Digital Pedagogy Cookbook
90 recipes

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Introduction

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1.1 Aims and Objectives

A cookbook to promote and raise awareness about digital pedagogy might be a surprising choice; but think about it: caring to cook a good meal in order to make friends and family happy is something that we all have in common and that has brought people together for centuries.

Approaching this rather conceptual topic in the form of a recipe is an innovative way to make it fun and more accessible to all. Besides, the recipe structure itself is well suited to explore the potential and value-addition of digital applications into regular teaching material just like the secret ingredient that made grandma's apple pie so special.

The recipe metaphor is also an attempt to lower the "computer anxiety" some educators and trainers may experience, refraining them from upgrading their teaching practices.

This cookbook proposes a selection of teaching recipes where some of these applications have been added as a "digital ingredient" in order to demonstrate how they can improve the learning experience.

1.2 Methodology

Recipes are classified on four different levels:

- The area of the DigCompEdu: digital resources, teaching and learning, assessment and empowering learners

- The progression level of DigiCompEdu: (A1 Newcomer, A2 Explorer, B1 Integrator, B2 Expert, C1 Leader and C2 Pioneer)

- Minimum digital skills level of educators (A1 to C2)

- Minimum digital skills level of learners (A1 to C2)

Each recipe includes the following information:

- A learning/teaching situation where recipe could be applied

- Description of the target group (learners)

- Ingredients (tool and applications needed to execute the recipe)

- Description of the recipe

- A step by step guide to execute the recipe

- A section with more information and things to consider for each recipe

- A see also section which contains links to resources relevant to the recipe.

Digital Resources

Area 02

2.1   Selecting

2.1.1 Planning with your students using Google Calendar

DigCompEdu Competence Area: 2.1 & 3.3   Progression Level: B1

Minimum digital skills level of Students: B1

Minimum digital skills level of Educators: B1

Target group

- Any kind of teacher or trainer
- Basic level of digital pedagogy competences

Ingredients:

- PC/laptop/smartphone
- Internet connection
- Email account

Description:

This recipe is based on a tool where the teacher can plan different tasks, activities or exams with students. Google Calendar is very easy to use, and you can add colours for each group or subject. You can prepare plans for the whole term as the students and be more aware about what they need to do. Google Calendar is a web 2.0 tool that allows you to create and modify a virtual agenda with the great advantage of being able to access it from any place and/or mobile device with internet access. You will be able to keep your appointments, interviews, jobs to be delivered updated, special dates, holidays etc. This tool supplants the well-known personal agendas.

How to do it (step by step)

Step 1

In order to use Google Calendar, you must have a Gmail / Google account, through which you will access the service. Once inside Gmail, in the upper right corner of your browser you will see an icon that gives you access to the applications of your Google account, among which you will find Google Calendar.

Step 2

Open your account in Google Calendar.

Step 3

Create a specific calendar for the class. To create an event you must click on the create button, in this way the window that appears below for the creation of the same will appear.

Step 4

Select a different colour for each subject.

Step 5

Invite your students to the calendar.

There's more:

You can also invite parents of the students to inform them about the tasks or exams. You can also send reminders for tasks due, or send motivational comments, tips and hints.

See also:

https://www.youtube.com/watch?v=mBaKzzl-7f4

2.1.2 Popplet for an easy way to control and assess work groups

DigCompEdu Competence area: 2.3 & 3.3   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/teaching situation

Teachers who want to prepare tutorials and other learning resources for software applications.

Target group

- Any kind of teacher or trainer
- Basic level of digital pedagogy competences

Ingredients:

- Computer, smartphone or tablet
- Internet connection
- Email account

Description:

Popplet is a "platform for your ideas"; from a blank sheet we can add Popplets to organize the information added. Each Popplet is an idea, concept, image, etc. Popplet is a cloud application that allows you to graphically structure and organise your ideas. With Popplet you have the possibility of creating mental, conceptual maps, planks, murals, galleries etc, individually or collaborating with other people.   A Popplet is a

great board to hang, organize and relate your ideas. One of Popplet's biggest advantages is its simplicity and the intuitiveness of its interface.

