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1 DEFINITIONS AND ACRONYMS

LMS	Learning Management System
WS	Workshop
F2	Face-to-face session
TL	VET Teacher Learners
TT	VET Teacher Trainers
VET	Vocational Education and Training
WP	Work Package

2 INTRODUCTION

The following deliverable presents the complete curriculum developed for the CANDI project, in its English version.

The CANDI curriculum is a hands-on, learner-centred resource which enables VET teachers to effectively utilise digital tools and develop engaging quality digital teaching offers. The curriculum is divided in nine sessions, which combine face-to-face, online and self-study classes. It covers six different topic areas, combining them along the sessions and facilitating the understanding of Teacher Learners (TL).

More specifically, in this deliverable it is possible to find:

- The Overview Sessions of the Curriculum, which draft each of the session mode of conduct, summary of contents and approximate duration.
- The Overview Topics, which describe each topic area providing an explanation of the topic area, the main Learning Outcomes expected to reach by each of the three levels of difficulty introduced in the CANDI project, and the sessions related to each topic.
- The Curriculum Sessions, which include all the content used by Teacher Trainers (TT) and Teacher Learners (TL) in the development of the CANDI course. Among others, it can be found: key information (addressed to TT and TL); links to resources; further reading and links to examples; teaching Instructions (addressed to TT); and learning Instructions (addressed to TL).
- The CANDI Teacher Trainer Manual (Annex) which provides WS facilitators with guidelines and suggestions on how to implement the various sessions.

3 OVERVIEW SESSIONS

SESSION 1		
1	Mode	<i>face-to-face</i>
2	Summary of Contents	<i>2.3 Learning Management Systems 1.1 Video Sharing Services 1.2 Image Databases</i>
3	Duration	<i>3h</i>

SESSION 2		
1	Mode	online
2	Summary of Contents	5.1 Online Conferencing 5.2 Presentation Software
3	Duration	2h

SESSION 3		
1	Mode	<i>self-study</i>
2	Summary of Contents	<i>1.3 Teaching Material Generators, OR 3.3 Feedback Collection</i>
3	Duration	<i>2h</i>

SESSION 4		
1	Mode	<i>face-to-face</i>
2	Summary of	<i>6.1 Creation of Video Resources</i>

	Contents	
3	Duration	<i>3h</i>

SESSION 5		
1	Mode	<i>online</i>
2	Summary of Contents	<i>2.1 Collaborative Web Platforms 2.2 Shared Drives and Collaborative Editing Tools</i>
3	Duration	<i>2h</i>

SESSION 6		
1	Mode	<i>self-study</i>
2	Summary of Contents	<i>6.2 Creation of Audio Resources, OR 6.3 Screencast Tools</i>
3	Duration	<i>2h</i>

SESSION 7		
1	Mode	<i>online</i>
2	Summary of Contents	<i>3.1 Quiz Makers 3.2 Questionnaires</i>
3	Duration	<i>2h</i>

SESSION 8		
1	Mode	<i>self-study</i>

2	Summary of Contents	<i>4.2 Educational Techniques (Flipped Classroom preparation for S9 - 4.1 Game-Based Teaching)</i>
3	Duration	<i>2h</i>

SESSION 9		
1	Mode	<i>face-to-face</i>
2	Summary of Contents	<i>4.1 Game-Based Teaching</i>
3	Duration	<i>3h</i>

TOTAL HOURS: 21h



4 OVERVIEW TOPICS

TOPIC AREA 1: INTEGRATION OF DIGITAL TOOLS			
Summary	<p>This Topic Area introduces the integration of digital tools in the classroom, both in face-to-face lessons and in virtual lessons. Teacher Learners (TL) will learn about different digital resources that can support their teaching practice through the inclusion of digital content. This Topic Area will cover topics that assist TL to organise digital content and make it available to their students as well as plan for and implement digital devices and resources in the teaching process.</p>		
Learning Outcomes	Explorer	Integrator	Expert
	<ul style="list-style-type: none"> - select digital technologies and resources according to the learning objective and context - identify digital content relevant for teaching and learning applying simple internet search strategies - list educational platforms which provide educational resources - share educational content via email attachments or through links - differentiate between types of copyright attributed to internet resources - correctly reference resources affected by copyright 	<ul style="list-style-type: none"> - select adaptable digital technologies and resources according to the learning objective and context - identify digital content relevant for teaching and learning, adapting the search strategies based on the obtained results - filter results to find suitable resources, using appropriate criteria - list educational platforms which provide educational resources - evaluate the quality of digital resources based on basic criteria - share educational content in virtual learning environments or by uploading, linking and embedding it - explain how copyright rules apply to digital resources used for school purposes - correctly reference resources affected by copyright 	<ul style="list-style-type: none"> - select adaptable digital technologies and resources according to the learning objective and context - identify digital content relevant for teaching and learning, adapting the search strategies based on the obtained results - filter results to find suitable resources, using appropriate criteria - list educational platforms which provide educational resources - evaluate the reliability of digital resources and their suitability for the learner group and specific learning objective - set up educational content in virtual learning environments or by uploading, linking and embedding it - differentiate between different licenses attributed to digital resources and



TOPIC AREA 1: INTEGRATION OF DIGITAL TOOLS			
			modify the resources according to the granted permissions - correctly reference resources affected by copyright
Topics	1.1 Video Sharing Services	1.2 Image Databases	1.3 Teaching Material Generators

TOPIC AREA 2: COLLABORATIVE TOOLS			
Summary	This Topic Area focusses on the establishment of collaborative learning environments. TL will learn about sharing and editing collaborative tools, which enhances collaboration between students while doing group activities, but also between trainers through the exchange of expertise and knowledge. Collaborative tools are a useful method to integrate digital technologies in teamwork, while enhancing communication and supportive learning.		
Learning Outcomes	Explorer	Integrator	Expert
	<ul style="list-style-type: none"> - list the main types of collaborative tools available on the web - encourage students to use digital technologies for collaborative activities - list different digital communication channels and tools - guide students' collaborative interaction in digital environments - employ digital technology to give feedback to students - effectively protect sensitive content, e.g. exams, students' reports 	<ul style="list-style-type: none"> - evaluate the main types of collaborative tools available on the web for a specific educational strategy in a defined context - design and implement collaborative activities, in which digital technologies are used by students for their collaborative knowledge generation - exploit different digital communication channels and tools, depending on the communication purpose and context 	<ul style="list-style-type: none"> - evaluate the main types of collaborative tools available on the web for a specific educational strategy in a defined context - apply a range of different pedagogic strategies in which students use digital technologies for communication and collaboration - coherently and effectively bring together different collaborative tools supporting a collaborative activity



TOPIC AREA 2: COLLABORATIVE TOOLS			
	<ul style="list-style-type: none"> - communicate responsibly and ethically with digital technologies, e.g. respecting netiquette 	<ul style="list-style-type: none"> - monitor and guide students' collaborative interaction in digital environments - employ digital technology to give feedback to students - effectively protect sensitive content, e.g. exams, students' reports - communicate responsibly and ethically with digital technologies, e.g. respecting netiquette 	<ul style="list-style-type: none"> - monitor and guide students' collaborative interaction in digital environments - employ digital technologies to enable students to share insights with others and receive peer-feedback - effectively protect sensitive content, e.g. exams, students' reports - respect appropriate social settings and interaction modes when integrating digital technologies, e.g. respecting netiquette
Topics	2.1 Collaborative Web Platforms	2.2 Shared Drives and Collaborative Editing Tools	2.3 Learning Management Systems



TOPIC AREA 3: ASSESSMENT TOOLS			
Summary	This Topic Area focusses on the ways in which digital tools can be used to assess and track students' achievements. TL will learn how to select the most appropriate assessment tool and create assessments through different digital tools, according to the specific needs of their class. They will learn how to critically analyse and interpret digital evidence on learner activity, performance and progress.		
Learning Outcomes	Explorer	Integrator	Expert
	<ul style="list-style-type: none"> - list the main types of tools supporting students' assessment available on the web - employ digital technologies to create assessment tasks - plan for students' use of digital technologies in assessment tasks - list digital assessment tools that can be used to give and receive feedback on students' progress - analyse data resulting from digital assessments 	<ul style="list-style-type: none"> - evaluate the most suitable digital tools supporting students' assessment in a specific situation - employ digital technologies for formative or summative assessment - exploit digital technologies for students' self-assessment - employ digital assessment tools to give and receive feedback on students' progress - evaluate the data resulting from digital assessments to inform teaching practice 	<ul style="list-style-type: none"> - evaluate the most suitable digital tools supporting students' assessment in a specific situation - employ a range of e-assessment software, tools and approaches, for formative or summative assessment, both in the classroom and for students to use after school - design digital assessments which are valid and reliable - exploit digital technologies or environments to allow students to manage and document all stages of their learning - employ digital assessment tools to give and receive feedback on students' progress - evaluate data resulting from digital assessments to inform teaching practice - visualise results to present to students
Topics	3.1 Quiz Makers	3.2 Questionnaires	3.3 Feedback Collection



TOPIC AREA 4: INNOVATIVE TEACHING METHODS			
Summary	This Topic Area focusses on the implementation of innovative teaching methods in the classroom in face-to-face and virtual scenarios. TL will learn how to use digital technologies to foster students' active and creative engagement with a subject matter. They will get involved in tools promoting hands-on activities and investigation, fostering increasing engagement in the class and active involvement.		
Learning Outcomes	<p style="text-align: center;">- Explorer</p> <ul style="list-style-type: none"> - choose digital technologies according to the learning objective and context - locate digital resources (incl. apps and/or games) for students - employ digital learning activities which are engaging, e.g. games - exploit digital technologies to visualise and explain new concepts in a motivating way - explain how digital technologies can support differentiation and personalisation - encourage learners to use digital technologies to support their individual learning activities and assignments 	<p style="text-align: center;">Integrator</p> <ul style="list-style-type: none"> - apply basic modifications to the digital learning resources used to fit them to students' needs - locate digital resources (incl. apps and/or games) for students - employ a range of digital technologies to create a relevant, engaging and effective digital learning environment - exploit digital technologies to visualise and explain new concepts in a motivating way - choose the most appropriate tool for fostering students' active engagement in a given learning context or for a specific learning objective supporting differentiation and personalisation - put learners' active use of digital technologies at the centre of the instructional process 	<p style="text-align: center;">Expert</p> <ul style="list-style-type: none"> - apply modifications to a range of different digital technologies to account for different needs, levels, speeds and preferences of students - locate apps and/or games for students, which facilitate the integration of a range of interactive elements and games into self-created instructional resources - manage the integration of digital content to create relevant, engaging and effective digital learning environments - allow for different learning pathways, levels and speeds, and flexibly adapt strategies to changing circumstances or needs when implementing learning activities - put learners' active use of digital technologies at the centre of the instructional process
Topics	4.1 Game-Based Teaching	4.2 Flipped Classroom	



