|  |  |
| --- | --- |
| DEF flag-logoeac-LLP_EN | logo_DigiSkills_2sm |
| **N°. 531300-LLP-1-2012-1-GR-KA3-KA3NW** | **DigiSkills: Network for the enhancement of digital competence skills** |

***DigiSkills***

**D 4.5 Integrated Implementation Report**

|  |  |
| --- | --- |
| **Project:** | N°. 531300-LLP-1-2012-1-GR-KA3-KA3NW |
| **Work package:** | WP4 Implementation |
| **PARTNER:** | EA |
| **Authors:** | Sofoklis Sotiriou |
| **Document Type:** | Report |
| **Distribution:** | Public |
| **Status:** | Final |
| **Document file:** | D4.5\_Integrated Implementation Report.docx |
| **Version:** | 0.1 |
| **Date:** | 30 November 2015 |
| **Number of pages:** | 63 |

**Versions of the Document**

|  |  |  |  |
| --- | --- | --- | --- |
| **Version** | **Date** | **Contributor** | **Summary of Changes** |
| **0.1** | 30/11/2015 | EA |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

This project has received funding from the European Union’s Lifelong Learning Programme.

This publication reflects only the DigiSkills consortium’s views and the European Union is

not liable for any use that might be made of information contained therein.

Table of Contents

1. Executive Summary 5

2. Implementation Phase 6

2.1 Introduction 6

2.2 Local Level Implementation Activities 7

*Collage: ICT enabled learning - Using digital resources for face-to-face classroom practice & for online learning/blended classroom practice* 8

*Digiskills workshop in Patras: Web 2.0 community building for teachers* 10

*Internet advertising and marketing* 11

*Multimedia and picture editors* 13

*eTwinning PromotorInnen-Tagung der OeAD* 15

*Collaborative note taking in University classrooms* 16

*Open access content and practices* 17

*eCulture training for trainers* 18

*Surf Moodle Session* 20

*INTERACTIVE EUROPE* 23

*LOOK AT THE IMAGE AND THINK* 24

*USE OF SOCIAL NETWORKS IN THE EDUCATIONAL FIELD* 25

*PRADO MUSEUM* 27

*THE SOUND IN LEARNING ENVIRONMENTS* 28

*THE RETURN OF THE PRODIGAL SON* 29

*Best pracise: Interaction design workshop* 30

*Best practise: Operating system development for Raspberry Pi* 31

*Best practise: Usability of web interfaces* 33

2.3 National Level Implementation Activities 35

*Digiskills workshop in Athens: How to use the ODS and DigiSkills Communities* 35

*Online Library Course* 36

*DigiSkills Workshop, ENIS Conference at the annual fair Bildung Online 2015* 39

*“Summer School” for teachers organized by EFAs in Granada* 40

*Croatian National Contest* 41

2.4 International Level Implementation Activities 49

*Digiskills European Workshop as part of the 2014 EDEN Annual Conference* 49

*Synergy Session: Skilled Teachers through Open Classrooms to Innovative Learning at the EDEN Annual Conference in Barcelona* 51

*DigiSkills Summer School 2013 – Crete, Greece 30/6-5/7/2013* 55

*DigiSkills Summer School 2014 – Athens, Greece 13/7-18/7/2014* 56

3. Conclusions 59

ANNEX I: Additional Implementation Activities 61

# 1. Executive Summary

This deliverable includes a presentation of the implementation activites realized within the project duration. It provides also data from the implementation activities (e.g. number of participants)

The implementation activities are presented in 3 categories namely Local, National and International. Also presents activities that were realized via the use of project’s platform as well as the communities that were created on the Oped discovery Space portal.

The project has already overwhelmed all promised implementation activities in all countries of the consortium by spreading the influence beyond the participating countries via activities such us contests and collaboration with *Open Science Resources*, *Inspiring Science Education* and *Open Discovery Space* projects.

Data were gatherd during these implementation activities and presented in details in D4.4 Validation Phase – Merge of Goog Practices and D5.5 Final Evaluation Report of Digiskills.

# 2. Implementation Phase

## 2.1 Introduction

The DigiSkills implementation activities were carried over, divided in two main phases that were enriched with a set of additional activities. More specifically, a partner from each participating country organized two experimentation actions, each one corresponding to one of the two separate phases. During Phase A, the participating teachers were familiarized themselves with the concept of good practices and the suitable evaluation process. This way, they were prepared to test and evaluate the collected good practices. Feedback on the good practices was collected and lead in the selection of those practices that stand out. Regarding implementation Phase B, the network of teachers that have participated in Phase A and more teachers from other partners and associated partners networks, gathered in a new round of activities to select the most outstanding best practices that were circulated by DigiSkills at the end of the 3-year cycle of work.

Specifically at Phase A partners presented their best practices (all or a selection of them) to their target groups and studied the impact of those best practices by collecting specific data. The presented Best Practices were uploaded to Digiskills Platform.

The evaluation process of PHASE A was decided as following:

* The selected best practices were presented to the participants.
* The Digiskills Platform was introduce to the participants

Overall, 15 Best practices were presented 284 teacher were reached.

Concerning Phase B partners organized implementation events in which the selected Best Practices were presented and evaluated by all involved end users (SE, HE and AE teachers and students) through the use of the platform. At the same time, the participants were asked to fill the evaluation questionnaire of Digiskills

Overall, 13 Best practices were presented 1.123 teachers and students were reached.

The project plan took into account a series of national initiatives in the countries of implementation, that exemplify the opportunities DigiSkills exploit in the current reform efforts for boosting the practitioner-led agenda forward. In order to support the targeted user in the implementation of best practices, guidelines were developed and will be presented in D7.4: DigiSkills Best Practice Guidelines.

During the implementation phase, a number of events were organised for the exchange, validation and evaluation of the collected best practices: such as training sessions, contests and fairs, at summer schools, other parallel events as well as a European transnational workshop with EDEN’s contributions (June 2015). To this contributed the specially developed web-based DigiSkills inventory that allow all interested parties to access ideas and best practices on effective use of eLearning resources. All these actions create a European trend of teachers discussing, testing, implementing and eventually even developing effective practices.

The Implementation of best practices was organised at a very specific set of teachers’ training activities in school environments, in science and environmental education centres as well as in teachers’ training centres.

These activities were based in successful initiatives that have proven their effectiveness in developing practitioners of enquiry. The implementation approach is the result of combing research, practitioner experience, passion about environmental education and a range of strategies chosen and applied per each case based on the particular needs, unique goals, strengths, resources, barriers and specifications. Pursuing maximum efficiency of the DigiSkills implementation process, these training programmes resort to a blended learning delivery model. This is arguably the optimal model for professional development since it brings together an ideal balance of flexibility and competence. The implementation activities provided an opportunity for teachers to understand the implications for themselves and for their learners in the classroom for the adoption and adaption of enquiry-based approaches for applying environmental teaching models.

Besides, although environmental issues are of global interest, the implementation of related educational actions is a complicated and multivariate issue. However, special care was taken to ensure that for the pre-specified local priorities, the prescribed teaching methods, the tools and the required experimental infrastructure exist. Today, even within the EU, great regional disparities continue to exist due to economic, historical, ethnic and religious factors. It is clear that addressing all key players, countries and regions through a single training and implementation paradigm would be oversimplifying and counterproductive. Hence, a careful consideration of the local in which the implementation actions were applied was taken care of.

Specialized training activities were organised, whether nationally or locally. To propose the best way to implement these activities those were organized in collaboration with the ministries of education or organisations or initiatives in the field to ensure the maximum numbers of participants, and also to verify that the proposed DigiSkills activities meet the local/national objectives.

Below are presented the main implementation activities of the project (Phase A and Phase B) categories in Local, National and International. More activities are included in the ANNEX I of this document

## 2.2 Local Level Implementation Activities

Local implementation activities included:

* **Demonstrations and training activities** **in schools / training centers:** during these activities, teachers had the opportunity to get familiarised with the concept of best practices and with specific exceptional educational scenarios, in order to select the most outstanding best practices. They also exchange ideas and experiences with experts and teacher trainers.
* **Enquiry workshops:** the enquiry workshops are crafted to provide powerful and transformative experiences by immersing participants in the process of enquiry for promoting environmental learning. A primary focus of the facilitator’s work was to use hands-on investigation, reflection, and group discussion to foster an understanding of the essential features and structure of enquiry, which participants took back and share with colleagues in their schools and projects. These experiences serve as a framework for designing strategies that can support the creation of classroom environments for students’ enquiry based activities.