How to do it (step by step)

Step 1

To start creating your own "Popplet" access the following link: http://popplet.com/

Step 2

Like most cloud applications, Popplet requires registration prior to use. Popplet has recognized compatibility problems with Internet Explorer.

Step 3

On the desk you can see a large work area and another, located on the right, where you can see different examples. The first time you access Popplet, a large blue box appears indicating what you must do to create a new Popplet project.

Step 4

In the upper right area of the desktop you will see a set of buttons that offer either access to different links (fuchsia colour) or specific work options for our Popplet user (white colour).

Step 5

Once registered you have permission to create up to 5 different popplets.

By clicking on the button "make new popplet" you can start working. The first step asks you to assign a name to the new document and a background colour.

Step 6

Once created through the "share" button (upper right area of the desktop), you can share a project.

Step 7

The options are varied:

– Post a post on Facebook or Twitter.

– Send an email to a friend.

– Copy and paste a link.

– Embed the Popplet.

Step 8

Propose an idea for different groups in the class and a deadline for the task.

Step 9

Assess the workgroup while you help the students to develop their workgroup skills.

There's more:

Popplet can also be used for brainstorming with your students.

See also:

https://www.youtube.com/watch?v=Zsdv2FN4MDw

2.1.3 Selecting YouTube videos for authentic content

DigCompEdu Competence area: 2.1   Progression Level: B1

Minimum digital skills level of Students: A2

Minimum digital skills level of Educators: B1

Learning/teaching situation

The recipe is for trainers who want to use authentic, fun content in their classes with audio and video features. It is useful in listening comprehension.

Target group

- Classroom teachers/online teachers.

Ingredients:

- PC/laptop/smartphone
- Internet connection
- Word/Pages/Google Drive document to prepare vocabulary list
- Optional: Speakers /screen to present the video to the class (HDMI cable)
- Optional: Printer (either share the vocabulary list by email, online or a printed copy)

-

Description:

This recipe enables trainers to select YouTube videos to use authentic content in their classrooms. YouTube videos can be used to practice listening comprehension, master different accents, and present genuine English conversations to their students. Online videos are free and useful resources to strengthen students' vocabulary and listening skills.

How to do it (step by step)

Step 1: Before you start, make sure you think: what is the point of this video? What vocabulary or situation do you want your students to learn about? This sample lesson's topic is "At the Grocery Store"
Go to www.youtube.com
Step 2: Choose an appropriate video based on your lesson's topic; on YouTube you can easily search videos based on key words. For this lesson, I chose the topic "At the Grocery store": search words like "English beginner at the grocery store"
Step 3: Watch a few videos and determine what fits best for your lesson.
Step 4: Pick a short video (2-3 minutes),or prepare breaks for exercises in between a longer video.
Step 5: Watch the video and take down vocabulary words and phrases you want your students to learn.
Step 6: Prepare the vocabulary and phrase list on a Microsoft Word document.
Step 7: Click on "Share" and copy the link for the video
Step 8: Paste the link to the document so students can reference it on their own
https://www.youtube.com/watch?v=u55rQUs_6XQ

There's more:

Before you select the video, think about why and how you want to use it. Is the goal of the lesson to practice new vocabulary? Is it to present specific genuine situations like going to the bank or to the supermarket? The video must be relevant to your lesson. Please note that you should check the sharing rights of the video. If you are just using it in your classroom, and not for commercial reasons, it is legal to share the videos.

See also:

Check out this video on using YouTube videos in the classroom
https://www.youtube.com/watch?v=bPfjpTYBgSM

Website Tutorial:
https://www.thoughtco.com/youtube-in-the-classroom-1211761

2.1.4 Use Evernote to produce a deep, collaborative research project

DigCompEdu Competence area: 2.1   Progression Level: B1

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B2

Learning/teaching situation

Classroom or any learning environment requiring collaboration.