TOPIC AREA 5: DIGITAL TEACHING BASICS			
Summary	This Topic Area focusses the use of presentation and online conferencing tools for the development of digital teaching activities. TL will learn how to effectively use digital technologies to manage and orchestrate digital teaching interventions. They use digital technologies and services to enhance the interaction with students, individually and collectively, within and outside the learning session.		
Learning Outcomes	Explorer	Integrator	Expert
	<ul style="list-style-type: none"> - exploit the available technologies in the classroom, e.g. digital whiteboards, projectors, PCs - list the main tools for authoring digital presentations - list the main tools for setting up online conferencing - select digital technologies according to the learning objective and context - set up learning sessions or other interactions in a digital environment - exploit digital technologies, e.g. email or chat, to respond to students' questions or doubts 	<ul style="list-style-type: none"> - exploit the available technologies in the classroom, e.g. digital whiteboards, projectors, PCs - exploit various digital technologies for authoring presentations and setting up online conferencing to increase methodological variation - exploit different digital communication channels and tools, depending on the communication purpose, learning objective and context - set up learning sessions or other interactions in a digital environment - exploit digital technologies, e.g. email or chat, to respond to students' questions or doubts 	<ul style="list-style-type: none"> - exploit the available technologies in the classroom, e.g. digital whiteboards, projectors, PCs - exploit various digital technologies for authoring presentations and setting up online conferencing to increase methodological variation - select the most appropriate channel, format and style for a given communication purpose, learning objective and context - adapt communication strategies to the specific audience - set up learning sessions or other interactions in a digital environment - exploit digital technologies to monitor students' behaviour and provide individual guidance and support as needed
Topics	5.1 Online Conferencing	5.2 Presentation Software	



TOPIC AREA 6: DIGITAL CONTENT PRODUCTION			
Summary	This Topic Area focusses on the creation of digital teaching materials that teachers can use in their classroom. TL will learn how to create and modify different resources (especially audio and video). They can create or co-create new digital educational resources. They effectively protect sensitive digital content, know how to respect and correctly apply privacy and copyright rules.		
Learning Outcomes	Explorer	Integrator	Expert
	<ul style="list-style-type: none"> - exploit software to design and create digital teaching materials - list the main types of tools for the authoring of audio and video - describe how digital technologies can support differentiation and personalisation - protect personal and sensitive data and restrict access to resources as appropriate - correctly reference resources affected by copyright - list accessibility issues that can prevent learners from accessing digital teaching materials 	<ul style="list-style-type: none"> - exploit software to design, create and modify digital teaching materials - modify and employ a variety of resources (incl. animations, interactive tools, audio) to tailor learning activities to a concrete learning context and objective - protect personal and sensitive data and restrict access to resources as appropriate - choose the proper copyright for resources created from scratch and make it visible correctly - ensure that all learners have access to the digital contents used in class - reflect on potential accessibility issues when modifying or creating digital resources 	<ul style="list-style-type: none"> - exploit software to design, create and modify digital teaching materials - modify, combine and employ a broad variety of resources (incl. animations, interactive tools, audio) to tailor learning activities to a concrete learning context and objective, and to the characteristics of the learner group - protect personal and sensitive data and restrict access to resources as appropriate - modify the resources according to the granted copyright permissions - ensure that all learners have access to the digital contents used in class - reflect on potential accessibility issues when modifying or creating digital resources
Topics	6.1 Creation of Video Resources	6.2 Creation of Audio Resources	6.3 Screencast Tools



5 CURRICULUM SESSIONS

5.1 SESSION 1: FACE-TO-FACE

5.1.1 SESSION 1 CONTENT, PART A: LEARNING MANAGEMENT SYSTEMS

Ilias / SMIP / SELF-STUDY / OPIS / EMIS / E-DNEVNIK / Moodle / Office 365 / Teams / Google Classroom

Key information (addressed to TT and TL):

- This topic opens the course and takes place in the first session, which will be a face-to-face (f2 session). It will be taught together with Video Sharing Services and Image Databases.
- As this topic will be presented in the first session, it also covers the general introduction to the course.
- This session is primarily a collaborative exercise in exploration. TL should be encouraged to use the space and time given for exchanging experiences and learning from each other.
- TL will learn about LMS, focusing on the LMS used in their organisation (if applicable).
- TL need access to a computer / bring their own computer, and internet access.

Links to resources:

- PREZI WS Contents (overview of topics & their content, incl. learning outcomes)
- overview course schedule
- WS Introduction for TL (video OR presentation)
- WS Introduction for TT (checklist, only available to WS Trainers)

Further Reading / Links to Examples:

- LMS example Ilias
- further LMS examples
- [overview of key functionalities of most LMS](#)

Teaching Instructions (addressed to TT):

- This topic will be taught together with Video Sharing Services and Image Databases. You have a total of 3 hours for all topics and can dedicate more time to one or the other topic. You are free to flexibly decide on which of the three topics you want to put greatest focus.
- Welcome all TL to the course; since they are colleagues they should know each other - if they do not, you may want to start with a quick icebreaker activity or introduction round.



- Begin with a short open discussion on the TL digital skills, e.g. Would they consider themselves as beginners or already a bit more advanced? Which aspects of digital teaching are most challenging for them?
- Introduce the workshop contents and schedule. Make sure you explain the different types of sessions and assessments. Give time for them to ask questions.
- Ask the big question: What is an LMS? Find out what they know. Which examples do they know? Do they know they already use one at their school? (show them some examples if necessary)
- Encourage a discussion on the most useful features of the LMS they are working with at their school and its different functionalities and available tools (depending on the number of TL you can set up smaller group discussions). Collect the TL's responses on a list for everyone to see. Perhaps some TL will have experience with other LMS; encourage them to also share their insights on those.
- This discussion and list can now lead to TL starting with their tasks. Assist all TL with potential questions and encourage them to explore and also help each other.
- As this is the first session you may have to also talk them through the process a little more:
 - o Where can TL find the tasks? (point them in the right direction on the platform)
 - o How are they supposed to decide which level to do? (they can do whichever level they like; they can read the learning outcomes and/or task descriptions to make their decision; when in doubt, start with the Explorer level (A2) - in most cases they can continue on to the other levels if they are doing too well).
- Depending on the way your institution uses the LMS, you may have to adjust some of the tasks. If your school, for example, does not use the LMS for collaboration with students or for organising student data, keep to the discussion (general aspects of LMS) and spend more time on the other two topics of the session.

Learning Instructions (addressed to TL):

This will be the first session of CANDI; it will be face-to-face (f2f), and you will have the opportunity to learn about the program and get to know the other TL. Since it will be the first session, it will introduce the schedule as well as the topics LMS, Video Sharing Services and Image Databases.

Before starting the session, consider the following questions: Do you know what an LMS is? Do you know if your organisation uses an LMS? Would you be able to explain the functionalities of your institution's LMS to your colleagues or your students? Are you aware of the tools offered by the LMS? Would you know how to implement these in your classes?

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
- consider the various LMS functionalities/tools all TL came up with (Do you know some of them? Have you used some of them?)	- consider the various LMS functionalities/tools all TL came up with (Do you know some of them? Have you used some of them?)	- consider the various LMS functionalities/tools all TL came up with (Do you know some of them? Have you used some of them?)



<ul style="list-style-type: none"> - find data on student attendance and on student grades - create a short summary/overview (e.g. in Word or Excel) of your students' attendance OR grades (What do these data tell you? How could you share these findings with your students? Exchange your ideas with other TL.) - on your LMS, send a short message to a fellow TL; connect and explore the ways in which you can exchange on the platform (e.g. via chat, email or in a dedicated class folder) - spend some time engaging with your fellow TL (e.g. give feedback on electronic documents, respond to their messages and participate in their collaborative activities, if applicable) - Can you be sure all students have access to the LMS and check regularly? If you have something to share with your students, you can try it out: <ul style="list-style-type: none"> o share some content with your students on the LMS (subject related content or even a summary or aspect of the student data you have worked with at the beginning of this session) o ask your students for a quick feedback or acknowledgement and see what kind of response you receive 	<ul style="list-style-type: none"> - identify which of the tools available in the LMS are most suitable for collaborative teaching scenarios - pick one particular tool and design a small collaborative activity - consider the ways in which you would share and integrate this activity in your teaching (e.g. via chat, email or a shared document in a dedicated class folder) - consider the educational strategy or strategies you could cover with this activity - invite other TL to your collaborative activity - spend some time engaging with your fellow TL (e.g. give feedback on electronic documents, respond to their messages and participate in their collaborative activities, if applicable) 	<ul style="list-style-type: none"> - identify which of the tools available in the LMS are most suitable for collaborative teaching scenarios - consider ways in which you could integrate other collaborative digital tools you may be aware of (e.g. blogs, wikis, virtual learning environments) - design a collaborative activity in your organisation's LMS which also integrates or connects to an additional (external) collaborative digital tool - consider the various ways you could share and integrate this activity in your teaching (in which context would you use chat, email or a shared document in a dedicated class folder) - consider the educational strategy or strategies you could cover with this activity - invite other TL to your collaborative activity - spend some time engaging with your fellow TL (e.g. give feedback on electronic documents, respond to their messages and participate in their collaborative activities, if applicable)
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5.1.2 SESSION 1 CONTENT, PART B: VIDEO SHARING SERVICES

YouTube / Vimeo

Key information of this MODULE (addressed to TT and TL):

- This topic will be the second part of session 1 and will be taught together with LMS and Image Databases.
- TL will learn about available video sharing services that they can use in their training activities.
- TL will have the opportunity to share their previous use with video sharing services, exchanging their experience and learning from each other.
- TL need access to a computer / bring their own computer, and internet access.

Links to resources:

- [YouTube](#)
- [Vimeo](#)

Further Reading / Links to Examples:

- instructions on [Using Video Content to Amplify Learning](#)
- instructions on [ways videos can be used in teaching](#)
- [A Teacher's Guide to Copyright and Fair Use](#)
- instructions on [citing sources in presentations](#)

Teaching Instructions (addressed to TT):

- Once TL have had time to understand LMS and try out the LMS used in their school (if applicable), introduce them to the next topic: Video Sharing Services. Depending on the time you have already spent on LMS, you may need to consider putting greater focus on this topic or image databases. You are free to flexibly decide on which of the three topics you want to put greatest focus.
- Ask TL if they use video sharing services in their personal or professional life. What services do they know? Have they ever used them in the classroom?
- Encourage a discussion on the most useful features of including video sharing services in the classroom.
- This discussion and list can now lead to TL starting with their tasks. Assist all TL with potential questions and encourage them to explore and also help each other.