**Local Implementation Activities in Greece**

### *Collage: ICT enabled learning - Using digital resources for face-to-face classroom practice & for online learning/blended classroom practice*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Collage, a mobile learning platform for context-dependent games, too part during 2014-2015 school year in Athens, Greece. This platform engages fun, interdisciplinary, collaboration, and challenge beyond the four walls of the classroom aiming to create new learning opportunities. Byzantium Museum, Acropolis of Athens, National Archaeological Museum and National Historical Museum were the four activities in which Collage platform were implemented. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | Students from 3d to 6th grade participated in these activities playing collaboratively the challenges derived from Collage platform. Students developed a relation between them and the exhibits or monuments. They underlined the value of past’s evidences and they understood the meaning of these creations. Students freely expressed after these implementations in terms of their interpretations but also their development of creativity (paintings, artifacts etc.)  **The Collage Best Practice** followed 3 steps, classroom activities where they were preparing the visits and examining the literature of the specific lesson, they visited the sites and they experience the games and they came back to the classroom to finalise exercises as well as report for specific assignments. In one of the visits in Acropolis, a video was produced explaining the whole procedure. The aim of the video development was to be used as a training / demonstration tool for other teachers so to have a good presentation of how this best practice can be implemented. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** |  |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| teachers | 27 |
| students | 420 |
|  |  |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***447*** |

### *Digiskills workshop in Patras: Web 2.0 community building for teachers*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Greece, Patra**  Digiskills workshop took place in Patras on 11/5/2015 at the premises of Experimental Secondary school of Patras. The event was co-organized by Digiskills and ODS projects.  The event was dedicated to teachers from rural schools. In the Digiskills workshop the participated rural teachers registered to Digiskills platform navigated it and rated the corresponding best practice ***Web 2.0 community building for teachers (***[***http://www.digiskills-project.eu/?q=content/web-20-community-building-teachers***](http://www.digiskills-project.eu/?q=content/web-20-community-building-teachers)***)*** |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | At the end of the workshop the participated teachers filed the evaluation questionnaire for DigiSkills. The results showed that:  58,82% somewhat agreed and 35,29% strongly agreed that the Best Practice improved their ICT skills  29,41% somewhat agreed and 64,71% strongly agreed that they can incorporated the Best practice in the framework of their every day professional activity  35,29% somewhat agreed and 58,82% strongly agreed that they will recommend the Best Practice in the framework of Digiskills to their colleagues |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | Macintosh HD:Users:sotiriou:Documents:Science View_Mac:Proposals_Projects:Projects:DigiSkills:Activities:REPORTS:CTI:Patra_workshop_Digiskills-PHOTOS-1:Digiskills_Patra_CTI_2.jpg Macintosh HD:Users:sotiriou:Documents:Science View_Mac:Proposals_Projects:Projects:DigiSkills:Activities:REPORTS:CTI:Patra_workshop_Digiskills-PHOTOS-1:Digiskills_Patra_CTI_4.jpg |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 17 |
|  |  |
|  |  |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***17*** |

**Local Implementation Activities in Poland**

### *Internet advertising and marketing*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Poland/Lublin, 01.03-06.06.2015.**  The course is addressed to students of interdepartmental faculty Cyberculture. The course consists of lectures and workshops. Students are humanists and are mostly interested in gaining practical knowledge and skills in the field of internet marketing.  During the lecture, students become familiar with the basics of e-marketing, as well as meet online with managers from Internet marketing companies in Poland.  During the exercises, students carry out the project: the implementation of sales automation technology (SalesManago) in the AeroBrains.com Ltd, which offers cognitive skills development system in the form of electronic exercises and tests. In the frame of implementation students participate in online training and configure sales automation system (SalesManago) for CRM of AeroBrains.  More information: <http://www.digiskills-project.eu/?q=content/reklama-i-marketing-w-internecie> |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | **Teachers conclusions:**  The course develops practical skills, which students highly appreciate.  The advantage of course is ongoing assessment of students' work, so you can immediately make changes in the way people work, and modify the way of the course.  Pay attention to the way of formation working groups and the sharing the duties within the group. It should sensitize students on the proper allocation of duties in the team. It is very important to prepare Sales Manago environment to realise students tasks.  **Students feedback:**  At the end also students were asked to fill in questionnaire to evaluate the course. The results were:   1. **How do you evaluate lectures?**   77,3% - very good  13,6% - good   1. **How do you evaluate exercises?**   31,8% - very good  68,2% - good   1. **How do you evaluate practical value of the course?**   45,5% - very good  50% - good   1. **How do you evaluate content of the course?**   50% - very good  45,5% - good   1. **Course developed your ICT skills:**   I totally disagree – 9,1%, I partly disagree – 4,5%, I don’t agree nor disagree – 0%, I partly agree – 50%, I totally agree – 36,4%, NA – 0%   1. **During the course you developed your interest in the subject:**   I totally disagree – 9,1%, I partly disagree – 13,6%, I don’t agree nor disagree – 0%, I partly agree – 22,7%, I totally agree – 54,5%, NA – 0%   1. **Tasks prepared for the classes were clear:**   I totally disagree – 4,5%, I partly disagree – 9,1%, I don’t agree nor disagree – 4,5%, I partly agree – 31,8%, I totally agree – 50,0%, NA – 0%   1. **Knowledge you gain during the classes let you effectively develop your educational path:**   I totally disagree – 9,1%, I partly disagree – 9,1%, I don’t agree nor disagree – 9,1%, I partly agree – 31,8%, I totally agree – 40,9%, NA – 0% |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | Screens from SalesManago programme: |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| HE Teachers | 2 |
| Students | 22 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***24*** |

### *Multimedia and picture editors*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Poland/Lublin, 10.2014-01.2015.**  Aim of the course is to familiarize students with the digital technologies that can be used both in research as well as cultural projects.  • To familiarize students with tools such as: ManyEyes, Ngram Viewer.  • To familiarize students with the WordPress technology (installation and introduction of contents)  • Data collection on the history of visual art according to selected ranges of interest  • Implementation of a research project by students of the paintings (according to the selected scope of research, eg. Age, the artist, images of pop culture, etc.) using tools for data visualization and interpretation of research results.  • Keeping a blog using WordPress describing the results of research.  More information: <http://www.digiskills-project.eu/?q=content/multimedia-i-edytory-obrazu> |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | Teacher conclusion:  The advantage of the classes is its practical nature. Students create research projects that can be published for a wide audience (using blog). Most students were very enthusiastic about their tasks and engaged themselves very much.  During the classes you should take care of systematic work of students and equal sharing of responsibilities within the group. It was also important to inspire students by tools for analysis and visualization of data.  Students feedback:  The feedback from students was gathered during the last class (in the form of a conversation). Students positively evaluated the whole course. In their opinion, the most important was practical nature of the course and the possibility of a real presentation of research results. Research results published on the blog reached people not only from the university. An additional benefit was opportunity to familiarize themselves with publishing blog using WordPress technology. They also noticed that the classes improved their skills to work in a team. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | Screen: One of the visualization prepared by students (This visualization shows the relationship between Facebook accounts, which are mutually likes their posts. Blue nodes are men, women red, yellow institutions).  http://rbomba.pl/wp-content/uploads/2014/05/software-studies.png |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| HE Teacher | 1 |
| Students | 15 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***16*** |

**Local Implementation Activities in Austria**

### *eTwinning PromotorInnen-Tagung der OeAD*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **eTwinning PromotorInnen-Tagung der OeAD**  Austria/Vienna  22/04/2015  Present the DigiSkills approach and products |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | After presenting the aims, products and platform, a discussion with the participants about efficient ways to foster and strengthen digital skills of the school’s staff. The policy makers and stakeholders showed interest in the project approach and their results and offers their support as multipliers to promote and implement DigiSkills. They also ensured to support enhanced IT trainings for teachers in order to boost their digital competencies and reinforce this aim in the school curricula. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | 2015-04-22 10.50.33.jpg 2015-04-22 10.50.50.jpg |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers (regular and IT) | 12 |
| Policy maker | 6 |
| Stakeholders | 7 |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***25*** |

**Local Implementation Activities in Switzerland**

### *Collaborative note taking in University classrooms*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Ynternet.org and HEG (University of Applied Sciences)  The aim was to bring students to work together on text and sound collaborative note taking during a lesson on cloud computiing  Place: Geneva, Switzerland  5 weekly lessons (duration 2 hours) in module 631-2 HEG, Virtualisation and cloud computing (October and November 2014) |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | * Discussion on wiki tools and practices * Defining methodology * Practical examples and exercises * Collaborative note taking * Analysis of roles of the participants   The workshop was organised around these learning outcomes:  1- Collaboration   * have positive interdependence (assuming its role,respects others)   2- ICT and information literacy   * have positive interdependence (assuming its * use collaborative tools(wikis, blogs) * manage resources and intellectual techniques, * access,evaluate and use information   Challenges on applying collaborative methodologies on existing courses   * Work group organisation * Finding common presentation time * Evaluating   Results   * Collaborative notes on Framapadhttps://lite.framapad.org/p/heg-631-2-2013 * Cyberlearn, elearning HEG http://cyberlearn.hes-so.ch/course/view.php?id=789 * Diigo , social bookmarking<https://groups.diigo.com/group/heg-virtualisation> * Responsibilities at individual levels, available at: <https://docs.google.com/spreadsheet/ccc?key=0Apfy6yGvVRcGdGFubk9YYUlUTU95OVlDMkszTVZ0REE#gid=3>  1. Skills and lack of vision are limiting factors in wiki training efforts 2. Students are willing to experiment   Self-evaluation methodology was used, answers available at <https://docs.google.com/spreadsheets/d/1U7oVnmCaH5g0WN7XU5UTkWtRhTwiK1kao-SrT-nLcsU/edit#gid=0> (in French) |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | N/A |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| 19 - 24 years old, 1st year university IT students full details available at <https://docs.google.com/spreadsheets/d/1RqlmJASHTRqUjfbMtX75Z9zGwHJZHtmXIio91rmtENc/edit#gid=3> | 34 |
|  |  |
|  |  |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***34*** |