Target group

      All ages

Ingredients:

- PC/laptop/smartphone
- Internet connection
- An Evernote account

Description:

Evernote is a note taking app, which can be used to store files, share ideas, websites, to make lists. This one platform can be used as a learning and teaching platform for group work, allowing all participants to add to the notes, share their ideas in one place.   It provides organisational and tagging capacity to easily sort via themes or topics.

How to do it (step by step)

Step 1: Create an Evernote account
Step 2. Add content, notes, links, set reminders and to do lists.

Step 3. Share link with students.

Step 4. Teacher sets the task, for example:

      a) Gather research

      b) Share arguments for and against a concept with examples

      c) Create collaborative project work set up for the class.

There's more:

Available features

- Web clipper: save links to websites.
- Templates: make different notes faster, minutes, to do lists etc.
- Notes sync: connect many devices (smartphones, computers, tablets, notebooks) and share all documents between them.
- PDF and Doc search: attach different files to your notes and find them easily even when you are offline.
- Create Spaces and share their content with different users.
- Search handwriting: scan any handwritten document and search any word in them.
- Document scanning: you could go paperless and scan everything from important paper to business cards.
- Evernote gives you many options to organise your documents: tags, attachments, notebooks, search etc.
- Connect your different apps so you can share documents easily, sync with GoogleDrive, OutLook, Salesforce, Slack.

See also:

https://evernote.com/

Using Evernote to organise your life: www.youtube.com/watch?v=9_nnVaa5UMQ
How to use Evernote 2019/20: A complete Evernote tutorial for beginners
www.youtube.com/watch?v=kSz9uavfLpl

2.1.5 Use screen recording to save online lessons

DigCompEdu Competence area: 2.1   Progression Level: B1

Minimum digital skills level of Students: C1
Minimum digital skills level of Educators: B2

Learning/teaching situation

Teachers and trainers who wish to create tutorials, save them and upload them on a platform.

Target groups

Students or online participants

Ingredients:

PC/ laptop/smartphone
Screen recording software

Description:

Screen recording is capturing the actions on the computer screen. These can be used by teachers to create tutorials to showcase in your classroom or upload on an internet platform. Teachers can use screen recording in the form of screencasting, tutorials, training and presentations.

How to do it (step by step)

Step 1: Selecting Teaching Material to Share – A2

Instructions provide a purposeful direction for the learning process. In order to ensure that teachers give students clear and precise instructions, it may be necessary to align instruction with standards to ensure that a higher level of learning is attained. Screen recording software can be used when preparing a lesson with your students in mind to improve instructions for better performance and plan focused instruction that meets the specific needs of students. Tutorials are step by step instructions and explanations to teach the processes of various subjects.

Learning situation: Improving instructions with tutorials

Planning your lesson and designing activity. Choose realistic learning goals and have a clear picture of your method of instruction.

Consider the knowledge you will cover: Pick a topic or learning context and develop the relevant supporting material for the activity of lesson

Select appealing resources. Always choose good quality resources that come from reliable sources, and make sure they are safe for your students to use.

Step 2: Developing ideas and methods for providing guidance

Develop a guidance plan for the lesson. Prepare lesson in mind with meeting students' ' needs and consider other tools to support and facilitate the learning process e.g. adding to audio for narrating.

Consider choosing various methods of delivery. Blend the tutorial with constructivist learning activities and experiential/hands-on learning approaches to make the lesson dynamic. e.g. activities with discussions and brainstorming sessions etc.

Consider possible restrictions and students needs

Incorporate measures to create an enabling environment- these include access to technologies or opportunities for feedback and questions.

Consider and check issues -When it comes to sharing or distribution of content online, copyright infringement laws need to be checked.

Step 3: Design activities to encourage collaborative learning

Increase student engagement - Create activities that offer equal opportunities to all your students and enable them to learn from one another through working in partners or group work.

Step 4: Demonstrate how the tool can be used for self-regulated learning.

Providing access for independent practice-Provide access to the sharing tool so students can view material as many times as they need to e.g. absent students

There's more:

Screen recording will let you record any and all video footage from your screen. Users can additionally record while streaming and save online streaming video regardless of whether it is on social media, platforms, websites, or apps.