Learning Instructions (addressed to TL):

Imagine you have to prepare a completely new topic for your class. You already have a lot of reading material for your students, but you think it would be really helpful to also include some visual material and you know there is lots available. How can you find something really useful and share it with your students? What do you need to look out for?

Before starting the session, consider the following questions: Are you aware of what video sharing services are? If you are, have you ever used them in the



classroom?		
Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - select a topic from your teaching practice and find 3 videos dealing with this topic on your chosen platform (make sure you vary your search terms and strategies) - consider how you could integrate one of them in class and why - identify at least 3 specific learning objectives you could address with your selected video - prepare the implementation in class: <ul style="list-style-type: none"> o make the video available to your learners (ensure all of them can access and view the video in your intended setting) o formulate specific tasks (e.g. prompts, questions) for your learners to achieve the identified learning objectives - consider how you have to present the content to not break any copyright 	<ul style="list-style-type: none"> - select a topic from your teaching practice and define at least 2 specific learning objectives you want to address - establish search criteria which help you to find relevant videos for the selected learning objectives - on your chosen platform, search for a suitable video which addresses the learning objectives; compare the search results based on their educational quality - choose one of the videos and consider how you would integrate it in class and why - prepare the implementation in class: <ul style="list-style-type: none"> o make the video available to your learners (ensure all of them can access and view it in your intended setting) o formulate tasks for your learners to achieve the identified learning objectives o consider how you can communicate the tasks to your learners (in an online and f2f setting) - ensure you present the content not breaking any copyright laws 	<ul style="list-style-type: none"> - select a topic from your teaching practice and define at least 3 specific learning objectives you want to address - establish search criteria which help you to find relevant videos for the selected learning objectives - on at least two different platforms, search for suitable videos which address the learning objectives; compare the search results based on their educational quality - choose at least one of the videos and consider how you would integrate it in class and why - prepare the implementation in an online class: <ul style="list-style-type: none"> o make the video available to your learners (ensure all of them can access and view it) o formulate interactive tasks for your learners to achieve identified learning objectives o prepare a mechanism to communicate the tasks to your learners (e.g. in online chat or via presentation) - correctly reference resources affected by copyright

5.1.3 SESSION 1 CONTENT, PART C: IMAGE DATABASES

Pixabay / Pexels

Key information of this MODULE (addressed to TT and TL):

- This topic will be the third part of session 1 and will be taught together with LMS and Video Sharing Services.
- TL will learn about available image databases that they can use in their training activities.
- TL will have the opportunity to share their previous use with image databases, exchanging their experience and learning from each other.
- TL need access to a computer / bring their own computer, and internet access.

Links to resources:

- Example 1 of an image database: [pixabay](#)
- Example 2 of an image database: [pexels](#)
- Example 3 of an image database: [freepik](#)
- Example of a gif creator: [Giphy Create](#)

Further Reading / Links to Examples:

- differences between image file formats [explained](#)
- [A Teacher's Guide to Copyright and Fair Use](#)
- instructions on [citing sources in presentations](#)

Teaching Instructions (addressed to TT):

- Once TL have had time to cover the first two topics of this session, introduce them to the next topic: Image Databases. Do not forget, you are free to flexibly decide on which of the three topics you want to put greatest focus.
- Encourage a discussion on the most adequate use of images in the learning and training content (questions could include: Do TL use image databases in their personal or professional life. Do they know what they are? Are they aware of the copyright rules of image use?)
- This discussion can now lead to TL starting with their tasks. Assist all TL with potential questions and encourage them to explore and also help each other.
- Once all had a chance to explore, make sure you leave enough time for the short self-assessment activity (session test).
- Concluding the session and as this is the first session, you may want to provide TL with a more detailed introduction to / preparation for session 2. You may also use the time to recap the platform and workshop components:
 - o Where can TL find the tasks, session descriptions, overview, course schedule etc.? (point them in the right direction on the platform)
 - o How are TL supposed to decide which proficiency level to do? (they can do whichever level they like; they can read the learning outcomes and/or task descriptions to make their decision; when in doubt, start with the Explorer level - in most cases they can continue on to the other levels if they are doing too well).



Learning Instructions (addressed to TL):

Imagine you have to prepare a completely new topic for your class. You already have a lot of visual material for your students but you think it would be helpful to also include some additional images and you know there are lots available. How can you find something really useful and share it with your students? What do you need to look out for?

Before starting the session, consider the following questions: Do you usually introduce images in your materials? If you do, how do you access those images? Are you aware of what image databases are? If you are, have you ever used them in the classroom? Are you aware of the copyright laws for the use of images?

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - check out the different image databases and use at least one for your image search - try out different search terms for different results and use various filters to find the most suitable results - select a topic from your teaching practice and find at least 5 images relevant for this topic - download the images (watch the different file formats) - consider how you would integrate them in a digital teaching resource (e.g. presentation, information leaflet, story board, interactive learning activity) - define at least 3 specific learning objectives you want to address - prepare the digital teaching resource integrating at least 3 of the images you have downloaded and make it available to your learners - formulate specific tasks for your learners to achieve the identified learning objectives 	<ul style="list-style-type: none"> - check out the different image databases and use at least two different ones for your image search - select a topic from your teaching practice and find at least 5 images relevant for this topic - download the images (consider the different file formats) - consider how you would integrate them in a digital teaching resource (e.g. presentation, information leaflet, story board, interactive learning activity) - define at least 3 specific learning objectives you want to address - prepare the digital teaching resource integrating the images you have downloaded, make sure that at least two images have been modified (e.g. cropped, text added) to fit your purposes - make the resource available to your learners and communicate specific tasks for them to achieve the identified learning objectives 	<ul style="list-style-type: none"> - check out the different image databases and use at least two different ones for your image search - select a topic from your teaching practice and find at least 5 images relevant for this topic - download the images (in different file formats) - consider how you would integrate them in a digital teaching resource (e.g. presentation, information leaflet, story board, interactive learning activity) - define at least 3 specific learning objectives you want to address - prepare the digital teaching resource integrating the images you have downloaded, make sure that: <ul style="list-style-type: none"> o at least two images have been modified (e.g. cropped, text added) to fit your purposes o at least one image is animated (e.g. gif, added music)



<ul style="list-style-type: none">- consider how you have to present the content to not break any copyright	<ul style="list-style-type: none">- ensure you present the content not breaking any copyright laws	<ul style="list-style-type: none">o at least one image is integrated in / part of a visualisation (e.g. part of an animation or smart art)- make the resource available to your learners and communicate specific tasks for them to achieve the identified learning objectives- correctly reference resources affected by copyright
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5.1.4 ASSESSMENT

<p>.h5p document</p>



5.2 SESSION 2: ONLINE

5.2.1 SESSION 2 CONTENT, PART A: ONLINE CONFERENCING

Zoom / Teams / Google Meet

Key information (addressed to TT and TL):

- This topic will be taught together with the topic Presentation Software, in an online session.
- In this session, TL get a chance to test their online conferencing (i.e. meeting) skills.
- TL need access to a computer / attend on computer and internet access.
- It is recommended to use the preferred online meeting software of your institution.

Links to resources:

- examples of online conferencing tools: [Zoom](#), [Teams](#), [Google Meet](#)

Further Reading / Links to Examples:

- some [basic rules for online meetings](#)
- [teachers' most common technical problems - and how to fix them](#)

Teaching Instructions (addressed to TT):

- This topic will be taught together with the topic Presentation Software. You have a total of 2 hours for both topics and can dedicate more time to one or the other topic.
- This topic will be addressed in an online session; make sure all TL have an active account in the online conferencing tool to participate.
- Set up an online meeting with the preferred online meeting software of your institution and share the meeting link with the TL.
- Give TL time to explore, assist TL with technical problems when accessing the meeting (if applicable).
- Undertake a little icebreaker activity (even if they already know each other) - try to integrate the "raise hand" and prompt TL to use the chat function to pose questions or comments.
- Find out whether TL have access to and use other online conferencing software and facilitate a little discussion on their experiences. If possible, you could undertake a little ranking activity on their most/least favourite online conferencing tool (and discuss reasons for their choices).
- By now (joining the meeting etc.), all TL will have fulfilled most Explorer level tasks. For the remaining time of the first part of this session, TL can choose between the tasks for Integrators and the tasks for Experts.



- If all TL opt for the Integrator tasks, give them enough time to set-up a meeting link and create their welcome screen; then initiate a “meeting chain” (you define the order of TL):
 - o in the running online meeting A (organised by the TT), TL#1 shares the link to their meeting (meeting B)
 - o then all TL & the TT leave the original meeting (A) to join the new online meeting (B)
 - o in meeting B, TL#2 shares the link to their meeting (C), again all meet there
 - o in meeting C, TL#3 shares the link to their meeting (D); and so on.
- The meeting chain is most interesting if different software tools can be used (but this may not be an option). If there’s enough time, you can discuss give feedback on the respective welcome screens and prompt some discussions.
- If all TL opt for the Expert tasks, give them enough time to plan their short online learning session; then come together at the end of this part of the session and let them share their prepared session.
- If you have a mix of TL taking Integrator and Expert tasks, give them enough time to work on their tasks. While you do the “meeting chain” with one group (Integrator TL), the other group (Expert TL) can refine their activity. After completing the meeting chain the Expert TL group should be able to invite the rest of the TL to their activities.
- Throughout the various meetings you can also discuss particularly challenging elements and potential for technical problems or issues around accessibility for their students. Another topic that should be raised are netiquette - are they aware of the concept and basic rules?

Learning Instructions (addressed to TL):

Imagine you need to teach an online class; your institution probably provides you with specific tools to do so, and if not, there are many possibilities in the internet. These online conferencing tools offer many possibilities to make the most out of online classes, and provide a more interesting experience to your students.

Before starting the session, consider the following questions: Are you aware of the meaning of conferencing tools? Are you aware of the most used tool in your organisation?

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - join the meeting via the link provided - turn your camera and microphone on/off - change your backdrop - write a message in the chat - raise your hand - respond to other messages 	<ul style="list-style-type: none"> - you are interested in planning a meeting - create a meeting in your choice of meeting software (or the one your institution uses) - create a brief welcome screen in your choice of medium (e.g. PowerPoint slide, reusable for your own lessons with students) 	<ul style="list-style-type: none"> - you are interested in planning a short online learning session - create a meeting in your choice of meeting software - plan a short learning session (ca. 5-minute online activity, based on your teaching subject) using additional digital tools (e.g.