### *Open access content and practices*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Ynternet.org organised a full day workshop (13.07.2015) on open access content and practices. The practical activities of the workshop were based on the Digiskills open repository. The participants were experts in social sciences, communication, anthropology and environment with teaching and informal training experience. Participants in the workshop created personal accounts in the digiskills platform, commented on its technical and navigational aspects, highlighted within the group their favourite digiskills training practices, voted and commented on them, posted open source alternatives to paying services, completed the evaluation questionnaire, prepared custom dissemination texts for the project (English and French). |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | The participants said about the portal:  "In my experience Digiskills content is more likely to introduce an innovative efficiency. Efficiency because of the ratings which we can find directly above the article and not at the end. So we can decide if the selected article is to be read premium or not. Also Digiskills does not lie (which is practical).It means that when you enter a keyword, you will find none if the word doesn't appear in a register title or article. Again you don't lose any time with approximative results. It is there or it isn't. Digiskills has the answer or doesn't.” |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | N/A |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 4 |
| Experts in education and ICT | 6 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***10*** |

### *eCulture training for trainers*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Ynternet.org organized a workshop in Geneva, Switzerland on  14 April 2014  The main aim was to present collaborative online skills to university trainers on eCulture issues with an emphasis on wiki practices and open lisences.  The duration of the workshop was 3 hours  Participants were asked, before the meeting to:  a) bring along their laptop,  b) prepare indicative material for licensing under a creative commons license (ex. document, presentation, web site.  The goal of the meeting was to combine theoretical wiki culture aspects of open licensing with practical examples.  The profile of participants varied in terms of competences and institutions. In terms of professional activities, participants are teaching as professors in departments including: social, information technologies, visual arts, finance, engineering, physics and marketing studies. Other professional activities include music industry associate (in China) and network programmers.  Most of the participants were familiar with the use of Moodle in their university and have already received information on the use of CreativeCommons licenses. Few had already used or published their work under such a license.  Participants arrived with different expectations. Few of them wanted to keep all the rights of the documents, control the derivatives of their creations. The majority wanted to understand the licensing modalities and possibilities. Some wanted to use them for marketing purposes especially in international activities and others to integrate them to larger projects, among which on “flipped classroom”.  Showcases presented  The introduction was made through the presentation of the Wikipedia structures and some preliminary ways of using it, like editing an article, as well as tracing the history and its changes.  The main theme and presentation was around the CreativeCommons licences. A matrix of possibilities under an existing creative commons licenses framework was analysed (http://www.creativecommons.fr/).  Finally, there was some time spent with each participant in order to discuss, in more details, their work to be published under these licenses. This involved material such as: documents, web pages, code and learning scenarios. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | This short duration workshop ended with an open discussion on what participants needed to further develop their wiki / skills. The list of these needs includes:   * Understanding the importance of sharing information and content in the digital era * Effectively searching resources ad content under free licenses * Distinguishing the functions and results of CreativeCommons and other open and copyleft licenses * Choosing an appropriate license for their personal content and use cases * Referencing and publishing the licensed document   Online evaluation questionnaire was used with results available at [https://docs.google.com/spreadsheets/d/](https://docs.google.com/spreadsheets/d/15CARv2RkAvQL56D19suSS3Lmts_IZTEHRXTAKrsxy4Y/edit#gid=0) |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | N/A |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| University trainers (profs and assistans profs) | 12 |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***12*** |

**Local Implementation Activities in Spain**

### *Surf Moodle Session*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Sevilla, Spain  The seminars have been wit teachers  The aims were:   * Present the Digiskills website and platform * Make in practise some good practices * Familiarise teachers with ICTs tools * Interchange ideas and experiences, promoting community building * Encourage teachers to add Good Practices to the platform   The content was:   1. What is Moodle and what is it for? 2. Study of the Main window or Home. Different Start-up Windows in other Moodle platforms. 3. Description of the Navigation. 4. Available courses, to be viewed from the middle column. 5. Check the initial functionality of the block Calendar. 6. Hide Browsing block and minimize blocks from the sidebar. 7. Change the platform language. 8. Differentiate between the two ways to access the platform so as to write the user’s name and the password.   Three sessions / 30 minute |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | This practice is useful for all users who have never accessed a Moodle platform.  At first glance like this graphic design in particular because it is clean and cheerful.  After the first impression, we explain how it could access the platform using passwords. Like most students are accustomed to register on social networks and online games, this is done naturally and without complications.  This is an example of platform, we made it clear that there are different designs, but with a quite similar functionality. It depends on the choices of modules that each administrator has wanted enabled in its Moodle.  The teachers value the simplicity of navigation and the ability to select their own resources to be used. Thus one Primary teacher assesses the possibility of using internal messaging, to provide news to the parents. And a Secondary teacher will have the possibility of insert modules and resources for each subject, depending on the ICT skills of the teacher.  It is highly appreciated the option of having a calendar of the training, with the possibility of editing the activities that take place in a group or class. We can organize ourselves and take a picture in time to what you have to work and when you have to do or deliver, for instance, when extracurricular activities are scheduled or when testing session or meeting parents, etc. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | C:\Users\Marian\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\IMG_20150120_115923.jpg |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 4 |
| Students | 100 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***104*** |

### *INTERACTIVE EUROPE*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | The activity has been with teachers and students  Barcelona, Spain  The aims were:   * Present the Digiskills website and platform * Learn to find, place and connect European countries with their capital cities and flags. * Train their memory skills. * Learn to take part in forums.   1-2 sessions (depending on the students) / 60 minutes each, but can be adapted to other topics of the same subject: relief, hydrography, European Union members, Autonomous Regions, geography of the continents, etc. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | The class starts viewing the following video: <https://www.youtube.com/watch?v=oj8PFZt2k5E> (4 minutes long)  Each student gets connected to: <http://serbal.pntic.mec.es/ealg0027/europa1e.html>y  Change the map. <http://serbal.pntic.mec.es/ealg0027/europa2e.html>  Change the window and answer the question which is displayed.  Where is it? <http://serbal.pntic.mec.es/ealg0027/europa1ecap.html>. Change the map What is it called? <http://serbal.pntic.mec.es/ealg0027/europa2ecap.html>.  Change the window and answer the question.  Once activities 1 and 2 have been successfully done, they get connected to: <http://www.toporopa.eu/es/banderas_de_europa.html> This time the student has to match countries and flags. (15 minutes) Another chance consists of viewing the following video: <https://www.youtube.com/watch?v=HWY2ckFs0NM>  To reuse and broaden this practice they can be invited to repeat the same process with other maps connected to the topic:  Rivers: <http://serbal.pntic.mec.es/ealg0027/eurrios2e.html> Relief: <http://serbal.pntic.mec.es/ealg0027/eurorog2e.html> Coasts: <http://serbal.pntic.mec.es/ealg0027/eurocostas2e.html>  They can also practise languages while learning geography. In order to do it, get to this link and click on the flag you are interested in. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | N/A |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 4 |
| Students | 200 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***204*** |

### *LOOK AT THE IMAGE AND THINK*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Barcelona, Montgat. Spain  Learn to watch, describe, understand and make connections through images. Make the difference between “see” and “watch”.  Understand the criteria of image composition.  Get to change the centre of interest and the centre of attention of a photograph.  3 sessions of 60 minutes |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | First session: By watching images and by getting particular questions we can analyze what can and what cannot be seen.  Second session: By viewing three short videos, the technical dimension of an image is analyzed:  Third session: Every student picks up one photo out of those ones taken the day before and by getting little help from a tutorial, will edit the image and will do a new composition of the parts getting both a centre of interest and a centre of attention. Then, the results will be corroborated and a discussion about them will take place  Participation in the observation and analysis of images.  Search images with a specific intention.  Taking pictures following a criteria.  Changing the composition of the selected images.  Somme comments:   * I did not think it could get much information from images. * I have learned to tweak my own images. * It's been fun and very useful. Now I know that look is not the same as seeing * This workshop helped me to learn to think |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | C:\Users\Marian\Desktop\OutMV\actuales\DIGISKILL 12 KA3\WP4 Implementation\ImplementationReportImagen-yPiensa\IMG_0396.JPG |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 2 (One teacher has more than one group of students) |
| Students | 170 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***172*** |

### *USE OF SOCIAL NETWORKS IN THE EDUCATIONAL FIELD*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Madrid, Spain  Aims:   * Study the evolution of the social networks * Understand its utility in education * To know what digital identity is * Go deep in digital identity concept * Learn how to use properly Facebook and twitter |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | Teachers considered this tool very good for communication: teacher can communicate information, instructions, news, about his/her subject. Teachers cannot refuse this communication tool  Students need to learn how to use it, with responsibility, saving their own privacy  The student can consult, provide their works, material for the subject, comments, and so on |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | N/A |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 1 University Perú; 3 secondary teachers |
| Students | 160 |
| ***TOTAL NUMBER OF ATTENDEES*** |  |