See also:

https://www.schrockguide.net/screencasting.html
https://er.educause.edu/articles/2012/11/screencasting-to-engage-learning

2.2 Creating & Modifying

✓VET 2.2.1 Create online portfolios on Google Drive

DigCompEdu Competence area: 2.2 & 2.3   Progression Level: B2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B2

Learning/teaching situation

Home learning, flipped learning, any learning situation which requires evidence based assessment

Target group

All ages

Ingredients:

- PC/laptop/smartphone
- Internet connection
- Google Drive account for access to Google Drive

Description:

Create online portfolios on Google Drive for any subject. Useful for compiling different types of documents and files to showcase student's work and level of understanding. Useful for projects and collaboration between students whereby multiple students can be added to a project folder for group working as the shared files can be added to and enhanced by anyone with access to the files or folder.

Benefit of tool implementation for educators:
Easy to access and view learner work.
Allows for one link to be shared for multiple file access.

Benefit of tool implementation for learners:
Self-managing, easy to use.
Allows for creativity with a variety of documents and file types to support the work.

How to do it (step by step)

Step 1: Learners create Google accounts and learn how to add files and documents.
Step 2: Teachers/educators create the portfolio tasks and suggested checklist for the portfolio.
Step 3: Teachers/educators may like to create a Google Drive link with individual folders for each student, then send the link out to each student for their own folder.
Step 4: Right click over the file or folder you would like to share and you will get a sharable link which you can email to your students.
Step 5: Ensure that you change the access to the file to editable.

Step 6: Teacher/educator can check up and feedback on the work uploaded.

There's more:

1. If you have Gmail you already have a Google Drive. If not, you can create a Drive account.
2. You get 15GB storage free, after which you can upgrade to a professional account.
3. Google Drive is a cloud (online) storage that you can access from any device: computer, phone, tablet.
4. You can upload any type of file to the Google Drive. These can be downloaded and worked on, or many files can be added to on Google Drive, these are instantly saved.
5. You can share your upload with anyone. You can let people access your selected upload if they have a link.6. You can share an individual document or a whole folder.
7. You can create online Word Documents and Excel Spread Sheet.
8. You can directly upload your attachments from your Gmail to your Drive without downloading them. All of your uploads are easily accessible, they are divided into:
    • Shared with me: files that other people created and shared with you
    • My Drive: contains everything, your files and those shared with you
    • Recent: files that have been recently added or edited by you or anyone else, but are available to you.

The most frequently accessed files can be found at the top of your page for easy access.
All sections are in chronological order, but you can change it to alphabetical order.
Folders can be colour-coded for easy identification.
There is also a search available on top of the page.

Guidance:

https://support.google.com/drive/answer/2424384?co=GENIE.Platform%3DDesktop&hl=en

https://www.google.com/drive/using-drive/

For Business skills:

https://cloud.google.com/drive-enterprise/?utm_source=driveforwork&utm_medium=et&utm_content=learnmore&hl=en

Help and advice:

https://cloud.google.com/support-hub/

2.2.2 Create YouTube subtitles to translate or add information on videos

DigCompEdu Competence area: 2.2 & 5.3   **Progression Level:** A2

Minimum digital skills level of Students: A1

Minimum digital skills level of Educators: B1

Learning/teaching situation

Translating or analysing video dialogue for language learning

Target group

Students attending or interested in your courses

Ingredients:

- PC/laptop
- Internet connection
- YouTube app

Description:

When it comes to learning any subject matter, YouTube has a variety of offers in video content that can be used in and outside of the classroom as a tool for integrated learning. The videos available are translated or open for public translation and provide an option for adding Google generated subtitles.

How to do it (step by step)

Step 1: Selecting teaching material to share – A2

The integrative use of contextualised videos can stimulate critical thinking as participants are involved in active and reactive viewing. The advantages of translation videos are endless, one of which being that they eliminate barriers of language when it comes to accessing learning material. Furthermore, translation as a language learning tool can help to reveal important details about a language which can help correct one's mistakes and gaps in comprehension. (This activity is usually good for language learners in the pre-intermediate stage).