	<ul style="list-style-type: none"> - join the "meeting chain" as instructed by your TT - do not forget to share your welcome screen in your own meeting - share your screen and presentation produced in the following session 	<ul style="list-style-type: none"> whiteboard function, breakout rooms, interactive tool, collaborative tool like Padlet - you can also reuse and/or implement the presentation produced in the following session - undertake activity with other TL when prompted by your TT
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<p>5.2.2 SESSION 2 CONTENT, PART B: PRESENTATION SOFTWARE</p> <p><i>PowerPoint / Prezi / Canva</i></p> <p>Key information of this MODULE (addressed to TT and TL):</p> <ul style="list-style-type: none"> - This topic will be taught together with the topic Online Conferencing, in an online session. - This session aims to give TL the opportunity to improve their skills using different types of presentation software. - TL need access to a computer / attend on computer and internet access. - TL need to bring a topic of their choice or the topic they need or want to introduce in the classroom. 	<p>Links to resources:</p> <ul style="list-style-type: none"> - examples of video presentation software tools: PowerPoint, Prezi, Canva, Genial.ly, Padlet <p>Further Reading / Links to Examples:</p> <ul style="list-style-type: none"> - introduction video for Canva - introduction video for Prezi - introduction video for PowerPoint - guidelines for accessible (PowerPoint) presentations - A Teacher's Guide to Copyright and Fair Use
<p>Teaching Instructions (addressed to TT):</p> <ul style="list-style-type: none"> - Most TL would be familiar with PowerPoint and perhaps also some other presentation software. You could start with a little discussion on their experiences and preferences. - Split the TL group up in three groups and let each group work on one type of presentation software; you can of course select different tools. Then get the groups to explore the functionalities of their software and come up with: 	



- 3 features they find most useful
- 3 new features they had not known before
- 3 features that annoy them the most
- This activity should not take very long - it is a means to providing an overview over the different types of software. It will be enough to compare their findings in a little discussion round (perhaps also collect responses on a whiteboard).
- Now the TL should have a bit of an idea of the different types of presentation software and can choose the one with which they'd like to work. Encourage all TL to use one new to them. They can now start working on the tasks.
- Assist all TL with potential questions and encourage them to explore and help each other.
- Towards the end of the session facilitate a discussion on TL's considerations for online vs. face-to-face settings. Try to establish which features would only/never work in a face-to-face session, which are particularly suitable for the online session etc.
- At the end of the session, explain the assessment task "Broken PowerPoint" and give them some time to fix the file. Find mistakes together or enable exchange between the TL.
- After comparing the assessment solution, prepare them for sessions 3 (self-study session) and 4 (online session) - clarify time frame and dates (show them calendar/schedule in Moodle again if necessary) as well as requirements for session 4 (they'll need a presentation to share for the online conferencing session).

Learning Instructions (addressed to TL):

Imagine you need to prepare a presentation for a class; you need to use tools that will make the presentation interesting to your learners, while giving you functionalities to help you in your job. There are many presentation tools available, and each of them offers and requires different things: having an internet connection, having specific features in your computer...

Before starting the session, consider the following questions: Have you ever used presentation software tools? Make a list of tools you have used, and which ones you prefer.

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - open the presentation software tool of your choice - based on your chosen topic, define as specific learning objective and set the context - start creating a presentation for a face-to-face setting, which: <ul style="list-style-type: none"> ○ clearly identifies the learning objective 	<ul style="list-style-type: none"> - open the presentation software tool of your choice - based on your chosen topic, define as specific learning objective and set the context - start creating a presentation for a face-to-face setting, which: <ul style="list-style-type: none"> ○ clearly identifies the learning objective 	<ul style="list-style-type: none"> - open the presentation software tool of your choice - based on your chosen topic, define as specific learning objective and set the context - start creating a presentation for a face-to-face setting, which: <ul style="list-style-type: none"> ○ clearly identifies the learning objective



<ul style="list-style-type: none"> ○ has at least 5 slides/sections ○ uses at least 1 visualisation (graph, image, table, figure) and/or animation - consider how this presentation would have to be adjusted to work in an online scenario (Which features may not work?) 	<ul style="list-style-type: none"> ○ has at least 5 slides/sections ○ integrates at least 1 interactive element - consider how you can ensure accessibility will not be an issue for learners in need of special support - consider how this presentation would have to be adjusted to work in an online scenario - consider how you can ensure the interactive component can be implemented in your face-to-face and in your online classroom 	<ul style="list-style-type: none"> ○ can be used for learners in need of special support (e.g. visually impaired) ○ has at least 5 slides/sections ○ integrates at least 1 interactive element - consider how this presentation would have to be adjusted to work in an online scenario - consider how you can ensure the interactive component can be implemented in your face-to-face and in your online classroom - consider how you can ensure accessibility will not be an issue for learners in need of special support in the online version
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5.2.3 ASSESSMENT

<p>broken PowerPoint</p>



5.3 SESSION 3: SELF-STUDY

<p>5.3.1 SESSION 3 CONTENT, OPTION A: TEACHING MATERIAL GENERATORS</p> <p><i>Domino Generator / Crossword Generator</i></p> <p>Key information:</p> <ul style="list-style-type: none"> - This topic will be part of a self-study session – you can pick this topic from a selection of 2 topics: Teaching Material Generators OR Feedback Collection. - In this session, TL will learn about different online tools that will help them create content to use in offline sessions. - In this session, TL will create tools that will be used offline; having access to a printer would be recommendable. - This will be a self-learning session; make sure you have a good internet connection to access all websites and tools. 	<p>Links to resources:</p> <ul style="list-style-type: none"> - Example of website offering tools for educators. - Example of website with resource editing tools. - What are Online Teaching Material Generators? <p>Further Reading / Links to Examples:</p> <ul style="list-style-type: none"> - example of an online crossword generator - How to know if a website is safe
<p>Learning Instructions (addressed to TL):</p> <p>This topic is part of a self-study session. It is recommended that you spend a minimum of 2 hours to work on this topic.</p> <p>One of the advantages of online tools is how they can complement and improve the work done in an offline class. There are many online sites that will help you develop entertaining, innovative and customised activities to use in the class. From crosswords to certificates, you can use online tools to create a design that you will later on have the possibility to print and use in a face-to-face classroom. There are even some content options available in shared folders, created by other teachers and trainers for their own classes!</p> <p>Take 10-15 minutes to inform yourself about teaching tools you can prepare online and use offline. Which tools would be suitable for your classes? Do you think they would make the lesson more entertaining for your students?</p> <p>In this session, you are going to create material for offline classes through online tools. Before starting your tasks, you should think about the following questions:</p> <ul style="list-style-type: none"> • Do you want to create tools that will help you teach your lesson? <p>OR</p> <ul style="list-style-type: none"> • Do you want to use the tools as a revision of previous content taught? 	



<p>Also consider:</p> <ul style="list-style-type: none"> Do you want all students to receive the same tools with the same answers? <p>OR</p> <ul style="list-style-type: none"> Do you want to create the same type of tools with different answers, to avoid any possible cheating? <p>After considering these questions and taking the necessary steps (i.e. researching the possible tools, selecting the most fitting tools for the learning content...), you can start working on the tasks.</p>		
Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> read the information on online teaching material generators explore the generators/templates available on the different websites and decide which ones you feel capable of creating take your time finding the site that works best for you (you may also have to try going through a couple of steps before you really know), consider the following questions: <ul style="list-style-type: none"> How can you create the content? How can you save and download the content? Can the content be printed? How could you use it in your classroom? start creating your choice of teaching material, consider the following aspects: <ul style="list-style-type: none"> topic/content difficulty & length available equipment (can you print in colours? In black and white?) goal generate and download the resource 	<ul style="list-style-type: none"> read the information on online teaching material generators explore the generators/templates available on the different websites and decide which ones you feel capable of creating take your time finding the site that works best for you (you may also have to try going through a couple of steps before you really know) start creating your choice of teaching material, consider the following aspects: <ul style="list-style-type: none"> topic area the name or title of the resource (Can you change it?) difficulty & length target group design of the resource (Are there different options?) flexibility of the resource (Can you save, reuse and/or modify the material you are generating?) goal/reasoning for using this resource for 	<ul style="list-style-type: none"> read the information on online teaching material generators explore the generators/templates available on the different websites and decide which ones you would like to create take your time finding the site that works best for you (you may also have to try going through a couple of steps before you really know) start creating your choice of teaching material, consider the following aspects: <ul style="list-style-type: none"> topic area & learning objective(s) the name or title of the resource (Can you change it?) difficulty & length target group / interest of students (e.g. do they like number exercises, logical exercises...?) design of the resource (Are there different options?) flexibility of the resource (Can you save, reuse and/or modify the material you are



<p>(consider the file format)</p> <ul style="list-style-type: none"> - make sure you follow the appropriate copyright rules when creating your tools - check the quality of the resource and undertake any changes/fixes (if necessary) - make the developed resource available to other TL 	<p>this specific lesson</p> <ul style="list-style-type: none"> - generate and download the resource (consider the file format) - make sure you follow the appropriate copyright rules when creating your tools - check the quality of the resource and undertake any changes/fixes (if necessary) - also consider the ways in which you could modify the resource for another learner group or context - make the developed resource(s) available to other TL 	<p>generating?)</p> <ul style="list-style-type: none"> o goal/reasoning for using this resource for this specific lesson - generate and download the different versions of the resource (consider available file formats) - make sure you follow the appropriate copyright rules when creating your tools - check the quality of the resources and undertake any changes/fixes (if necessary) - once you have saved the resource, modify it for another learner group or context (e.g. for another competence levels, target group) - check the quality of the resources and undertake any changes/fixes (if necessary) - make the developed resources available to other TL
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OR



5.3.2 SESSION 3 CONTENT, OPTION B: FEEDBACK COLLECTION

Kahoot / Nearpod / Slido / Mentimeter

Key information:

- This topic is one of two options in the first CANDI self-study session. You can pick this topic from a selection of 2 topics: Teaching Material Generators OR Feedback Collection. Of course, TLs are welcome to do both topics offered in this session.
- This session will help TL understand the benefits of collecting feedback from and informal assessments for their students.
- TL need access to a computer and to the internet.
- TL need to bring a topic of their choice or the topic they need or want to introduce in the classroom.

Links to resources:

- examples of digital tools that can be used to create interactive lessons: [Kahoot!](#), [Nearpod](#), [Slido](#), [Mentimeter](#)

Further Reading / Links to Examples:

- [Best feedback tools for teachers](#)
- [How to use Kahoot for assessment](#)
- [Examples of assessment tools for educators](#)

Learning Instructions (addressed to TL):

This topic is part of a self-study session. It is recommended that you spend a minimum of 2 hours to work on this topic.

Before starting this lesson, ask yourself the following questions: Have you ever used any of the tools included in the assessment? Could you describe the experience? Do you think they are useful? Do you believe trainees enjoy using these tools to test their knowledge?

Before starting your tasks, you should decide on the following issues:

What is the purpose of the feedback collection you would you like to undertake:

- establishing existing knowledge
- checking newly gained knowledge
- undertaking a recap
- assessing actual exam relevant knowledge

What type of assessment do you want to create?