### *PRADO MUSEUM*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Barcelona, Spain  With this practise, students Will be able to know, understand, valorise and appreciate del cultural heritage of Europe.  To know the Prado Museum: painters and building. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | I like the good practice, it helps to interiorize main concepts in a good and interesting way.  I have learnt more in less time  With this method is easier to learn  I have not needed to use books to learn how to analise a picture  I consider very practical and actual  I have been actively involved. Only to listen is very boring |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | C:\Users\Marian\Desktop\OutMV\actuales\DIGISKILL 12 KA3\WP4 Implementation\Imp_Rep_CECE_PradoMuseum\image (1).jpg |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 2 |
| Students | 80 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***82*** |

### *THE SOUND IN LEARNING ENVIRONMENTS*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Learn to capture, edit, record and manipulate audio files  Barcelona, Spain  6 sessions of 60 minutes |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | Capture, edit and manipulate audio with Audacity  Record a dialogue between Don Quixote and Sancho Panza (literature)  Record an interview on social networks (computing)  In social sciences recording questions about European capitals.  This method can be used in any subject.  These were pupils’ comment: Classes, in this case for Literature, Geography ... become sometimes a enumeration of names of authors and their works; this method is easier and motivating learn and maintain. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | C:\Users\Marian\Desktop\OutMV\actuales\DIGISKILL 12 KA3\WP4 Implementation\Imp_Rep_CECE_SoundLearn\IMAG0974.jpg |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 1 (several groups of students) |
| Students | 80 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***81*** |

### *THE RETURN OF THE PRODIGAL SON*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Sevilla, Barcelona, Spain  Approach to Rembrandt  Learn to comment a picture. Reflexion.  Analyse the picture from different perspectives: literature, art, religion, geography … as an interdisciplinary activity  Study in deep the Baroque period |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | All the participants commented that look with attention something, in the pictures, produce a reflexion, and from this point they can better analyse and comment. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | C:\Users\Marian\Desktop\OutMV\actuales\DIGISKILL 12 KA3\WP4 Implementation\Cuadro\image.jpg |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 3 |
| Students | 100 |
| ***TOTAL NUMBER OF ATTENDEES*** | **103** |

**Local Implementation Activities in Croacia**

### *Best pracise:* [*Interaction design workshop*](http://www.digiskills-project.eu/?q=content/interaction-design-workshop)

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | University of Split, Faculty of Science, Croatia  To deliver students a practical workshop dealing with design of an interactive product prototype. To use methods and principles of interaction design.Training students in evaluation methodology. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | Intensive two day workshop delivered great results encouraging this type of class activities. Two groups of students designed, evaluated and implemented a digital product prototype for elderly people. Final presentation of students work at the end of the workshop. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | http://digiskills-project.eu/sites/default/files/repository/common/interaction_design_workshop_prototype.jpg |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Undergraduate and graduate students | 71 |
|  |  |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***71*** |

### *Best practise:* [*Operating system development for Raspberry Pi*](http://www.digiskills-project.eu/?q=content/operating-system-development-raspberry-pi)

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | University of Split, Faculty of Science, Croatia  To introduce students to the Raspberry Pi computer. To deliver students the basics of operating systems development in assembly code. Training students to compile, install and run operating system on Raspberry Pi. Motivating students to try to develop their own operating system on Raspberry Pi. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | Through a couple of hands-on laboratory exercises students learn how to:   * use Raspberry Pi, * program an operating system in assembly code, * compile, install and run operating system on Raspberry Pi.   Each student had his own Raspberry Pi and completed the exercises by himself. Student demonstrators were helping the students with the installation of required software and as well as in conducing the exercises.  Each lab was conducted in four terms with approximately 16 students in class. The students were very motivated to learn through a hands-on experience. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | prikaz.jpg |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Undergraduate and graduate students | 63 |
| University Teachers | 5 |
|  |  |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***68*** |

### *Best practise: Usability of web interfaces*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | University of Split, Faculty of Science, Croatia  Objectives:   * learning web interface design * competences on usability evaluation methods * understanding methodology for usability questionnaire development * cross cultural experience with usage and validation of the questionnaire |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | 71 students as participants organized in groups of 3  (undergraduate and graduate students of computer science)  Workshop on web interface usability in 7 steps   * 1st step: analyzing interfaces of various specific web sites - web portals * 2nd step: choosing one poorly designed web portal interface for redesign * 3rd step: quantitative and qualitative usability evaluation using a range of methods * 4th step: usability questionnaire development - USPA (Usability Subjective Portal Assessment) * 5th step: new design of web portal interface * 6th step: cross cultural evaluation with USPA questionnaire * 7th step: group presentations of workshop results |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | Part of the students’ presentation (7th step) with suggestions for redesign of news portals shown as “before/after” screenshot:  Redesign for: [www.dalmacijanews.hr](http://www.dalmacijanews.hr)    Redesign for: [www.slobodnadalmacija.hr](http://www.slobodnadalmacija.hr) |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Undergraduate and graduate students | 71 |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***71*** |

## 2.3 National Level Implementation Activities

National training activities included:

* Workshops on a national level like demonstrations, training activities and enquiry workshops were organized and were open to teachers, experts, career counsellors and educators.

**National Implementation Activities in Greece**

### *Digiskills workshop in Athens: How to use the ODS and DigiSkills Communities*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Greece, Athens**  Digiskills workshop took place in Athens, in the National and Kapodisrian University of Athens, Department of Pedagogy, on 8/10/2015 at the premises of Educational Technology Laboratory. The event was co-organized by Digiskills and ODS projects.  The event was dedicated to university students, studing pedagogy and preparing to be teachers for the secondary education. In the Digiskills workshop the participated students registered to Digiskills platform as well as create communities on the ODS portal and test the factionalities. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | At the end of the workshop the participated students filed the evaluation questionnaire for DigiSkills. The results showed that:  45,82% somewhat agreed and 45,29% strongly agreed that the Best Practice improved their ICT skills  26,41% somewhat agreed and 65,71% strongly agreed that they could incorporated the Best practice in the framework of their every day professional activity  25,23% somewhat agreed and 63,72% strongly agreed that they will recommend the Best Practice in the framework of Digiskills to their colleagues |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | 00B9270 00B9170 00B9120 00B9110 |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| University Students | 130 |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***130*** |

**National Implementation Activities in Poland**

### *Online Library Course*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Poland/Lublin, 10.2014-01.2015.  Aim of the course is to offer to first year students an online electronic book about university library and its resources.  At the end all students have to pass an online test (there is a pool of 80 questions in total and system is choosing 20 for each student to answer).  This project allow for:  • more interactive form of classes (electronic guide)  • train 6000 students in 4 months (by 7 teachers)  • getting used by students to university e-learning platform  • developing by students competences of self-management  More information: <http://www.digiskills-project.eu/?q=content/online-library-course> |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | **Teacher conclusion:**  The advantage of course is:   * a significant reduction in training costs * reducing the workload and resources (no need to provide rooms to provide training) * greater control of the training for students   The most important element to improve the organization of the course is full automate the course by using certificates and data connection to between the e-learning platform with the system used by the dean's offices, so that teachers do not have to personally sign the card indexes and training.  **Students feedback**  At the end students were asked to fill in questionnaire to evaluate the course.  Participants who filled in questionnaire: 1655  Original form: https://docs.google.com/forms/d/1mlIkmqmApc6HxeKAMuRxawUlx1-T6FgGTr4BxvJ6xRE/viewform  Translation of the form in English (for project purpose): https://docs.google.com/forms/d/1XFqM2739Po0WEtRXy7Sx1gC8xpY4dbMe0ENKp1dpuZc/viewform  **Questions**   1. How do you evaluate the course as a whole?   *Almost 70% of participants have evaluated this course very well.*   1. According to your opinion what was the strongest part of the course?   *Frequent students` answers: user friendly format of the training - the course is divided into few parts with control questions placed after each stage; online format - it means students` autonomy in performance; access to detailed information about Academic Library; images linked with textual body of the course; in test: unlimited time for answers and possibility of solving the test few times.*   1. According to your opinion what was the weakest part of the course?   *579 persons have not indicated such part at all (they have said there is no weak part or they do not know) – it represents about 37% of survey participants. Most often occurred answers could be divided into two groups:*   * *Technical/technological problems: too small font, too complex graphic structure, possible copying answers from the Internet, lack of access to see wrong answers, too little images/diagrams, too much text, division into lessons and need for refreshing the page after each “previous” and “next” command* * *Content: high level of difficulty in test questions (as well as multiple-choice format), too much detailed information, too long bullets list in lessons materials, lack of more attractive materials like films, multimedia presentations etc. or another teaching format (i.e. flipped classroom)*  1. How do you evaluate technical quality of the course?   *Technical quality of the course was evaluated very well – 81% participants admitted high mark for the technical issues (mark “very good” or “good”).*   1. How do you evaluate content of the course?   *Substantial quality of the course was also evaluated highly: more than 70% of survey participants have chosen “good” or “very good” mark.*   1. What would you improve in technical issues?   *Examples of students` answers:*  *I would like to underline the most important information in more expressive way.*  *More print screens or photos.*  *I would like to improve colors and fonts in course.*  *I would like to do it in more modern way.*  *I would like to improve introduction to the course, sometimes it is not clear and readable.*   1. What would you improve in the content of the course?   *Examples of students` answers:*  *The handbook should be clearer for participants.*  *I would like to describe/explain some terms more broadly.*  *There should be less information on each page, less content, more schemes.*  *I would like to reduce the amount of text information for the benefit of information in graphical form. A continuous text is too long and many persons just do not read that.*  *I would like to reduce test to questions about use of library collections and e-library issues only.*   1. After the course, if necessary, I would know how to apply acquired knowledge in practice.   *69% of survey participants admitted that knowledge gained during the course is reflected in their practical skills.* |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | Screen from the main page on e-learning platform where the course take place: |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| HE Teachers | 7 |
| Students | 6100 |
| Instructional designer | 1 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***6108*** |