- Planning your lesson and designing activity: A teacher can either teach using translated content or to create an activity where students are tasked with providing translations individually or in a group.

Step 2: Developing ideas and methods for providing guidance

Provide tools to support and guide students.

Create interesting activities. Learners work to translate or analyse translation of videos (picked by the teacher) and present them to the class, explaining what they learnt from the process in terms of vocabulary, idioms, grammar etc. Try to integrate translation with other skills/systems practice where possible (e.g. partners practicing dialogue used in the selected video).

Develop a guidance plan for the lesson. Create and provide clearly defined learning aims. Additionally, provide questions or guidelines for analysis which focus your students on the important lesson from the video. Pre-handouts help learners with preparations and clarification they may need.

Consider possible restrictions and students needs

- This includes access to technologies or opportunities for feedback and questions. E.g. prepare grammar explanations related to each video.
- When it comes to working online, sharing or distribution of content copyright, infringement laws need to be checked beforehand.
- Consider individual limitations, learning abilities and level of language, especially in a group setting.

Step 3: Design activities or practices to encourage collaborative learning.

Working in groups or as partners helps maintain the element of communication, discussion, comparisons and shares the workload.

Step 4: Demonstrate how the tool can be used for self-regulated learning

Provide tips for translating educational videos or material.

The teacher can provide individual feedback with useful effective learning strategies for further learning e.g. encourage repeated practice of translating single short texts.

There's more:

Students can compare their own translations in the class, and also submit corrected translations of a video on to YouTube no matter the language.

See also:

https://support.google.com/youtube/answer/2734796?hl=en

https://www.teachingenglish.org.uk/article/translation-activities-language-classroom

2.2.3 How to make a website using Joomla

DigCompEdu Competence area: 2.2   Progression Level: B2

Minimum digital skills level of Students: C1
Minimum digital skills level of Educators: C2

Learning/teaching situation

Creation of educational content for learners, students and third parties

Target group

Online content creators and teaching institutions

Ingredients:

- PC/laptop
- Internet connection
- Joomla's latest version

Description:

Joomla is a free and open content management system (CMS) meaning it allows you to display and upload content to share as you wish. It can be used for educational content creation and made available to learners, colleagues and other third parties. Users can upload and store relevant learning material and information in various forms (e.g. texts, videos, tables, calendars, links, images).

How to do it (step by step)

Step 1: Selecting digital resources for creating content to share – B2
A key feature of an effective teaching tool is the selection of instrumental materials that meet the needs of students. Writing is one of the five critical communication skills and can improve spelling and grammar. It is essential for employment, further education, participation and personal fulfilment. Process writing is an approach for teaching writing skills, that allows the teacher and the students to go through the process of producing a text together. Incorporated within this strategy, peer assistance and setting product goals increase its success.
Learning situation: Educational content creation in the form of a class assignment on creative writing.
Planning your lesson and website content: Joomla can be used as an interactive user interface in and outside the classroom. Teachers can collect material to support this creative writing process. Caution should be taken when it comes to copyright issues and infringement laws when displaying content online.

Step 2: Creating and modifying digital resources

Decide on your working approach for content creation over-time

Consider the content collection method; for example documenting the creative writing process to upload on the Joomla.

Teachers should consider the specific learning objectives. This way you can incorporate periods during lessons for the assignments. To plan ahead for the scheduled time, upload a lesson plan and homework instructions in advance.

Consider possible restrictions to use the digital resources related to technical requirements

Accessibility and suitability Teachers and students may need equipment to access the website both in the class and outside the class environment.

Step 3: Managing, protecting and sharing

The teacher shares the educational content and experience related to the course on Joomla by creating pages that can be viewed by registered users only (students, potential students and colleagues).

Take measures to protect sensitive data and resources. Copyright infringement laws should be checked in advance.

Consider issues related to access. Take into account the resources available for participants outside of the classroom as well as inside the classroom environment.

There's more:

Developing content can be done at one's own pace. Teachers can add their own content e.g. writing blog-style articles and updates about what is going on in their classroom.

