union

Consolidation of Knowledge

- Provide teachers with reflection questions related to the topic, such as "What are some challenges you have faced in online education and how did you overcome them?" or "What strategies can you implement to avoid common mistakes in online learning?"
- Encourage students to think critically and reflect on their own experiences, insights, and potential solutions.
- Allow time for students to share their reflections with the class, promoting discussion and peer learning.

EVALUATION

- **W**hen it comes to stress prevention and stress management, participants should familiarize themselves with the module and will find it useful. The module should be considered worthy of attention and essential for the participants, and enable them to start by paying attention to the biggest sources of stress and to learn how to avoid them. If they discover that the proposed methodologies and tools are easy to apply, it will be a way for them to learn how not to become a victim of stress and not experience burnout.
- The module should be well designed and cover the biggest problems with stress and sources of stress experienced by the participants and should offer their positive reactions. The exercises should correspond to the needs for relaxation and a pleasant environment, and the methodologies should be easy to use. If the participants recognize the importance of this topic, it will be easier for them to apply the module and the exercises in it

Co-funded by the European Union

Lesson 2 - Stress Management and Relaxation Techniques in the Classroom

Keywords:

Progressive Muscle Relaxation, Guided Imagery, Gratitude Circle, Stress Management Techniques, Relaxation Exercises, Deep Breathing, Mindful Sensory Exploration, Cultivating Gratitude, Well-being, Classroom Activities for Stress Reduction

Co-funded by the European Union

Theoretical part

Stress management is crucial in the classroom environment to support students' well-being, promote a positive learning atmosphere, and optimize academic performance. This theoretical background explores the underlying principles and theories related to relaxation methods for stress management in the classroom setting.

The relaxation response is a physiological state of deep rest that counteracts the effects of stress on the body and mind. It activates the parasympathetic nervous system, which promotes relaxation, reduces heart rate, lowers blood pressure, and decreases muscle tension. The relaxation response is the cornerstone of various relaxation methods for stress management.

The autonomic nervous system (ANS) plays a crucial role in the body's stress response. It has two branches: the sympathetic nervous system (SNS) and the parasympathetic nervous system (PNS). The SNS activates the body's "fight-or-flight" response, while the PNS triggers the relaxation response. By engaging the PNS through relaxation methods, students can counterbalance the effects of stress.

Relaxation methods for stress management recognize the intricate connection between the mind and body. Stress and anxiety often manifest physically; conversely, relaxation techniques targeting the body can positively influence mental and emotional states. The mind follows suit by promoting relaxation through the body, alleviating stress and fostering a sense of well-being.

Cognitive-behavioural approaches emphasize the role of thoughts, emotions, and behaviours in stress management. Relaxation techniques based on cognitive-behavioural principles focus on identifying and changing negative thought patterns, enhancing self-awareness, and promoting adaptive coping strategies. These approaches empower students to manage stress and develop resilience actively.

- https://www.nccih.nih.gov/health/relaxation-techniques-what-you-need-to-know
- https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/relaxation-technique/art-20045368

Co-funded by the European Union

Lesson Plan

Session Breakdown

- Welcome and greet participants
- Review the goal of the lesson: to learn practical strategies to avoid or mitigate common mistakes in online education
- Ask participants to share their experiences or challenges they have faced in online education, and briefly discuss as a group

Co-funded by the European Union

Exercise 1 - Progressive Muscle Relaxation for Stress Management

Materials

Chairs or comfortable seating for students (if not already provided)

1. Gather the students in a circle or have them sit comfortably at their desks.
2. Explain to the students that you will be guiding them through a relaxation exercise called Progressive Muscle Relaxation (PMR), which helps to reduce stress and tension in the body.
3. Instruct the students to sit with their backs straight and their feet flat on the floor.
4. Begin by guiding the students to take a deep breath in, and as they exhale, encourage them to release any tension they may be holding in their bodies.
5. Starting with the hands, instruct the students to tightly clench their fists and hold for a few seconds. Then, ask them to release the tension and let their hands relax completely. Encourage them to pay attention to the sensations of tension and relaxation.
6. Move on to the next muscle group, the arms. Instruct the students to raise their arms, making their muscles tight and tense. Hold for a few seconds, and then guide them to release the tension and let their arms go loose and relaxed.
7. Continue progressing through different muscle groups, including the forehead, eyebrows, eyes, cheeks, jaw, shoulders, chest, stomach, buttocks, legs, and feet. For each muscle group, have the students tense the muscles, hold briefly, and then release the tension completely.