**National Implementation Activities in Austria**

### *DigiSkills Workshop, ENIS Conference at the annual fair Bildung Online 2015*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Austria/Tyrol/Hall  11-13/05/2015  Introduce the Inventory of DigiSkills to get familiar with the functionalities  Present the best practice “Teaching&Learning with iPADs in competence-based Science Teaching” (<http://digiskills-project.eu/?q=content/teachinglearning-ipads-competence-based-science-teaching>) |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | The training, which was hosted by the ENIS conference, starts with an introduction of DigiSkills and a hands-on session, where the participants registered to the DigiSkills platform and got familiar with the DigiSkills inventory and its functionality.  The European Network of Innovative Schools (ENIS) plays an important and unique role in the European education and is one of the main activities of the European Schoolnet (<http://enis.eun.org>). The Austrian branch, the association ENIS Austria (<http://www.enis.at>), will follow the DigiSkills approach.  The participants were asked to fill in the evaluation questionnaire and upload their comments and best practices and encouraged to get in touch with other community members |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | IMG_1572.JPG IMG_1571.JPG |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 12 |
| Policy maker | 4 |
| Stakeholders | 1 |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***17*** |

**National Implementation Activities in Spain**

### *“Summer School” for teachers organized by EFAs in Granada*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | During the “Summer School” for teachers organized by EFAs in Granada, (Spain) from 1 to 3rd July 2015, the 2nd July it was organized a workshop.  We provided to teachers the translated Good Practices and present the way to use the platform.  It was not possible to go into, because the teachers did not have computer. It was suppose they are going to have, that is why we provided the GP on paper.  It was organised two sessions of 45 minutes each. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | The participants went through the Good Practice „Navega por Moodle“. We choose it because the teachers want to be familiarise with Moodle, as a good and useful tool for Distance Learning.  Most of the schools have students that in some periods of the year, for job reasons, as, for example, during the harvest, cannot be present in the classroom.  Many teachers were already using Moodle and consider it very successful.  Some participants asked some difficulties they already have, using Moodle.  We concluded that it was needed they go through the Good Practice using internet connection, otherwise it was not sense.  They judged the Good Practice well structures for teachers to be used in the classroom. They valued the annex too |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | efas 2july15 (131) |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers | 21 |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***21*** |

**National Implementation Activities in Croacia**

### *Croatian National Contest*

In the framework of DigiSkills project, the Faculty of Science of the University in Split has launched a national contest for teachers in Croatia. Primary and secondary school teachers in Croatia could apply to the contest in the implementation of two selected good practices, specifically “Safer Internet” and “Nanotechnology and Nanocomputers” uploaded to the DigiSkills inventory. The Faculty has organized several events for teachers in collaboration with national [Education and Teacher Training Agency](http://www.azoo.hr/index.php?option=com_content&view=article&id=1999:education-and-teacher-training-agency&Itemid=343) in order to spread the news on the DigiSkills project along with the content of respective good practices in general as well as to instruct them how to participate in the contest in particular.

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Croatian national contest in implementation of best practices:**   1. **Safer Internet** 2. **Nanotechnology and Nanocomputers**   **16th of April 2015 - 19th of June 2015**  To promote the ideas of creating and sharing learning resources and teaching experience. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | Different implementation scenarios were developed and conducted in Croatian primary and secondary schools in regards to respective best practices |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | N/A |

**Two interactive workshops** were organized at the Faculty of Science to promote the contest:

* “Safer Internet” on the 28th of April 2015 with 22 attendees
* “Nanotechnology and Nanocomputers” on the 29th of April with 19 attendees

All participants of the workshops had an opportunity to experience good practices guided by their authors. In addition, the teachers were encouraged to consider potential implementations of these practices in their school environments. The initial ideas and concrete steps that came from the teachers at workshops were very promising since they are leading to real implementation of these practices in Croatian schools.

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Safer Internet Workshop, Split, Croatia**  **28th of April 2015**  The workshop aimed to introduce the teachers with:   * Aims and scope of DigiSkills project * Aims of Croatian national contest and how to participate * Content of good practice “Safer Internet”, particularly how to use respective Moodle course and develop similar activities in their own implementation scenarios |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | The participants obtained practical knowledge in using interactive Moodle courses. They learned how to   * register themselves and their students on the platform and on the course, * make and administer groups of students in Moodle course * use available learning resources and facilities for knowledge assessment * make different kinds of reports on students’ scores and other activities in the course * use forum to communicate with peers and students, etc.   Most teachers expressed great satisfaction with the workshop and willingness to begin to use the course in the class. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | D:\Users\andrina\Dropbox\Granic & Nakic\Workshop - Safer Internet 28-04-2015\DSCN8092.JPGD:\Users\andrina\Dropbox\Granic & Nakic\Workshop - Safer Internet 28-04-2015\DSCN8095.JPG  D:\Users\andrina\Dropbox\Granic & Nakic\Workshop - Safer Internet 28-04-2015\DSCN8121.JPG |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers in primary and secondary schools | 20 |
| Educational experts in primary schools | 2 |
| ***TOTAL NUMBER OF ATTENDEES*** | ***22*** |

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Nanotechnology and Nanocomputers Workshop, Split, Croatia**  **29th of April 2015**  The workshop aimed to introduce the teachers with:   * Aims and scope of DigiSkills project * Aims of Croatian national contest and how to participate * Content of good practice “Nanotechnology and Nanocomputers” with guidelines for development of innovative implementation scenarios |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | The participants were introduced with original learning scenario of the best practice and encouraged to propose their own initial implementation scenarios. Six initial propositions of implementation scenarios were made by 8 teachers (single and in pairs), 4 of them uploaded with the permission of authors at respective ODS community: <http://portal.opendiscoveryspace.eu/community/nanotechnology-and-nanocomputers-821382> |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | D:\Users\andrina\Dropbox\Granic & Nakic\Workshop - Nanotechnology 29-04-2015\DSCN8127.JPG D:\Users\andrina\Dropbox\Granic & Nakic\Workshop - Nanotechnology 29-04-2015\DSCN8136.JPG  D:\Users\andrina\Dropbox\Granic & Nakic\Workshop - Nanotechnology 29-04-2015\DSCN8139.JPG |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers in primary and secondary schools | 18 |
| Educational experts in primary schools | 1 |
|  |  |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***19*** |

For teachers who were not able to attend the workshops, **two webinars** were organized:

* “Safer Internet” on the 6th of May 2015 with 74 attendees
* “Nanotechnology and Nanocomputers” on the 7th of May with 59 attendees

The attending teachers were from different parts of Croatia and teach different subjects in primary and secondary schools, including Mathematics, Computer Science, Physics, Croatian, foreign languages, Biology, Chemistry, Economy, Music, History, Geography. During the webinars, the interaction with the participants was established through an open online forum. This enabled the teachers to comment possibilities of using presented materials in their teaching practices. According to the teachers’ feedback collected through webinars evaluation forms, the two webinars were interesting, useful and applicable in class.

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Safer Internet Webinar, Croatia**  **6th of May 2015**  The same scope as the Safer Internet Workshop, but for national audience. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | The same outcomes as in Safer Internet Workshop. Also highly interactive through online group conversation.  Participants accepted this type of ‘distance workshop’ as very innovative and highly efficient. They had to register on Safer Internet course on Moodle and post to the course forum to confirm their participation in webinar. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | The complete video of the webinar on “Safer Internet” (in Croatian) is available at  [https://connect.carnet.hr/p5elr5b8usf/](https://connect.carnet.hr/p5elr5b8usf/" \t "_blank). The video includes a short introduction to DigiSkills project, presentation of the good practice along with the instructions for teachers who want to take part in the contest. |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers in primary and secondary schools | 71 |
|  |  |
|  |  |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***71*** |

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Nanotechnology and Nanocomputers Webinar, Croatia**  **7th of May 2015**  The same scope as the Nanotechnology and Nanocomputers Workshop, but for national audience. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | The participants were introduced with original learning scenario of the best practice and encouraged to propose their own initial implementation scenarios. Six initial proposals of implementation scenarios were made by 8 teachers (single and in pairs), 4 of them uploaded with the permission of authors at respective ODS community. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | The complete video of the webinar on “Nanotechnology and Nanocomputers” (in Croatian) is available at [https://connect.carnet.hr/p2wkh5pen5u/](https://connect.carnet.hr/p2wkh5pen5u/" \t "_blank). The video includes a short introduction to DigiSkills project, presentation of the good practice along with the instructions for teachers who want to take part in the contest. |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers in primary and secondary schools | 62 |
|  |  |
|  |  |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***62*** |

As the closing event of the contest, the **videoconference** for teachers has been organized and the participants of the contest have presented their activities. Reviewers committee awarded two teachers, Marina Molnar (Primary school Stobreč) for the best implementation of “Nanotechnology and nanocomputers” and Jasminka Lisac (Secondary school Delnice) for the best implementation of “Safer Internet”. Awarded teachers will present their implementations at final conference of DigiSkills project in September in Athens, Greece.