See also:

https://websitesetup.org/build-website-with-joomla/

https://www.astemplates.com/free-joomla-templates

https://ciel.viu.ca/learning-technologies-innovation/developing-using-media-content/creating-audio-video/types-educational-video

ⓥVET 2.2.4 Implement Prezi for pair/group work in the class or at home to present the next day: practice public speaking in relation to current topic

DigCompEdu Competence area: 2.2

Progression Level: B1

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B1

Learning/teaching situation

The recipe is aimed at educators or students who wish to present topics in a more engaging way.

Target group

All ages

Ingredients:

- PC/laptop/smartphone
- Internet connection
- Prezi user account

Description

The recipe enables educators and/or learners to create or co-create new digital educational resources or to modify existing digital resources by using Prezi, a free

presentation software. It enables educators to create engaging presentations for a specific topic or learning goal.

How to do it (step by step)

Step 1: Go to www.prezi.com

Step 2: Click the "Log in" button.

Step 3: You'll see the welcome screen. Click on "Create a new Prezi" button to get started.

Step 4: Choose a template. Click "Use template" to confirm your choice. If you don't like any of the templates, click "Start blank Prezi".

Step 5: On the screen that now opens, you will be able to see your presentation. On the left hand side you have an overview of all your slides.

Step 6: To begin creating your presentation, click on the field that reads "Click to add text" in bold to give your first frame a title. Once your cursor is in that text field, a small floating toolbar will appear above your cursor that allows you to modify the font settings.

Step 7: Add as many slides as required by your respective presentation by clicking on the "+" circle button on the top left corner of the page; add your textual information using the methods described above.

Step 8: The easiest way to reorder your frames is to simply click and hold on the overview of your frames on the left-hand side and dragging it to its desired position. Alternatively, you can use the path manager to change the slide order; just click on the "Edit Path" button on the bottom left-hand side of to get started.

Step 9: After you click on the "Edit Path" button, lines connecting each slide will appear; to change the order of the slides click on the numbered button next to a slide and drag it to a new slide. If you want to add another path, simply click on the small "+" circle button and drag it into a new slide or object to place it into your presentation.

Step 10: If you wish to add photos or videos click on "Insert" at the top of the page. A drop-down menu will appear that will allow you to add an image, YouTube video, an arrow and much more. If you wish to add a video, continue with Step 11. To add a photo click on "image" from the drop-down menu and a side menu will appear with pre-loaded images; you can select one of their images or add your own by clicking on the "Select

files" button and searching your computer files for the desired image. Add your image to a frame by clicking and dragging into your frame of choice.

Step 11: To add a video using the "insert" menu, click on "YouTube video". A small pop up screen will appear; paste the YouTube video URL on this text field and click on the "Insert" button and the video will be added to your presentation.

Step 12: Prezi allows you to further adapt your presentation. If you wish to further customise your presentation continue with step 13. If you are done with your presentation go to step 17 to save your presentation.

Step 13: In order to further customise your presentation, click the "Customise" button towards the top centre of the page in order to edit the theme. You will now be able to select an image from your computer to set as a background by clicking on the "choose file" button. From this screen you can also select a colour as a background by clicking on "colour" or select from pre-made themes by clicking on them.

Step 14: To further customise the look and feel of your Prezi, click on the "edit path" button found on the bottom left hand side of the page; once you do that, lines connecting each slide as well as a small star icon will appear on the screen. Click on the star icon of any particular frame to begin customizing the effect Prezi applies to each frame's text.

Step 15: You can apply a fade-in effect to the text in your frame by clicking on it; if you are successful a green star with a number corresponding to the order of animation will appear. If you wish to turn off the animation, simply click on the green (it will turn into a red x when your mouse hovers over it) and the star should disappear. To reorder the animation, remove the animation from your text and re-add them again in the order you wish by clicking on the text in the order in which you want it to animate and once you are done with that frame simply click on "done" at the top of that screen.