<ul style="list-style-type: none"> • a long assessment or a short one • a self-assessment or will you provide the correct answers 		
Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - please take 15-20 minutes to check out the following digital tools: Kahoot!, Nearpod, Slido, Mentimeter, then select one of them - familiarise yourself more closely with the selected tool (it can be one you have used before) - decide on the topic area and start creating your mini poll, quiz or other activity - if possible, sign up and/or login and start creating a test activity - explore as many options, functionalities and opportunities the digital tool offers (also search for and watch YouTube tutorials to learn more about the tool) - here's a couple of questions for you to consider: <ul style="list-style-type: none"> o Which learning objective you would want to address with the activity? o Would you use the activity you have created in a face-to-face teaching scenario? Why? o How could you use the activity differently in an online teaching scenario? o Which classroom technologies (e.g. digital whiteboards or projectors) could you use to integrate the task more effectively in a face-to-face session? 	<ul style="list-style-type: none"> - please take 15-20 minutes to check out following digital tools: Kahoot!, Nearpod, Slido, Mentimeter, then select one of them - familiarise yourself more closely with the selected tool (it should not be one you have used before) - decide on the topic area and start creating your mini poll, quiz or other activity - sign up / login and open your choice of digital tool and start creating an activity, which: <ul style="list-style-type: none"> o addresses at least one clear learning objective o is aimed at a particular learner group o can be used in a face-to-face OR online teaching scenario - here's a couple of questions for you to consider (depending on your choice of setting): <ul style="list-style-type: none"> o Which classroom technologies (e.g. digital whiteboards or projectors) could you use to integrate the task more effectively in a face-to-face session?, OR: o Which other digital technologies (e.g. email or chat) could you use to integrate the task more effectively in an online session?, AND: 	<ul style="list-style-type: none"> - please take 15-20 minutes to check out the following digital tools: Kahoot!, Nearpod, Slido, Mentimeter, then select one of them - familiarise yourself more closely with the selected tool (it should not be one you have used before) - decide on the topic area and start creating your mini poll, quiz or other activity - sign up / login and open your choice of digital tool and start creating an activity, which: <ul style="list-style-type: none"> o addresses one clear learning objectives o can be used in a face-to-face and online teaching scenario o offers varied types of guidance and support to your students in a face-to-face teaching scenario and in an online teaching scenario o integrates classroom technologies (e.g. digital whiteboards or projectors) in a face-to-face session and email or chat in an online session o has gamified elements - consider how your activity can account for different needs, levels, speeds and preferences of learners (e.g. address different



<ul style="list-style-type: none"> ○ Which other digital technologies (e.g. email or chat) could you use to integrate the task more effectively in an online session? ○ How can you best share the resource with your students and collect their responses? - share the activity you have created in the workshop chat, if you like - if possible, try out the assessment activities created by other TL; Is there any feedback you can provide? 	<ul style="list-style-type: none"> ○ How would your activity have to be adjusted if it was to be implemented in the alternative teaching scenario (online OR face-to-face, depending on what you chose initially)? - share the activity you have created in the workshop chat, if you like - if possible, try out the assessment activities created by other TL; Is there any feedback you can provide? 	<p>sensory channels, vary methodologies, activity types and group compositions)</p> <ul style="list-style-type: none"> - share the activity you have created in the workshop chat, if you like - if possible, try out the assessment activities created by other TL; Is there any feedback you can provide?
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5.3.3 ASSESSMENT

<p>.h5p document</p>



5.4 SESSION 4: FACE-TO-FACE

<p>5.4.1 SESSION 4 CONTENT: CREATION OF VIDEO RESOURCES</p> <p><i>Moovly / PowToon</i></p> <p>Key information (addressed to TT and TL):</p> <ul style="list-style-type: none"> - This topic is the second face-to-face session of the Workshop. - Some video creation/editing platforms may require the creation of a profile; these can be created before the face-to-face session. - TL need a computer (ideally with speakers and microphone) and a digital camera (e.g. smartphone camera). 	<p>Links to resources:</p> <ul style="list-style-type: none"> - examples of video creating software: Moovly, PowToon - Miro board for TL to collect input on learning videos <p>Further Reading / Links to Examples:</p> <ul style="list-style-type: none"> - 5-Step Guide to making your own instructional videos - Editable Video Templates for Education with Moovly
<p>Teaching Instructions (addressed to TT):</p> <ul style="list-style-type: none"> - You have a total of 3 hours to work on this topic in a f2f session. - Ahead of this session you may want to prepare a white board (e.g. Miro) for TL to plan their video creation process; you can leave it completely blank or already establish certain categories for them to use. - Start the session with prompting a little discussion on learning videos: What are the TLs' experiences? Have they used them, have they created own learning videos? What do they consider beneficial, what not so much? - You can show the TL short examples of either good vs. bad videos or the different software that can be used to create videos. - Remind them: Before going through the effort of creating a learning video, they should consider that plenty of video resources already exist. Not all of them have to be created from scratch. Some existing video resources can be used as is or are free of copyright and can be reused/edited. Creating and editing video resources can be a time-consuming activity. However, once the resource has been created, it can be easily adapted and reused. - After the introduction and discussion, let the TL do some research on the creation of educational videos. After they have had a look at the different tools available, they may have a preference or suggest the tool with which you are most familiar. - Then ask them to jointly visit the collaborative white board and together with them draw up a plan for the creation and editing of a learning video. The plan should consist of: things to consider before starting to create a learning video, steps to take, equipment/resources) needed. - If you have more than 5 TL, you can divide them in groups of 3-4 people, mixing those who have showed experience in video creation and those who have not. This will give room for peer-to-peer support. - After creating the plan together, give the TL time to: 	



- o come up with a topic and type of video they want to create
- o create a storyboard for a 2-minute video
- Ask TL to present their ideas briefly and then let them, either in groups or alone, work on their videos with their chosen editing tool. Give them enough time to work on a 2-minute video. Support them if necessary.
- Let the TL share their video via a platform of their choice, giving access only to the other WSP and you.
- Reflect with them on the activity. Was it difficult? Was it how they expected it or not? What took longer/shorter than planned? Would they use this for their teaching? How?

Learning Instructions (addressed to TL):

Imagine you are working on some materials for your class. You have searched for different tools, such as presentations, images, even videos available online. You believe showing a video to your students would be the most suitable way of helping them understand the topic. However, you feel none of them truly capture what you aim to teach them. So, why not step up and create your own video?

Before starting the session, consider the following questions: Have you ever used videos in class? Would you consider interesting including them in class? Have you ever created a video? Could you share your experience with other participants?

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - research information on how to create a learning video using the resources provided or find your own - together with the other TL, create a plan on how to create a learning video - you have decided on working alone or in a group and have come up with a topic and type of video you want to create - create a storyboard for a 2-minute video, considering differentiation and personalisation - alone or with your group, film a short clip you can use for instructional purposes - look at the different examples of video creation platforms and try out the different 	<ul style="list-style-type: none"> - research information on how to create a learning video using the resources provided or find your own - together with the other TL, create a plan on how to create a learning video - you have decided on working alone or in a group and have come up with a topic and type of video you want to create - create a storyboard for a 2-minute video, considering differentiation and personalisation and at least one specific learning objective - alone or with your group, film a short clip you can use for instructional purposes - look at the different examples of video creation platforms and try out the different 	<ul style="list-style-type: none"> - research information on how to create a learning video using the resources provided or find your own - together with the other TL, create a plan on how to create a learning video - you have decided on working alone or in a group and have come up with a topic and type of video you want to create - create a storyboard for a 3-minute video, considering differentiation and personalisation and at least 3 specific learning objective(s) - alone or with your group, film a short clip you can use for instructional purposes - look at the different examples of video creation platforms and try out the different



<p>features of the platforms (e.g. creating videos with music, with voices)</p> <ul style="list-style-type: none"> - select the one you feel comfortable using - edit your video and include one external resource (music, link, image, animation) - share the video on a platform of your choice - together with the other TL, discuss issues you have encountered and accessibility issues - watch the videos created by other WSP from a student's perspective; take note which features catch attention and which do not 	<p>features of the platforms (e.g. creating videos different types of audio - music or narration)</p> <ul style="list-style-type: none"> - select the one you feel comfortable using - edit your video and include at least 2 external resources (music, image, animation, link) - make sure the content you include in your video is properly referenced - share the video on a platform of your choice - download the video created so it can be used online and offline - together with the other TL, discuss issues you have encountered and accessibility issues - watch the videos created by other TL from a student's perspective, take note which features catch attention and which do not 	<p>features of the platforms (e.g. creating videos different types of audio - music or narration, adding animations and/or visual effects)</p> <ul style="list-style-type: none"> - select the one you feel comfortable using - edit your video and include at least 3 external resources (music, image, animation, link) - make sure the content you include in your video is properly referenced - share the video on a platform of your choice - download the video created so it can be used online and offline; create a link for embedding the file in presentations - together with the other TL, discuss issues you have encountered and accessibility issues - watch the videos created by other WSP from a student's perspective, take note which features catch attention and which do not
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5.4.2 ASSESSMENT

the created video files



5.5 SESSION 5: ONLINE

<p>5.5.1 SESSION 5 CONTENT, PART A: COLLABORATIVE WEB PLATFORMS</p> <p><i>Padlet / Miro</i></p> <p>Key information (addressed to TT and TL):</p> <ul style="list-style-type: none"> - This topic will be taught together with the topics Shared Drives and Collaborative Editing Tools, in an online session. - In this session, TL get a chance to work collaboratively on web platforms, e.g. try out whiteboard function to create mind maps or virtual sticky notes for a brainstorming activity. - This will be an online session; make sure you have a good internet connection and access to the session before starting. - For this session, you will need to access online collaborative platforms; you should make sure that your computer can access them. 	<p>Links to resources:</p> <ul style="list-style-type: none"> - examples of collaborative web platforms: Padlet, Miro <p>Further Reading / Links to Examples:</p> <ul style="list-style-type: none"> - guidelines and ideas for Padlet - guidelines and ideas for Miro
<p>Teaching Instructions (addressed to TT):</p> <ul style="list-style-type: none"> - This topic will be taught together with Shared Drives and Collaborative Editing Tools, in an online session. You have a total of 2 hours for both topics and can dedicate more time to one or the other topic. - Ideally, begin the lesson with a little collaborative whiteboard session (you can set this up with your choice of tools). Let TL indicate their "position" on the matrix. Facilitate a discussion on the ways TL could integrate a whiteboard differently in their classroom - together collect different types of activities and/or learning objectives that could be implemented via a whiteboard (e.g. feedback collection, brainstorming, assessment/test...). - Once the TL have a bit of an idea of possible activities, let them explore the tool(s) by themselves (depending on the experience of the TL they can work with the one already used by you or another option). - Depending on the number of TL you may need to split them into groups of 3-4 people in breakout rooms (the groups are ideally mixed in skill levels to ensure a greater mix of activities can be experienced in the collaboration stage). - TL can now start working on the tasks; they should work on their tasks individually and only come together for testing the activities they have created (i.e. at collaboration stage). 	