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | **Techmeet Video Conference**  **13th of July 2015**  Teachmeet via webinar - an opportunity for contest participants to present their implementation to the reviewers committee as well as to colleague teachers. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | Five teachers presented their implementations of selected best practices.  All attendees had the opportunity to vote for the best implementation and best presentation. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | N/A |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| Teachers in primary and secondary schools | 15 |
|  |  |
|  |  |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***15*** |

The implementation of best practices included in the contest has reached large number of students in primary and secondary schools, as shown in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **#students** | **#classes** | **age** |
| **Nanotechnology and Nanocomputers** | 32 | 3 | primary school (7- 8th grade) |
| 30 | 1 | high school (1st grade) |
| **Safer Internet** | 77 | 3 | primary school (5-8th grade) |
| 195 | 8 | high school (all grades) |
| **Total** | **334** | **15** |  |

Students’ works emerged from the activities related to the contest include: presentations (PowerPoint and Prezi), on-line comics, crossroads, posters and Glogsters, Edmodo posts, web-pages and mobile apps. All these works are reported (many of them available to view or download) in repositories of ODS communities of respective best practices.

## 2.4 International Level Implementation Activities

International level educational activities can be classified into the following major types:

* **Transnational webinars** to ensure the results and activities of the work group reach an audience beyond that of the network partners. These webinars took place in middle time of implementation phase so as to enable participation of all participants,
* **International workshops and training schools** that focused on the selection, adaptation and implementation of best practices on Environmental Engineering and Technology (EE&T) in formal contexts,
* **Contests for teachers** that promoted the use of enquiry-based approaches in the classroom for teaching environment-related subjects with use of technology. The contests on the best practices and/or their implementation activities were organised (during the school year) in the participating countries by the partner institutions. Furthermore, in Croatia there was implemented a national contest with the collaboration of the national [Education and Teacher Training Agency](http://www.azoo.hr/index.php?option=com_content&view=article&id=1999:education-and-teacher-training-agency&Itemid=343).
* **Transnational workshops**, addresses to teachers, partners and affiliated partners, that constituted the final evaluation stage of the selected best practices and motivating the participating teachers and be able to contribute their own best practices.

**International Implementation Activities**

### *Digiskills European Workshop as part of the 2014 EDEN Annual Conference*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | Digiskills European Workshop as part of the 2014 EDEN Annual Conference, in Zagreb, Croatia |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | We made a nice flyer neatly inserted to all conference goer's conference package (see it here: [loaded to the Digiskills portal](http://hermes.westgate.gr/digiskills/?q=content/educators-welcome-download-our-new-flyer)) and made sure that the conference programme displays Digiskills as the host of the Working Group 1: Synergy Working Group 1-TT (Digiskills): [Inspiring teaching practices and competence development for ubiquitous learning](http://www.eden-online.org/nap_elgg/pg/pages/view/9123/synergy-wg-inspiring-teaching-practices-and-competence-development-for-ubiquitous-learning" \t "_blank).  According to the participants, the Workshop went well, Digiskills kicked off the flash presentations on the first day, briefly summarising the project. We had 42 practice/project presentation in the Fairground session, not all directly about teacher training though, but all presented some kind of tool or practice related to online learning.  On the next day we had a 90 minutes intensive workshop session ([see one of the photos here](https://plus.google.com/photos/109207666069733315480/albums/6028855995809548529/6028855997513227538?pid=6028855997513227538&oid=109207666069733315480)). It was highly interesting, the participants kicking off almost immediately in discussing future ways of collaboration with their practices. Participants were mostly interested in further education and adult learning practices, but applications and tools for all levels of education were also discussed. The 90 minutes flew by and participants didn't want to stop talking, so we invited them for the next day morning session to continue talks and offered them to record a short video explanation of their practices. This is one of the outcomes of the dialogues during the session: almost all participants suggested that the best way of sharing practices related to learning is: video. So to respond immediately, we booked our professional photographer for the next day to record some of the practices.   The next morning new faces joined our group and we recorded 4 practices on video. All participants were invited to register and to load up new practices as a follow-up of the workshop and check our activities regularily.  **One of these (Social Media for Education) was selected to be featured as a training for teachers at the Final Conference of Digiskills**. These videos were posted on the Digiskills platform, highlighted in Newsletters and shared on Youtube.  Take a look at the first video on Social Media for Education by Christian Rapp:  <https://youtu.be/kvKL3_99VTE>  This short video testimonial introduces a good practice by Prof Andrea Karpati on testing arts in schools with multimedia:  <https://youtu.be/x3Pg8OSH69w>  This video explains How teachers can use multimedia cards and bookmarks in their lessons:  <https://youtu.be/NYUSsMwxSZI>  More resources:  [Keynotes' presentations](http://www.eden-online.org/publications/keynotes.html) | [Opening speech by the President of Croatia](http://www.eden-online.org/system/files/Zagreb_President_Speech.pdf)  Book of Abstracts: [EDEN website](http://www.eden-online.org/publications/proceedings.html) (download) | [issuu.com](http://issuu.com/edensecretariat/docs/annual_2014_zagreb_boa) (online)  [Photo Album](https://plus.google.com/photos/109207666069733315480/albums/6028855995809548529) | [The Conference Group](http://www.eden-online.org/nap_elgg/pg/groups/8667/2014-annual-conference-group/" \t "_blank) | [Facebook event](https://www.facebook.com/events/584268421662080/" \t "_blank)| [#eden14](https://twitter.com/hashtag/eden14?src=hash" \t "_blank) | [The conference through your peers' lense](http://eventifier.com/event/eden2014/popular" \t "_blank) |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** |  |

### *Synergy Session: Skilled Teachers through Open Classrooms to Innovative Learning at the EDEN Annual Conference in Barcelona*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY*** | Implementation Workshop as [Synergy Session: Skilled Teachers through Open Classrooms to Innovative Learning](http://www.eden-online.org/2015_barcelona/detailed-programme/12-june-2015-friday.html) at the EDEN Annual Conference in Barcelona (June 12th, Parallel session G6, 9:30-11:30). |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVIT*** | The workshop started with the presentation of the DigiSkills project focusing on the current outcomes and the Final Conference in Athens. All participants were invited to the Digiskills Community and Repository and the Final Conference was introduced. This was followed by the short presentations of the practices and projects invited. 11 Practices/projects active in the field of digital skill for teachers were invited to present their practices and to discuss collaboration and synergies for further work. During the presentations, participants considered how the outcomes of the presented practices can be useful, adoptable for own use and what the current challenges may be. Participants took notes on post-its during the presentations and attached them on the wall for further brainstorming. These post-its are transfered online to the [online collaborative space](https://docs.google.com/spreadsheets/d/15YBkM7ali5gbtJ-LbthztPlLCrcDKvKJORn2qPAvjkA/edit?usp=sharing) as participants were invited post-event to reflect and further elaborate.  After the presentations, all representatives and participants continued to discuss the ideas and notes they took on post-its and talked about further collaboration until the end of the session.  Following the session, to share more ideas, participants were invited to add their  [practice/initiative to the DigiSkills repository](http://www.digiskills-project.eu/?q=browse) and [to join the network](http://www.opendiscoveryspace.eu/community/network-enhancement-digital-competence-skills-digiskills-299924). We are pleased with the results of the discussion and would like to continue to do so and to facilitate the potential collaborations between the practices and the experts. Therefore an [online collaborative space](https://docs.google.com/spreadsheets/d/15YBkM7ali5gbtJ-LbthztPlLCrcDKvKJORn2qPAvjkA/edit?usp=sharing) was created, and filled with the requests, ideas and questions that came up during the session and participants are now invited to continue to explore further collaboration online. The contacts of the presenters/practice representatives are featured in the respective presentation.   To continue networking, all presentations of the invited practices are available to download (see list below) and selected practices are directly contacted to register to both the Digiskills Community and the Good Practice repository.  **Resources (downloadable presentations and descriptions of the practices in the Book of Abstracts):**  [DigiSkills - Network for the Enhancement of Digital Competence Skills](https://www.dropbox.com/s/5z5jfihvh3sxfyy/15Barcelona_Synergy-Digiskills.ppt?dl=0) - <http://digiskills-project.ea.gr/> presented by Eva Suba, EDEN Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 197  [SCORE2020 - Support Centres for Open Education and MOOCS in Different Regions of Europe 2020](https://www.dropbox.com/s/tm5znt9w0uwsa6k/G6-2_296_Jansen.pptx?dl=0) - [score2020.eadtu.eu](http://score2020.eadtu.eu) presented by Darco Jansen, European Association of Distance Teaching Universities - EADTU, The Netherlands Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 199  [SAILS - Strategies for Assessment of Inquiry Learning in Science](https://www.dropbox.com/s/59762u5e97fc5dm/G6-3_184_Reynolds.pptx?dl=0) - <http://www.sails-project.eu/portal> presented by Sally Reynolds, Audiovisual Technologies Informatics & Telecom. - ATiT, Belgium Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 200  [ODS - Open Discovery Space](https://www.dropbox.com/s/0uen8jn2b1nfwl7/G6-4_330_Mazar.ppt?dl=0) - <http://www.opendiscoveryspace.eu/> presented by Ildiko Mazar, EDEN,  Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 201  [Hands-On ICT - Learn, Practice, Teach Creativity and ICT](https://www.dropbox.com/s/8z5a2ujnmv67u1o/G6-5_245_Riviou.pptx?dl=0) - <http://handsonict.eu/> presented by Katerina Riviou, Ellinogermaniki Agogi, Greece Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 203  [INUITEL - Intelligent Tutoring Interface for Technology Enhanced Learning](https://www.dropbox.com/s/p5bqh358b3m5fdu/G6-6_256_Swertz.pptx?dl=0) - <http://intuitel.wp.vbox-ice.de/> presented by Christian Swertz, University of Vienna, Austria Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 204 [CAMELOT - CreAting Machinima to Empower Live Online Language Teaching and Learning](https://www.dropbox.com/s/gjodv8tk036s8nq/G6-7_238_Schneider.ppt?dl=0) - <http://camelotproject.eu/> presented by Christel Schneider, Germany,  Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 205  [JamToday - The European Game Jam Learning Hub](https://www.dropbox.com/s/20bilb88aigs3q9/G6-8_378_Uggeri.ppt?dl=0) - <http://www.jamtoday.eu/> presented by Matteo Uggeri, Fondazione Politecnico di Milano, Italy Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 207  [SharedOER - A Scoping Study on the Potential of Shared, Cross-Border OER and Syllabi in Europe](https://www.dropbox.com/s/l9wex6atmeo6p9b/G6-9_348_Bacsich.pptx?dl=0) - <http://poerup.referata.com/wiki/SharedOER> presented by Paul Bacsich, Sero Consulting Ltd., United Kingdom Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 208  [OEI2 - Open Educational Ideas and Innovations](https://www.dropbox.com/s/57l7ag5piuf9zxy/G6-10_384_Tannhauser.pptx?dl=0) - <http://idea-space.eu> presented by Anne-Christin Tannhauser, ESCP Europe, Germany Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 209  [OpenProf - Open Professional Collaboration for Innovation](https://www.dropbox.com/s/uijzuu9qu2542q6/G6-11_385_Volungeviciene.pptx?dl=0) - <http://www.openprof.eu> presented by Airina Volungeviciene, Vytautas Magnus University, Lithuania Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 210  [ECO - Elearning Communication Open-Data](https://www.dropbox.com/s/5pzyg8qfd13o8o2/G6-12_225_Uggeri.ppt?dl=0) - <http://www.ecolearning.eu> presented by Matteo Uggeri, Fondazione Politecnico di Milano, Italy Detailed description in the [Book of Abstracts and Projects](http://www.eden-online.org/system/files/Book%20of%20Abstracts_EDEN%202015%20Annual%20Conference_Barcelona.pdf): page 211 |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** |  |