Step 16: If you wish to edit your theme more precisely, go back to the Customise panel and scroll to the bottom, once there click on the "Advanced" button. This will make a small screen pop up that has many more options to customise your theme.

Step 17: If you're done, click the "Exit" button. Your presentation will be saved automatically.

You need to have a user account in order to use Prezi. Once you have entered all your information, simply click on the "Create your free public account" button, towards the bottom of the page.

The basic Prezi account is free. However, with this account all your presentations will be publicly visible. There are paid versions too, which offer more features and allow you to keep your Prezis private.

You can also view other users'presentations and use these if you wish to.

See also:

To create a free basic Prezi user account: https://prezi.com/signup/basic/

How to use Prezi: https://www.instructables.com/id/How-to-Use-Prezi/

How to use Prezi Tutorial video: https://www.youtube.com/watch?v=vCkvy4Gvqw8

2.2.5 Private YouTube channel for class practice, revision and recap

DigCompEdu Competence area: 5.1, 5.2 & 5.3   Progression Level: B1

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B2

Learning/teaching situation

Flipped classroom or preparatory exercise or recap exercise

Target group

All ages

Ingredients

PC/laptop/smartphone
Internet connection
Video recording equipment
YouTube account

Description

The teacher video records a practical skills development session/classwork with evaluation and teaching tips and privately sharing with learners using YouTube. Recording a student's work or sections of a class and privately sharing on YouTube can be useful in many areas of education from drama to science.
Class/group communication and individual empowerment can be improved through

sharing and presenting the results of students work as well for repeating, learning or practicing.

Benefit for learners: Time allowed for practice and improvement

How to do it (step by step)

Step 1: Record class activity

Step 2: Edit or add voiceover for feedback, learning points etc

Step 3: Create YouTube channel with correct privacy settings.

Step 4: Upload material to YouTube channel

Step 5: Ensure that there are learning tasks associated with the uploaded material with SMART targets.

Step 6: Make sure that progress can be measured during subsequent classes, or with further uploaded material by the learners demonstrating improvement or developmental progress.

There is more…

YouTube:

- YouTube is an online platform where anyone can watch and upload multi-media videos.
- If you start to watch a video, recommendations of similar videos will be shown.
- To upload to YouTube, teachers need to create an account. You can create it in one click if you link it to your email account.
- When you have created your account, you can upload videos.
- Underneath the video there is a discussion section, anyone can comment.
- You can see how many people have watched your video.
- People can like your video when they click on the 'thumbs up 'icon.
- With open privacy settings anyone can watch your videos. This is not recommended for educational use.

YouTube as a teaching tool:

- You can create videos and upload them to your channel.
- You can create a playlist of videos you would like pupils to watch before class, or that are helpful with the assignment. Learners can add comments in response to the video
- Tasks can be set alongside the video
- Individual SMART target setting can be useful following observation of the video

See also:

https://www.youtube.com

https://support.google.com/youtube/?hl=en-GB#topic=9257498

https://www.edutopia.org/blog/harnessing-power-youtube-in-classroom-monica-burns

2.2.6 Use Canva to create a timeline in graphic form

DigCompEdu Competence area: 2.2   Progression Level: B2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B2

Learning/teaching situation

Home learning, flipped learning, any learning situation

Target group

All ages

Ingredients

PC/laptop/smartphone
Internet connection
Canva account

Description:

Using an online design tool is a great way to make timelines look visually stunning and easy to follow. This tool can be used by the teacher as a learning point or by the student/learner to create their own timeline. It can be used to create chronological timelines, or flowcharts for any subject matter. This could be a home learning exercise or a collaborative exercise for the learners. Infographics created can be used in portfolios, project work or printed and displayed.

How to do it (step by step)

Step 1: As a teaching and learning tool, decide what information you need to display.
Step 2: Have a clear idea of how the information needs to be displayed.
Step 3: The types of timeline an infographic might include are:

- Statistics
- Flow process
- Historical timeline
- Comparison of timelines
- Geographic
- Charts

Then:

1. Create a Canva account
2. Choose a template to work with or design your own
3. Choose a theme, edit your content, add graphics, charts, maps, videos
4. Save and export

As an activity for learners, this can be a useful tool for home learning, collaborative activities and sharing knowledge. It is creative and fun to do.