Co-funded by the European Union

Exercise 1 - Progressive Muscle Relaxation for Stress Management

Materials

Chairs or comfortable seating for students (if not already provided)

1. As you guide the students through each muscle group, remind them to focus on the contrast between tension and relaxation. Encourage them to pay attention to the physical sensations they experience during the exercise.
2. After going through all the muscle groups, guide the students to take a few deep breaths and allow their whole bodies to relax. Encourage them to let go of any remaining tension and to enjoy the feeling of relaxation spreading throughout their bodies.
3. Take a moment for the students to sit quietly, noticing how their bodies feel after the exercise. Allow them to reflect on any changes in their level of relaxation or any differences they may have noticed.
4. Open the floor for a brief discussion, allowing students to share their experiences if they feel comfortable doing so. Alternatively, you can ask them to journal about their experience or draw a picture representing their state of relaxation.
5. Remind the students that PMR is a technique they can use whenever they feel stressed, overwhelmed, or in need of relaxation. Encourage them to practice it independently, at home or in other situations where they may benefit from stress reduction

Co-funded by the European Union

Exercise 2 - Guided Imagery for Stress Management in the Classroom

Materials

Comfortable seating for students (chairs or desks)
Dimmable lights (if available) or alternative lighting to create a calm atmosphere
Optional: Soft background music or nature sounds to enhance the relaxation experience (e.g., gentle instrumental music or sounds of nature)

Optional: Writing utensils and journals for students to jot down their reflections (if desired)

1. Begin by creating a calm and comfortable environment in the classroom. Dim the lights, if possible, and minimize distractions.
2. Gather the students in a circle or have them sit comfortably at their desks.
3. Explain to the students that you will be guiding them through a relaxation exercise called guided imagery, which will help them manage stress and feel more peaceful.
4. Instruct the students to close their eyes and take a few deep breaths to relax their bodies and minds.
5. Guide the students to imagine a peaceful and serene location. You can suggest examples such as a beach, a forest, a garden, or a mountaintop. Encourage them to use their imagination and create vivid mental images.
6. Prompt the students to engage their senses in the visualization. Encourage them to notice the colors, sounds, and scents in their imagined location. For example, "Imagine the sound of gentle waves, the warmth of the sun on your skin, and the scent of fresh flowers."

Co-funded by the European Union

Exercise 2 - Guided Imagery for Stress Management in the Classroom

Materials

Comfortable seating for students (chairs or desks)
Dimmable lights (if available) or alternative lighting to create a calm atmosphere
Optional: Soft background music or nature sounds to enhance the relaxation experience (e.g., gentle instrumental music or sounds of nature)

Optional: Writing utensils and journals for students to jot down their reflections (if desired)

1. Encourage the students to explore their imagined place. Prompt them to take a virtual walk, touch objects, and fully immerse themselves in the experience.
2. During the visualization, guide the students to let go of any tension or worries they may be carrying. Encourage them to imagine these negative feelings being released and replaced with a deep sense of relaxation and calmness.
3. Allow the students to stay in their peaceful place for a few minutes, enjoying the tranquility and serenity it provides.
4. Slowly bring the students back to the present moment by gently guiding their awareness back to the classroom. Encourage them to take a few more deep breaths and slowly open their eyes.
5. After the exercise, provide a few moments for the students to reflect and share their experiences if they feel comfortable doing so. This can be done through a brief discussion or by allowing them to jot down their thoughts in a journal.
6. Remind the students that they can use this guided imagery technique whenever they feel stressed or overwhelmed, and encourage them to practice it independently outside of the classroom.