*Online Implementation Activity in Collaboration with Inspiring Science Education contest and Open Discovery Space contest*

|  |  |
| --- | --- |
| ***DESCRIPTION OF THE ACTIVITY (Title, country/region/city and short description of the scope of the activity)*** | ***Online Implementation Activity in Collaboration with Inspiring Science Education contest and Open Discovery Space contest***  The aim of this activity was to to implement enhance the use of the Platform and invite new good practices with the lead of the owner of the practice.  Inspiring Science Education contest has been shared by Digiskills and upon the announcement of results, the winners of the contest were invited to share their scenarios with the Digiskills community and be part of the network.  Open Discovery Space launched several contest over the years, the international winners have been invitied similarily to ISE winners to share their scenarios with the Digiskills community and be part of the network. |
| ***SHORT REPORT AFTER THE REALISATION OF THE ACTIVITY (mainly the conclusions – resolution of the activity)*** | ISE in collaboration with EDEN – ODS in collaboration with EDEN  a) ISE in collaboration with [EDEN](http://www.digiskills-project.eu/?q=content/inspiring-science-education-competition" \t "_parent)[disseminate the contest](http://www.digiskills-project.eu/?q=content/inspiring-science-education-competition" \t "_parent) and each other's projects, asking teachers to participate. ODS contest winner teachers were contacted directly, while the ISE-Digiskills special call was promoted and contest winners were contacted directly with instructions on how to use the Digiskills platform.  b) Teachers registered to the platform and voted/rated on the digital resources. Teachers also loaded up their own scenarios of good practices that have already been awarded at the contest.  c) EDEN supported teachers during the preparation of the scenario though the Digiskills platform, by providing guidance or access to relative resources, Upon the submission of the scenario, teachers were invited to the Digiskills network group to share their views/comments/experiences using the Digiskills Evaluation questionnaire posted online: <https://www.surveymonkey.com/r/digiskillsev>  e) Participating teachers were invited to the Digiskills final event, where ISE received a session with presentation of good practices.  All ISE and ODS international contest winners were invited to Digiskills, with a good response rate taking into account that apart from waiving the registration fee, no further financial support could be provided.  7 ISE contest winners and 23 ODS contest winners were invited directly.  The results of the online evaluation activity is attached to this report in PDF. |
| ***PHOTOS. Include any photos taken during the activity (You can include them in the box or attach them with the report). Please indicate any rights or credits for the use of the photos.*** | ISE Contest Logo |

|  |  |  |
| --- | --- | --- |
| ***ATTENDEES***  ***(by category, e.g. teachers, students, policy makers)*** | ***DESCRIPTION OF CATEGORY*** | ***NUMBER OF ATTENDEES PER CATEGORY*** |
| This activity was targeted on higher education, and adult learning experts. | Cca 50 in presentation cca 20 in workshop |
| This activity was targeted on higher education, and adult learning experts. | Cca 30 |
| The online activity was target on secondary education and adult learning educators | 30 |
|  |  |
| ***TOTAL NUMBER OF ATTENDEES*** | ***110*** |

### *DigiSkills Summer School 2013 – Crete, Greece 30/6-5/7/2013*

Overall, 100 participants attended the summer school, from 12 countries. The aim of the course was to support the development of European schools’ digital culture and teachers’ digital skills, so that they are able to understand the uses and applications of digital resources in school practice, and subsequently to benefit from digital content and technology solutions covering a wide range of areas: Science, Mathematics, ICT, Social Studies, Arts and Language Studies.



This is envisaged to also promote the development of students’ key competences, with particular emphasis on problem solving, critical thinking and collaboration skills. Thus, teachers were not only familiarized with a unique collection of open digital educational resources, but were also trained to link them with innovative pedagogical practices, such as using real world learning activities, implementing resource based and project-based approaches.

### *DigiSkills Summer School 2014 – Athens, Greece 13/7-18/7/2014*

Overall 25 teachers, school leaders and education counsellors from both Primary and Secondary Education attended the Summer School, coming from Austria, Belgium, Bulgaria, Cyprus, Denmark, Estonia, Greece, Italy, Spain, and the UK. Two of these participants had received grants from the ERASMUS+ programme, and five were granted scholarships from the “ENTREDU” and the “GreeNET” projects, being the winners of the [Entredu European Contest](http://entredu.ea.gr/contest2014/" \t "_blank) and the [Agroweb National Contest](http://agroweb.ea.gr/" \t "_blank) respectively.

The **DigiSkills** Summer School 2014 training course aimed, at first, to develop the skills of environmental and entrepreneurial education for teachers and trainers,  in using the deployed technologies in different modes and settings and then, to get familiar with specific issues related to their application to technology-enhanced environmental / entrepreneurial education.



Moreover, it aimed to introduce attendants to social tagging learning objects, educational metadata and learning objects repositories, together with hands-on experiences on practical approaches and tools that are commonly used to support the learning object paradigm. Additionally participants were familiarized with best practice projects and networks in entrepreneurial education, with the view to having an overview of entrepreneurial practices and thus integrate them to their everyday practice.

 

At the end of this 5-day course the goal for the participants was to have a clear picture of entrepreneurial skills and how they can teach them to their pupils, to have a clear picture of hot issues on environmental education and how they can communicate them to their pupils, and finally to have a better understanding of how the two issues of environmental and entrepreneurial education are linked. The course, which extended in 26 hours, combined a series of presentations, lectures and hands-on activities. The preparation of the participants included the design of an educational scenario focusing either on entrepreneurial education or on environmental issues – or preferably on both.

 The keynote presentations on the **opening day** of the course covered a wide array of subjects, from Astronomy, Quantum Physics teaching and Geospatial thinking to introducing innovation in schools and were delivered respectively by **Rosa Doran** (NUCLIO), **Frans Renaat** (Limburg Catholic University College), **Marinos Kavouras** (University of Athens) and **Nikitas Kastis** (MENON Network).