- Give TL enough time to explore the tool(s), which they want to use in the session (also assist them in any potential sign-up processes if necessary); clarify difference between limitations of free and opportunities of paid versions.
- Facilitate the collaboration stage and provide feedback or prompt questions (see tasks) for TL to discuss. Together explore challenging elements and discuss potential for technical issues in the classroom with TL.

Learning Instructions (addressed to TL):

Imagine you want your students to undertake collaborative group work in an online setting. Whiteboards and other digital collaboration spaces offer great opportunities for brainstorming, collecting ideas or organising a project. Many tools are available and often have different functions and formats, which you can utilise differently in your classroom.

This will be an online session. Make sure you have an adequate internet connection to join the session. Before starting the lesson consider the following questions: Have you ever used these or similar types of collaborative tools? How has your experience been with them? How can you ensure you set up the collaborative learning space in an effective way? What do you need to look out for?

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - sign up to the collaborative web platform of your choice (check possible different plans; consider which email address to use etc.) - explore the platforms options and functionalities, for example: <ul style="list-style-type: none"> o Which different types of activity formats (whiteboard, timeline, grid etc.) are offered? o How can you save, download and/or share the content you create? - based on your chosen topic, define a specific learning objective - create a whiteboard (or other collaborative space) on the tool of your choice and create 	<ul style="list-style-type: none"> - sign up to the collaborative web platform of your choice (consider using one you have not tried before) - based on your chosen topic, define a specific learning objective - create a collaborative space with the tool of your choice and create your activity (set up necessary prompts / layout), which: <ul style="list-style-type: none"> o embeds or links to other digital content - collaboration stage: together with the other TL (if applicable, in your group), test the activity you have planned; participate in other TL's activities 	<ul style="list-style-type: none"> - sign up to the collaborative web platform of your choice (consider using one you have not tried before) - based on your chosen topic, define a specific learning objective - create a collaborative space with the tool of your choice and create your activity (set up necessary prompts / layout), which: <ul style="list-style-type: none"> o embeds or links to other digital content o involves two different types of collaboration from participants - collaboration stage: together with the other TL (if applicable, in your group), test the activity you have planned; participate in other TL's activities



<p>your activity (set up necessary prompts / layout)</p> <ul style="list-style-type: none">- collaboration stage: together with the other TL (if applicable, in your group), test the activity you have planned; participate in other TL's activities- afterwards consider the following questions:<ul style="list-style-type: none">o What did you find out and how could you use these findings?o How could you communicate the findings with your students?o How could this task be different if undertaken with your students?- use the remaining time to further explore the tool and adjust your activity to a different learning objective	<ul style="list-style-type: none">- afterwards, perhaps inspired by other TL's activities, adapt your activity to meet another learning objective- then consider the following questions:<ul style="list-style-type: none">o What did you find out and how could you use these findings?o How could you communicate the findings with your students?o How could this task be different if undertaken with your students?	<ul style="list-style-type: none">- then consider how you can use the responses you have received and prepare a brief feedback presentation, which you would use to communicate the findings (with your students)
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5.5.2 SESSION 5 CONTENT, PART B: SHARED DRIVES AND COLLABORATIVE EDITING TOOLS

Google Drive / Google Doc / Teams

Key information of this MODULE (addressed to TT and TL):

- This topic will be part of an online session.
- In this session, TL get a chance to work collaboratively on a shared document.
- TL need access to a computer / attend on computer and access to the internet.

Links to resources:

- some thoughts on [file sharing etiquette](#)

Further Reading / Links to Examples:

- [asynchronous learning](#) explained
- some thoughts on [file sharing etiquette](#)
- [Google Drive Support](#)
- [Google Docs Support](#)
- [Microsoft Teams Support](#)

Teaching Instructions (addressed to TT):

- After TL had a chance to share and try out each other's whiteboards (or other collaborative spaces), introduce them to another type of collaborative practice: Shared Drives and Collaborative Editing Tools.
- Ideally, you should work with your institution's preferred shared drive, which can be accessed by all TL.
- You should consider the competence levels of your TL - if they vary a lot (you have very inexperienced and very advanced learners), you can split them into two groups in different breakout rooms:
 - o For the beginners, you should prepare a shared document with which they can all work (you can choose the type of document - it should already have some content which can be modified and on which TL can leave comments - e.g. it could be a letter to students, invitation to an event or meeting minutes).
 - o More advanced learners should already practice setting up and sharing their own documents, in which they can then work collaboratively.
- If your TL have a similar level of experience, go ahead with one of the two approaches.
- Assist advanced TL in the creation/set up of their shared document and all TL in the collaborative editing of the document.
- Allow enough time for TL to take the short session assessment quiz (on both topics - A & B).

Learning Instructions (addressed to TL):

Imagine you want your students to undertake collaborative group work in an online setting. While a whiteboard offers great opportunities for brainstorming and collecting ideas, you want to establish peer-learning activities, in which learners give feedback on each other's work. Using shared documents will also enable more asynchronous collaboration options - i.e. get them to work together for a longer period of time (e.g. for a project).



Before starting the lesson consider the following questions: Have you ever used collaborative tools? How has your experience been with them? How can you ensure learners will engage effectively and respectfully? What do you need to look out for?

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - work together in the shared document your TT has made available to you (in your group) - explore all options you have to edit and work in the contents of the document (leaving comments, highlighting, tracking); if necessary, add content - consider how you could work in the document safely and respectfully (i.e. not deleting other’s contributions, providing constructive criticism) - together edit, improve and finalise the document - consider how you could implement a shared document in your classroom (e.g. which learning objectives could be addressed?) - create a shared document which requires learner interaction (e.g. leaving comments, adding content) - consider how you would make the document available to other TL (or your students) 	<ul style="list-style-type: none"> - create a shared document, which: <ul style="list-style-type: none"> o acts as the medium for a collaborative activity o addresses at least 1 specific learning objective o contains clear tasks for learners to collaborate with each other (e.g. leaving questions or instructions for each other) - make the document available to other TL - work together in the shared document (in your group) - explore all options you have to edit and work in the contents of the document (leaving comments, highlighting, tracking); if necessary, add content - consider how you could work in the document safely and respectfully (i.e. not deleting other’s contributions, providing constructive criticism) - together edit, improve and finalise the document 	<ul style="list-style-type: none"> - create a shared document, which: <ul style="list-style-type: none"> o acts as the medium for an asynchronous collaborative activity o addresses at least 2 specific learning objectives o contains clear tasks for your learners to collaborate with each other over a longer time-frame - make the document available to other TL - work together in the shared document (in your group) - explore all options you have to edit and work in the contents of the document (leaving comments, highlighting, tracking); if necessary, add content - consider how you could work in the document safely and respectfully (i.e. not deleting other’s contributions, providing constructive criticism) - together edit, improve and finalise the document

5.5.3 ASSESSMENT

.h5p

5.6 SESSION 6: SELF-STUDY

5.6.1 SESSION 6 CONTENT, OPTION A: CREATION OF AUDIO RESOURCES

Podcast

Key information (addressed to TL):

- This topic will be part of a self-study session – you can pick this topic from a selection of 2 topics: Creation of Audio Resources OR Screencast Tools.
- In this session, you get a chance to learn how to create audio resources, in particular podcasts.
- This will be a self-learning session; make sure you have a good internet connection to access all websites and tools.
- You need to have a microphone and bring existing teaching material or have a specific topic available.

Links to resources:

- examples of audio editors: [Audacity](#), [Anchor](#)

Further Reading / Links to Examples:

- [7 Reasons to Use Podcasts in Education](#)
- [video](#) explaining How to make an Anchor podcast
- free audio resources on [Free Music Archive](#) or [Free audio \(audionautix\)](#)
- [How to Avoid Copyright Infringement on a Podcast](#)

Learning Instructions (addressed to TL):

This topic is part of a self-study session. It is recommended that you spend a minimum of 2 hours to work on this topic.

The possibilities of using podcasts for teaching are almost endless: introducing a topic via a podcast as part of a flipped classroom, creating a podcast together with your students for a project, letting your students create a podcast as an assessment (instead of a presentation). Take 15-20 minutes to inform yourself about podcasts in teaching, for example [here](#). What are suitable topics and teaching scenarios for which you would use podcasts?

In this session, you are going to record a podcast episode for a class. But before starting with your tasks, you should decide a couple of things:

- Do you want to create a podcast episode as a means for revision?

OR

- Do you want to introduce a completely new topic?



Also consider:

- Do you want to do the podcast episode all by yourself?

OR

- Do you want to record a discussion or interview with one of the other WSP or another colleague?

After considering these questions and taking the necessary steps (i.e. collecting your teaching material, inviting a colleague to do the podcast together), you can start working on the tasks.

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - explore the tools Audacity and Anchor and decide which one you would like to use - once you have decided on a tool, explore its options and functionalities, for example: <ul style="list-style-type: none"> o Which different types of content can you use for your podcast? o What editing options / features are available? o How can you save, download and/or share the content you create? - make a draft concept of your podcast considering: <ul style="list-style-type: none"> o topic/content o presentation style o length o available equipment o goal 	<ul style="list-style-type: none"> - explore the tools Audacity and Anchor and decide which one you would like to use - make a draft concept of your podcast considering: <ul style="list-style-type: none"> o topic/content o presentation style o target group o length o available equipment o goal/reasoning for doing this in a podcast - create a podcast episode containing an introduction to the topic, the main part and the outro - make the podcast available to the other TL - choose the proper copyright for your podcast and the contained content (incl. used resources) 	<ul style="list-style-type: none"> - explore the tools Audacity and Anchor and decide which one you would like to use - make a draft concept of your podcast considering: <ul style="list-style-type: none"> o topic/content o interesting/motivating presentation style (e.g. by using storytelling) o target group and learning objective o length o available equipment o goal/reasoning for doing this in a podcast - create a podcast episode containing a musical intro, an introduction to the topic, the main part, an outro and a musical outro - make the podcast available to the other WSP - choose the proper copyright for your podcast and the contained content (incl. used resources)



<ul style="list-style-type: none">- create a short podcast section- list 3 scenarios for which you would use podcasts in your future teaching- consider how you would share the podcast with your students	<ul style="list-style-type: none">- list 3 specific learning objectives and how you could use podcasts to address these- consider how you would share the podcast with your students	<ul style="list-style-type: none">- consider how you could integrate podcast creation as an activity for your students to undertake (i.e. students prepare podcast episodes)- consider how you would share the podcast with your students; consider possible barriers for students to watch the video and how you would overcome these (discuss in class chat with other TL)
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OR