Co-funded by the European Union

Exercise 3 - Gratitude Circle for Stress Management in the Classroom

Materials

Chairs or comfortable seating for students (if not already provided)

1. You can begin by gathering the students in a circle or having them sit comfortably at their desks.
2. Could you explain to the students that you will engage in a gratitude circle where everyone can share something they are grateful for?
3. Start the exercise by sharing something you are grateful for, such as a person, an experience, or even a simple pleasure.
4. Encourage the students to take a moment to think about something they are grateful for.
5. Going around the circle, invite each student to share their gratitude aloud. Emphasize that everyone's gratitude is valuable and that there are no right or wrong answers.
6. Encourage the students to provide specific details about what they are grateful for and why it holds significance for them? For example, instead of saying, "I'm grateful for my family," they could say, "I'm grateful for my family because they support and love me unconditionally."
7. Respect each student's choice if they prefer to keep their turn private. No one should feel pressured to participate.
8. After each student shares, invite the class to acknowledge and appreciate the collective gratitude. This can be done through a simple gesture like a gentle nod or a quiet "thank you."
9. If time allows, you can repeat the gratitude circle to give students additional opportunities to express appreciation.
10. Conclude the exercise by emphasizing the positive impact of gratitude on mental well-being and encouraging students to cultivate a habit of gratitude in their daily lives. Explain that focusing on the positive aspects of life can help reduce stress and improve overall happiness.
11. Encourage the students to practice gratitude outside the classroom by keeping a gratitude journal, where they can regularly write down things they are thankful for.
12. Remind the students that they can revisit the gratitude circle at any time in the future, either as a class or individually, to remind themselves of the positive aspects of their lives.

Co-funded by the European Union

Consolidation of Knowledge

Get Inspired

Progressive muscle relaxation

https://www.verywellmind.com/how-do-i-practice-progressive-muscle-relaxation-3024400

Mindful sensory

https://www.happify.com/hd/use-sensory-experiences-to-build-mindfulness/

Gratitude

https://greatergood.berkeley.edu/article/item/gratitude_activities_for_the_classroom

https://www.colorincolorado.org/gratitude

Co-funded by the European Union

Consolidation of Knowledge

Deep Breathing Exercise:
Possible questions: How did deep breathing make you feel? When could you use deep breathing in your daily life to manage stress?

Mindful Sensory Exploration:
Possible questions: What did you notice during the mindful sensory exploration exercise? How can you apply mindfulness and sensory awareness outside of the classroom?

Gratitude Circle:
Possible questions: What did you appreciate most about participating in the gratitude circle? How can you cultivate a habit of gratitude in your daily life?

End-of-Lesson Activity
Have students reflect on one takeaway from each exercise and write it down or share it with a partner. Encourage them to think about how they can incorporate these techniques into their daily lives to manage stress and promote well-being.

EVALUATION
Teachers can best incorporate these exercises by:

- Providing clear instructions and modeling the exercises for students.
- Allowing for variations and adaptations based on the age and needs of students.
- Creating a safe and supportive environment where students feel comfortable participating.
- Encouraging regular practice both inside and outside the classroom to reinforce the benefits of stress management and well-being.

Co-funded by the European Union

SUMMARY

The DigiSkills project's "Training Toolkit" is meticulously designed to upskill teachers in the rapidly evolving world of digital education, encompassing the diverse facets of technology integration in the classroom.

- Module 1 delves into the digitalisation of education, shedding light on its transformative power and urging educators to harness digital tools to achieve pedagogical objectives.
- Module 2 zeroes in on online teaching strategies, equipping teachers with the nuances of virtual pedagogy, fostering an understanding of online learning dynamics, and cultivating skills for inclusive digital instruction.
- Module 3 provides a roadmap for web tools to craft educational content and online assessments, bolstering educators' digital confidence and proficiency.
- Module 4 underscores the essence of student motivation via digital portfolios, encouraging students to set benchmarks, reflect on milestones, and leverage technology to elevate their academic pursuits.
- Module 5 champions collaborative activities aimed at parental involvement, fortifying the alliance between parents and educators in the shared mission of holistic student development.
- Module 6 draws attention to prevalent pitfalls in online education, offering pragmatic solutions to sidestep them and fostering a robust digital teaching environment.
- Module 7 touches upon the pivotal topic of stress management, guiding educators to discern the triggers of detrimental stress and equipping them with strategies to manage and mitigate its effects.

We extend our heartfelt gratitude for your active involvement in this training initiative.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Please consider the environment before printing.

https://digitalskills.edukopro.com/

ACSS RAQUEL LOMBARDI

Smart Idea

BETTER FUTURE
KSENIJA STRAŽIŠNIK S.P.

Co-funded by
the European Union