On the **second day**, after an introduction to the course, the participants drew upon the experience of professionals in environmental education and entrepreneurial education, by interviewing them in relation to the aims and objectives of the summer school. Their purpose was to take notes related to the success stories being narrated in front of them and the experiences of the invited guests so that they can use them in the next phases of the event. After building on the ideas generated from these interviews, the participants in groups formulated concrete ideas that can be then developed further. After having a really specific idea that they wanted to develop (i.e. cultivate) further, the participants described it as clearly as possible, identifying a title and a description and outlining its main components, creating in the end, a presentation for it. Finally, the participants’ groups identified and described a value proposition behind their idea, identifying their target audience; having defined these elements the groups discussed their ideas.

 

 The **third day** of the course on a discussion the participants’ experience and previous school projects on the issues examined in the summer school, they had already implemented. The participants discussed their projects’ strong and weak points, and also the lessons learnt. The ODS portal and authoring tools were demonstrated and the participants were guided into uploading their educational scenarios on the ENTREDU and School Gardens 2014 digital communities. These discussions were concluded by presentations of **Mr. Kare Moberg** from Denmark, **Ms. Maria Laina** from Greece, **Mr. Bruno Apolloni** from Italy, **Mr. Ruskov Petkor** from Bulgaria and **Mr. Allan Nordby Ottesen** from Belgium  on the role of youth entrepreneurship in education, and of **Ms Varvara Petridou**, environmental counselor and state policy maker for secondary education in Athens. After spending a day in field examination in a school and discussion on the approaches implemented in the fields of environmental and entrepreneurial education, the summer school participants spent their fourth day on preparing their own educational scenarios, based on the preparation before the summer school and on the discussions during the summer school. Finally, the participants presented their educational scenarios to the group on the last day of the course, which are publicly available through the two aforementioned digital communities.

# 3. Conclusions

The sharing of best practices is reinforced with community building, which provides mentoring and encouragement, and fosters group dialogue and peer learning. Initially DigiSkills communities of users were developed around the best practices (thematic communities) while at a later stage a network of communities were organized (for example national communities) to facilitate the implementation of the project in different settings.

The data from the DigiSkills communities demonstrate that the teachers are sharing their own resources (probably as they are starting to develop a feeling of trust while being members of the DigiSkills communities) at a significant percentage. Furthermore, one out of five DigiSkills users (20%) are providing more complex educational resources like lesson plans and educational scenarios for direct classroom use.

The page views of the community demonstrate that the users are coming back again and again searching for resources and materials that their colleagues are sharing through the DigiSkills communities.

According to the web-usage data analysis findings the DigiSkills community portal by deploying easy to use tools and resources provides a major support tool for users in their professional and educational work. A constant increase of visitors has been noticed and it has been observed that the visitors are often revisiting the portal.

Therefore, it is necessary to offer the users the opportunity for collaboration and development, sharing, reusing of resources giving them space and change for initiative and creativity. Since DigiSkills prioritizes community building, it offers the possibility to establish a constantly expanding network of practitioners and experts and training in the field.

The implementation phase of Digiskills project was expected to directly engage more than 1000 teachers. In addition, the focus of the evaluation of DigiSkills Implementation phase was to evaluate the Digiskills platform as well as the impact of the available best practices.

The evaluation results show that:

* During PHASE A 15 Best practices were presented and 284 teachers were involved in their implementation.
* During PHASE B 13 Best practices were presented and 1.123 teachers were involved in their implementation.

From the Additional online evaluation action 102 teachers and students were reached.

From the creation of sub-communities in Digiskills community on ODS 1.186 teachers were reached.

By the end of the project Digiskills Platform has 276 registered users and 58 uploaded Best Practices.

Moreover, during the implementation phase of the project (PHASE A & PHASE B) 2.568 users visited the platform. The page views of the platform are up to 16.196

* 47,06% strongly agree and 33,33% somewhat agree (total 80,39%) that the Platform design is user-friendly
* 49,02% strongly agree and 37,25%somewhat agree (total 86,27%) that they will recommend Digiskills platform to others for searching Best Practices
* 56,86% strongly agree and 25,49% somewhat agree (total 82,35%) that an information provider like DigiSkills can be helpful toward finding new ideas

The evaluation criteria of the uploaded Best practices were voted by 4.285 users (registered and visitors).

Moreover, 45.32% of the users evaluated as the most important is Availability which has defined as: Characteristic of a resource that is committable, operable, or usable upon demand to perform its designated or required function.

With respect to the participated teachers:

* 43,59% strongly agreed and 29,49% somewhat agreed (total 73,08%) that the Best Practice improved their ICT skills
* 39,74% strongly agreed and 41,03% somewhat agreed (total 80,77%) that they can incorporated the
* Best practice in the framework of their every day professional activity
* 55,13% strongly agreed and 28,21% somewhat agreed (total 83,33%) that they will recommend the Best Practice in the framework of Digiskills to their colleagues

With respect to the participated students:

* 41,67% strongly agreed and 33,33 % somewhat agreed (total 75 %) that the Best Practice improved their ICT skills
* 25% somewhat agreed and 50% somewhat agreed (total 75 %) that the Best Practice, has increased their interest in this field of study
* 25 % strongly agreed and 54,17 %somewhat agreed (total 79.17%) that the Best Practice was easy to follow
* 37,50 % strongly agreed and 33,33 % somewhat agreed (total 70,83%) that the knowledge they gain from the Best Practice has been effective in advancing their learning.

The details data analysis is included in the D5.5 Final Evaluation Report.

The detailed recommendations for implementing activities proposed from the DigiSkills project and based on the validation conducted are included in the D4.4 Validation Phase – Merge Good Proctices. All the data and the results from the validation are also presented in the same document.

# ANNEX I: Additional Implementation Activities

**GREECE (Organised by Ellinogermaniki Agogi)**

At **18-2-2015** a speech to teachers and High School students was held at Pierce College in Athens- A. Paraskevi, regarding the Easy Java Simulations community.

A three- hour’s long workshop took place for the activity of counting π number, as it is included as educational subject in the community.

(http://portal.opendiscoveryspace.eu/node/333779).

By the presentation the will of the students to actively participate in the creation of algorithms arose and with the encouragement of the teachers the investigation of reviewing the process was decided.

**9/4/2015:** Creation in “Digiskills Platform” the Best Practice “Interactive Web Comics 4Learning” (<http://www.digiskills-project.eu/?q=content/interactive-web-comics-4learning>).

**27/4/2015** Creation in “Digiskills Platform” the Best Practice “Easy Java Simulations for Inquiry Based Learning in STEM Disciplines” (<http://www.digiskills-project.eu/?q=content/easy-java-simulations-inquiry-based-learning-stem-disciplines>)

**Monday 27/4/2015 & Monday 4/5/2015**

Presentation and analysis of research project “Digiskills” to Educators of STEM. During the Annual Program of Educational Training (EPPAIK) that runs in School of Pedagogical and Technological Education (ASPETE), more than 60 participants per session (Engineers and ICT teachers), were introduced to Digiskills concepts and had a detailed walkthrough in the “Digiskills Platform”.

Tailor made scenarios were presented, based on the use of the simulation authoring environment “Easy Java Simulations” and the web comic book creator “ComicLab”. These scenarios were interconnected with the Best Practices that were early created “Easy Java Simulations for Inquiry Based Learning in STEM Disciplines” and “Interactive Web Comics 4Learning”.

Presentations have been followed by a fruitful discussion regarding the value of collection and exchange of best practices as well as the accompanied learning tools (educational software, simulations, cloud applications etc.) that consist and being used all around Europe.

During the discussion, it was asked from the educators their collaboration and contribution towards the use but also the creation of content, educational pathways, best practices for lifelong learning in school, university and adult education.

**29-4-2015**

In collaboration with Professor Sarantos Psycharis an educational seminar has taken place in Patras, Greece. During this seminar that has been attended by 30 STEM educators who most of them are acting as multipliers in their regions, a detailed presentation of the following occurred:

1. Easy Java Simulation software
2. Easy Java Simulation community
3. Digiskills Project, platform,
4. Best Practice: Easy Java Simulations for Inquiry Based Learning in STEM Disciplines

During the session a detailed discussion took place in order to exchange ideas and been understood from participants the need and the added value of the collection and use of best practices. Educators has been invited to contribute to the creation of best practices that they are already using and/or the implementation of already existing best practices

**8-5-2015**

In collaboration with Professor Sarantos Psycharis an educational seminar has taken place in Patras, Greece. During this seminar that has been attended by 30 STEM educators who most of them are acting as multipliers in their regions, a detailed presentation of the following occurred:

1. Easy Java Simulation software
2. Easy Java Simulation community
3. Digiskills Project, platform,
4. Best Practice: Easy Java Simulations for Inquiry Based Learning in STEM Disciplines

During the session a detailed discussion took place in order to exchange ideas and been understood from participants the need and the added value of the collection and use of best practices. Educators has been invited to contribute to the creation of best practices that they are already using and/or the implementation of already existing best practices .

Scenarios that have been created:

1. The fall of the avalanche- Creator E. Vlassi

<http://portal.opendiscoveryspace.eu/node/830061>

1. The Pythagorean tree – Creator I. Konstantinidis

<http://portal.opendiscoveryspace.eu/eo-resource-view/829992>

1. Space Walk –Creators A. Malamou and A. Sarli

<http://portal.opendiscoveryspace.eu/node/828776>

1. Financial Variances –Creator E.Mavrikiou

<http://portal.opendiscoveryspace.eu/node/829749>