<p>5.6.2 SESSION 6 CONTENT, OPTION B: SCREENCAST TOOLS</p> <p><i>Vimeo / ScreenCapture / Movavi</i></p> <p>Key information (addressed to TL):</p> <ul style="list-style-type: none"> - This topic will be part of a self-study session – you can pick this topic from a selection of 2 topics: Creation of Audio Resources OR Screencast Tools. - In this session, you get a chance to learn how to create a screencast. - This will be a self-learning session; make sure you have a good internet connection to access all websites and tools. - You need to have a microphone and bring existing teaching material or have a specific topic available. 		<p>Links to resources:</p> <ul style="list-style-type: none"> - information about Vimeo Screen Recorder - information about ScreenCapture - information about Movavi Screen Recorder for Chrome <p>Further Reading / Links to Examples:</p> <ul style="list-style-type: none"> - What is screencasting? - considering access and inclusion when creating video materials - A Teacher’s Guide to Copyright and Fair Use 	
<p>Learning Instructions (addressed to TL):</p> <p>This topic is part of a self-study session. It is recommended that you spend a minimum of 2 hours to work on this topic.</p> <p>As you know, digital teaching is getting more and more important. You may already have some experience in giving online classes and you know some of the challenges. Providing learning instructions to students who are not physically in your classroom can also be tricky. Lengthy texts and instructions will not necessarily spark their interest and/or motivate their learning. So, have you ever considered recording instructions or introductions to new contents to create a little video? There are numerous free screencast tools available online which will enable you to do just that. You can record a little instructional video, which your students can watch when it suits them.</p>			
<p>Tasks for Explorer</p>	<p>Tasks for Integrator</p>	<p>Tasks for Expert</p>	
<ul style="list-style-type: none"> - watch/read the information material on different screencast tools and pick one - once you have decided on a tool, explore its options and functionalities, find out: <ul style="list-style-type: none"> o Which different types of content can you use for your screencast? 	<ul style="list-style-type: none"> - watch/read the information material on different screencast tools and pick one (feel free to use a completely different tool if you have access) - explore the options of the programme - find out whether the program: 	<ul style="list-style-type: none"> - watch/read the information material on different screencast tools and pick one (feel free to use a completely different tool if you have access) - explore the options of the programme, ensure that it offers file download and video- 	



<ul style="list-style-type: none"> ○ What editing options / features are available? ○ How can you save, download and/or share the content you create? - set up your material (e.g. PowerPoint presentation, whiteboard or document) and develop a brief plan for your short screencast presentation (no more than 5 minutes) - practice the delivery of your presentation, you may have to try the recording a couple of times to optimise the quality of your delivery - create the video presentation and check out possible editing options (e.g. adding annotations, drawings, doodles or subtitles) - consider how you would share the video with your students 	<ul style="list-style-type: none"> ○ has to be downloaded or whether there is a browser based version (or even browser extension) ○ offers basic video-editing tools ○ allows you to add annotations, drawings, doodles or subtitles ○ provides easy file-download (i.e. How can you make the file available for your students?) - select a specific learning objective, which you plan to address in your video - set up your materials and develop a plan for your instructional video (ca. 5-7 minutes); it should have at least 3 different components (e.g. short summary or introduction of the topic, questions for students and/or instructions for students, an animation and/or interactive component) - practice the delivery of your presentation / video contents - create the video, considering access and inclusive content (incl. all necessary components, e.g. interactive elements and include copyright information) - consider how you would share the video with your students 	<p>editing tools as well as allowing you to add annotations, drawings, doodles or subtitles</p> <ul style="list-style-type: none"> - select a specific learning objective, which you plan to address in your video - set up your materials and select existing resources which you would like to include in your video - develop a plan for your instructional video (at least 8 minutes); it should have at least 4 different components (e.g. short summary or introduction of the topic, questions for students and/or instructions for students, an animation and/or interactive component) - practice the delivery of your presentation / video contents; consider the specifics of the learning group - create the instructional video, considering access and inclusive content (incl. all necessary components, e.g. interactive elements and include copyright information) - edit the video as needed and make sure you add annotations, drawings, doodles and/or subtitles - consider how you would share the video with your students
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5.6.3 ASSESSMENT

<p>.h5p document</p>



5.7 SESSION 7: ONLINE

<p>5.7.1 SESSION 7 CONTENT</p> <p>Option A: Quiz Makers Quizlet / MS Forms / Google Forms</p> <p>Option B: Questionnaires SurveyMonkey / MS Forms / Google Forms</p> <p>Key information (addressed to TT and TL):</p> <ul style="list-style-type: none"> - This topic will be taught together with the topic Questionnaires in an online session. - In this session, TL get a chance to learn more about quizzes and questionnaires - how are they different and how can they be used in different teaching contents? - This will be an online session; make sure you have a good internet connection and access to the session before starting. 	<p>Links to resources:</p> <ul style="list-style-type: none"> - examples of online quiz generators: Quizlet, MS Forms, Google Forms - examples of online questionnaire generators: SurveyMonkey, MS Forms, Google Forms <p>Further Reading / Links to Examples:</p> <ul style="list-style-type: none"> - instructions on how to create a quiz with Quizlet - video on how to create a quiz with MS Forms - instructions on how to create a quiz with Google Forms - instructions on how to create a questionnaire with SurveyMonkey - instructions on how to create a questionnaire with MS Forms - video on how to create a questionnaire with Google Forms - mistakes to avoid when creating a questionnaire - reasons for teachers to survey their students - examples of bad questions
<p>Teaching Instructions (addressed to TT):</p> <ul style="list-style-type: none"> - This topic will be taught together with the topic Questionnaires in an online session. You have a total of 2 hours for this session. which will introduce both topics together. TL will learn more about quizzes and questionnaires together; then they can opt for either one of the topics and the respective tasks (they will either create a quiz or a questionnaire, not both). - Begin the session with a little questionnaire on quizzes. - Make sure all TL know the basic difference between a quiz (there are right/wrong answers) and a questionnaire (there are no right/wrong answers). - Facilitate a discussion on how you could use a quiz/questionnaire and previous experiences. - Make sure TL have enough time to look at examples of quiz makers and questionnaire creators (introduce at least 2 quiz makers / questionnaire creators most familiar to you). - TL should now decide whether they want to create a quiz or a questionnaire and can start with their tasks. If you have more than 5 TL, divide them into groups of 3-4 participants; make sure you have breakout rooms set-up. - Assist all TL in their efforts to create a quiz or questionnaire. Give them a clear time frame. 	



- Facilitate the sharing of quizzes/questionnaires - every TL should provide a little introduction (e.g. topic, context, purpose) on the resource they created.
- Give TL time to respond to the quizzes/questionnaires of the other TLs; facilitate a little discussion on the ways in which these could be best shared with students (e.g. email, mobile devices).
- Also allow some time for TL to collect and analyse the data they have collected.
- End the session with the session assessment quiz about questionnaires (and quizzes) and prepare them for the next session dates and contents (in particular explaining the Flipped Classroom set-up of the next two interlinked sessions (8&9) will be important.

Learning Instructions (addressed to TL):

Quizzes and questionnaires offer many interesting opportunities for your classroom. It is important to know how effective quizzes and insightful questionnaires can be developed and implemented. It is not only about asking the right questions, you also need to consider the order of the questions and way to formulate the questions to achieve reliable and useful results. At the end, it is also good to know how you can use the results for your future teaching practice.

This will be an online session. Make sure you have an adequate internet connection to join the session. Before starting the lesson consider the following questions: Do you know the difference between questionnaires and quizzes? Have you ever used a digital tool for questionnaire or quiz making? What would you want to find out with a questionnaire or assess with a quiz?

TASKS FOR OPTION A: Quiz Makers | Quizlet / MS Forms / Google Forms

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - look at the different examples of online quiz makers discussed with other TL and select the one which you would like to use - decide on the type of quiz you want to create and the topic you want to revise or assess - feel free to form a small group to work on a quiz together in a breakout room - using your own teaching materials, create the quiz, which: <ul style="list-style-type: none"> o has a title 	<ul style="list-style-type: none"> - look at the different examples of online quiz makers discussed with other TL and select the one which you would like to use - decide on the topic you want to assess and the purpose of the assessment - using your own teaching materials, create the quiz for the specific purpose you have chosen, which: <ul style="list-style-type: none"> o has a title and introduction (framing context of quiz for students) 	<ul style="list-style-type: none"> - look at the different examples of online quiz makers discussed with other TL and select one you have not used before - decide on the topic you want to assess, the purpose of the assessment and the specific learning objectives you want to assess - using your own teaching materials, create a quiz, which: <ul style="list-style-type: none"> o has a title and introduction (framing context of quiz for students)



<ul style="list-style-type: none"> ○ has at least 5 questions ○ uses at least two different question types - share the quiz with your fellow TL (or group) and provide some context - consider how you could best share the quiz with students in your everyday classroom setting (e.g. could you use mobile devices or email?) - consider the context/purpose in which the quiz might work best - fill in the quizzes (or questionnaires) of the other TL - locate the responses given to your quiz; explore the options of what you can do with the data collected - download and/or save a version of the data collected 	<ul style="list-style-type: none"> ○ has at least 8 questions ○ uses at least three different question types - share your quiz with your fellow TL (or group) and explain the context/purpose of the quiz - consider how you could best share the quiz with students in your everyday classroom setting - fill in the quizzes (or questionnaires) of the other TL - find the responses given to your quiz; explore the options of what can you do with the data collected - download and/or save a version of the data collected - consider ways in which you could communicate the results back to your students 	<ul style="list-style-type: none"> ○ has at least two sections ○ has at least 10 questions ○ uses at least three different question types ○ addresses the specific learning objectives you have chosen - share the quiz with your fellow TL (or group) and explain which learning objectives your quiz is targeting - develop an approach on how you could best share the quiz with students in your everyday classroom setting; consider issues of access - fill in the quizzes (or questionnaires) of the other TL - download the responses given to your quiz - prepare a visualisation of the data collected - create a brief feedback/evaluation presentation for your students
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TASKS FOR OPTION B: Questionnaires | SurveyMonkey / MS Forms / Google Forms

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - look at the different examples of online questionnaire creators discussed with other TL and select the one which you would like to use - decide on the topic you want to investigate - feel free to form a small group to work on a questionnaire together in a breakout room - using your own teaching materials, create the questionnaire: 	<ul style="list-style-type: none"> - look at the different examples of online questionnaire creators discussed with other TL and select the one which you would like to use - decide on the topic you want to investigate and the purpose of the questionnaire - using your own teaching materials, create the questionnaire for the specific purpose you have chosen, which: 	<ul style="list-style-type: none"> - look at the different examples of online questionnaire creators discussed with other TL and select one you have not used before - decide on the topic you want to investigate and the specific learning objectives you want to address - using your own teaching materials, create the questionnaire, which:



<ul style="list-style-type: none"> ○ has a title ○ has at least 5 questions ○ uses at least two different question types - share the questionnaire with your fellow TL (or group) and provide some context - consider how you could best share the questionnaire with students in your everyday classroom setting (e.g. could you use mobile devices or email?) - consider the context/purpose in which the questionnaire might work best - fill in the questionnaires (or quizzes) of the other TL - locate the responses given to your questionnaire; explore the options of what can you do with the data collected - download and/or save a version of the data collected 	<ul style="list-style-type: none"> ○ has a title and introduction (framing context of questionnaire for students) ○ has at least 8 questions ○ uses at least three different question types - share the questionnaire with your fellow TL (or group) and explain the context/purpose of the questionnaire - consider how you could best share the questionnaire with students in your everyday classroom setting - fill in the questionnaires (or quizzes) of the other TL - locate the responses given to your questionnaire; explore the options of what can you do with the data collected - download and/or save a version of the data collected - consider ways in which you could communicate the results back to your students 	<ul style="list-style-type: none"> ○ has a title and introduction (framing context of questionnaire for students) ○ has at least two sections ○ has at least 10 questions ○ uses at least three different question types ○ addresses the specific learning objectives you have chosen - share the questionnaire with your fellow TL (or group) and explain which learning objectives your questionnaire is targeting - develop an approach on how you could best share the questionnaire with students in your everyday classroom setting - fill in the questionnaires (or quizzes) of the other TL - download the responses given to your questionnaire - prepare a visualisation of the data collected - create a brief feedback/evaluation presentation for your students
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5.7.2 ASSESSMENT

<p>.h5p document</p>



5.8 SESSION 8: SELF-STUDY

<p>5.8.1 SESSION 8 CONTENT: EDUCATIONAL TECHNIQUES</p> <p>Flipped Classroom</p> <p>Key information (addressed to TL):</p> <ul style="list-style-type: none">- This topic is part of self-study session - there is only this one topic (Flipped Classroom) but it will be the essential preparation for session 9.- In this session, you get a chance to learn more about the Flipped Classroom approach. You will learn about the theory behind, then we will “flip” this workshop.- This “flipping” will act as the preparation of the final session.	<p>Links to resources:</p> <ul style="list-style-type: none">- video introduction to the concept of flipped classroom- Flipped Classroom: 5 reasons why you should be using it <p>Further Reading / Links to Examples:</p> <ul style="list-style-type: none">- flipped classroom explained in more detail
<p>Learning Instructions (addressed to TL):</p> <p>This self-study session is aimed at introducing the innovative educational technique named Flipped Classroom. You should dedicate a minimum of 2 hours for this session. As you will see, the basic idea behind it is that the lesson becomes homework while the time in class is used for collaborative activities, experiences, debates, and workshops. You, as the teacher, become a kind of facilitator while students learn at home browsing a library of contents supplemented by online videos and the time ‘gained’ in class thanks to flipping is used to delve more deeply into topics and to work in ways that include the students’ active participation.</p> <p>In this session, you will first learn a bit more about the theory on Flipped Classrooms. Then you will experience the Flipped Classroom principle: Following the Flipped Classroom principle, this self-study session will be used as homework, while the last face-to-face session (session 9) will be the “classroom time”.</p> <p>First of all, you should watch the video on Flipped Classrooms and read the material on reasons you should be using the approach. Once you have a bit of an idea what it all means, we will start “flipping” our workshop and you can start the homework for session 9:</p> <p>Flipped Classroom Preparation (“Homework”): In session 9 we will discuss the topic game-based teaching. Using games in your classroom does not</p>	



always mean doing something silly. Various games and/or gamification mechanisms can be implemented in different ways and do not always have to be overly involved in their creation. The CANDI workshop will introduce to some key features of game-based learning (GBL) and gamification. In the next session, you will get a chance to create a basic scavenger hunt or escape room to introduce a new topic. But first you will need to study a bit more about the theory on game-based learning. Follow the tasks below to prepare yourself for the next session:

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - read this article on game-based learning (GBL) and answer the following questions: <ul style="list-style-type: none"> o What is the difference between GBL and gamification? o What are game elements? o Which games or game elements have you already used in your teaching? o What are 3 benefits of GBL and/gamification? - find out more about internet scavenger hunts in this article and answer the following questions: <ul style="list-style-type: none"> o What is the difference between a virtual and an internet scavenger hunt? o What is the difference between a horizontal and a vertical scavenger hunt? - think about possible topics you could easily cover with an internet scavenger hunt 	<ul style="list-style-type: none"> - doing a basic internet search, find out more about: <ul style="list-style-type: none"> o the difference between GBL and gamification o at least 3 different types of game elements o the benefits of GBL and gamification - make sure you consider and vary your search terms - find out more about internet scavenger hunts in this article and answer the following questions: <ul style="list-style-type: none"> o What is the difference between a virtual and an internet scavenger hunt? o What is the difference between a horizontal and a vertical scavenger hunt? - think about possible topics you could easily cover with an internet scavenger hunt 	<ul style="list-style-type: none"> - doing an internet search, find out more about: <ul style="list-style-type: none"> o the difference between GBL and gamification o at least 3 different types of game elements o the benefits of GBL and gamification o the difference between online and virtual scavenger hunts o the difference between a horizontal and a vertical scavenger hunt o escape rooms and escape games in education - make sure you consider and vary your search terms - think about possible topics you could easily cover with an internet scavenger hunt or escape room

5.8.2 ASSESSMENT

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5.9 SESSION 9: FACE-TO-FACE

5.9.1 SESSION 9 CONTENT, PART A: GAME-BASED TEACHING

Scavenger Hunt / Escape Room / GATE:VET Wiki

Key information (addressed to TT and TL):

- This topic concludes the CANDI workshop and will be a f2f session.
- The topic will be previously prepared in Session 8, through the Flipped Classroom technique. TL will need to bring the materials they have prepared in the homework session.
- TL need access to a computer / bring their own computer, and internet access.

Links to resources:

- link to [online scavenger hunt](#)
- link to [virtual scavenger hunt generator](#)
- link to [escape room generator](#)

Further Reading / Links to Examples:

- ideas for [Zoom scavenger hunts](#)
- how to [create your own escape room](#)
- instructions on how to create [virtual escape rooms](#)

Teaching Instructions (addressed to TT):

- You have a total of 3 hours to work on this topic in a f2f session, the last session of the workshop. Leave enough time for TL to work on the tasks and create their own GBL resources. Ideally this session, which is concluding the CANDI workshop, should provide a bit of fun for the TL (especially when trying out each other's resources).
- Welcome all TL to the last session of the workshop and find out how they did in the last self-study session (S8), e.g. Did they understand the Flipped Classroom approach? Did they have any difficulties with the homework? In light of the Flipped Classroom, what are their expectations of this session?
- Then start a short open discussion on the topic game-based learning / teaching: Have they heard about it before CANDI? Have they ever used games or game elements in their teaching? You can also start a little debate on the benefits and disadvantages they see. Encourage a discussion on the most useful features of game-based learning. Feel free to collect the TL responses on a list for everyone to see.
- Since all TL should have undertaken the homework in S8, they have all the knowledge they need to start with their tasks.
- You should assist them in creating their scavenger hunts (or escape rooms), in particular those who have not yet gotten around to doing the self-study. They can work in groups of maximum 3.
- Encourage TL to try the Scavenger Hunts or Escape Room examples created by other TL.
- Leave enough time for the CANDI WS evaluation.



Learning Instructions (addressed to TL):

To effectively participate in this session, you need to first complete the Flipped Classroom homework as detailed in session 8. In this session you will get the chance to experience the second part of the Flipped Classroom approach - the practical implementation of what you learned about game-based learning.

Using games in your classroom does not always mean doing something silly. Various games and/or gamification mechanisms can be implemented in different ways and do not always have to be overly involved in their creation. In this session, you will be able to apply your knowledge on game-based teaching by creating your own internet scavenger hunt or escape room.

This will be the last face-to-face session of the program. Remember to bring your computer, and if you have any final questions, take the opportunity to ask the TT.

Tasks for Explorer	Tasks for Integrator	Tasks for Expert
<ul style="list-style-type: none"> - complete the short scavenger hunt about game-based teaching - decide on the topic you want to introduce to your class - based on your teaching materials and chosen topic plan your own virtual scavenger hunt - decide on how you want to implement your virtual scavenger hunt (e.g. use a scavenger hunt generator or via direct in-class prompts) - search for and identify at least 3 websites which address the content you want to cover - develop at least 4 questions you would like to ask and create the resource - consider how you could best share your hunt with students in your everyday classroom setting (e.g. could you use mobile devices or email?) 	<ul style="list-style-type: none"> - complete the short scavenger hunt about game-based teaching - decide on the topic you want to introduce to your class - based on your teaching materials and chosen topic plan your own virtual scavenger hunt - search for and identify at least 5 websites which address the content you want to cover - develop at least 5 questions you would like to ask and create a digital resource (e.g. via virtual scavenger hunt generator) - consider how you could accommodate different learner levels with your resource - consider how you could best share your hunt with students in your everyday classroom setting (e.g. Could you use mobile devices or email? Would the resource lend itself for a flipped classroom scenario?) - consider how you could adapt the scavenger hunt questions to an escape room scenario 	<ul style="list-style-type: none"> - complete the short scavenger hunt about game-based teaching - decide on the topic you want to introduce to your class - based on your teaching materials and chosen topic plan your own virtual scavenger hunt or escape room - search for and identify at least 5 websites (incl. video resources) which address the contents you want to cover - define at least two different learner levels for the creation of your resource - create a digital resource (e.g. via virtual scavenger hunt generator or escape room generator), which: <ul style="list-style-type: none"> a. has at least 5 questions b. accommodates at least two different learner levels (e.g. more complex questions, additional questions or tasks)



		<ul style="list-style-type: none">- consider how you could best share your hunt with students in your everyday classroom setting to enable a flipped classroom scenario
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6 FINALISATION OF THE CURRICULUM

The CANDI curriculum has been thoroughly reviewed through different stages:

- A first internal stage organised by the WP2 coordinator and the project coordinator, in which partners reviewed the content of the sessions and gave feedback.
- A second external stage organised via WP4 and WP5, in which BiH and Albanian partners organised piloting activities with teachers, to try the outcomes of the CANDI Project.

These two activities allowed us to:

- The internal revision ensured the content provided for future activities of CANDI had the required quality to achieve the aims of the project.
- The external piloting allowed us to understand whether any aspects of the curriculum did not meet the teachers' expectations.

From the feedback collected, the final version of the curriculum has been developed.