There is more:

Canva is a free design software with useful tutorials on its website. It can make infographics in a variety of designs. With a range of templates to choose from, it can create a range of products from posters to flyers to graphics.

See also

https://www.canva.com/templates/?query=timelines
https://designschool.canva.com/tutorials

2.2.7 Use DVD Ripper for watching videos on computer without DVD

DigCompEdu Competence area: 2.2 & 3.3   Progression Level: B1

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B2

Learning/teaching situation

A software application supporting video use in blended teaching and learning

Target group :

Teachers who want to prepare tutorials and other learning resources for software applications.

Ingredients :

PC/laptop
Internet connection
DVD Ripper programme

Description:

DVD Ripper is a computer programme which facilitates copying the content of a DVD to a hard disk. It is used to transfer the DVD contents to edit, format or convert it so that it can be run on different media players.

How to do it (step by step)

Step 1 Copyright
The first thing to bear in mind is that the videos you will probably edit and use most likely will be protected by copyright policies. When a piece of material, which is not freely available (open source) is being ripped (or copied by a person who is not the owner of the material) in some countries it may be deemed copyright infringement. The EU directive 2001/29/EC allows for the member states to include (it is optional) a private copy exception in their national legal frameworks, which allows for persons (excluding enterprises and public bodies) to copy material for their private usage only. If a copy version is used for commercial purposes the copier will be held liable by the national legislation and may go to prison. The law ensures that rights holders are compensated for their material being copied by the national budget.

However, as already mentioned private copy levy is not mandatory to be enforced in all countries, therefore in order to avoid presenting illegal content to your students, check what are the current regulations for your national context.

Step 2 Choose a video ripper

There is an array of free and paid DVD ripper software available. You should choose the one that corresponds to your goals, needs and digital skills. Below you can find a list of some of the DVD rippers available:

https://www.videosolo.com/tutorials/free-dvd-ripper-for-windows.html

Step 3 Contents

Using visuals, especially videos, tends to be quite an appealing tool to engage students' attention as it is a more relatable format than simply having a lecture-like speech. As a teacher you may want to use only a specific part of a movie or a video to show to your students as learning content. Using a DVD ripper allows you to edit and select only the parts you need, without constantly having to pause and forward/backward the video. For example, if you want to show your students a collated version of parts of different videos, it will be quite time-consuming to use the entire videos and forward/backward the motion to the selected part multiple times. Compiling the parts you want to use beforehand and editing your own compilation would lead to having tailored and focused contents serving your purposes and the needs of your students.

Moreover, having the possibility to edit a video is a good opportunity to show your students videos produced in other languages from different countries, thus diversifying the contents and perspectives they are exposed to. By adding subtitles or some explanatory notes about the contents, you will make it accessible for your students, thus enriching their learning resources.

Step 4 Equipment

If you are displaying the videos in the classroom make sure you have the right equipment for your students to watch the video (PC/laptop, beamer, speakers, etc.)

If there is no equipment available, you can have your students watch the videos as a home assignment and then discuss and analyse the contents in class with their peers.

There is more…

- Edit your DVD movies for the classroom, available at:
  https://www.dalebasler.com/2008/04/edit-your-dvd-movies-for-the-classroom/
- Official Journal of the European Communities, Directive 2001/20/EC, available at:
  https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2001:167:0010:0019:EN:PDF
- IRIS Plus, Who Pays for Private Copying, available at:
  https://rm.coe.int/1680783bc7

See also:

How to rip a DVD to your computer, available at: https://lifehacker.com/how-to-rip-a-dvd-to-your-computer-5809765

Using video and audio in teaching (online and otherwise), available at:
https://www.lib.umn.edu/copyright/using-video-audio

2.2.8 Use MindMap for sharing contents

DigCompEdu Competence area: 2.2   Progression Level: A2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A2

Learning/teaching situation :

A software application that provides an effective way of both teaching and learning.

Target group

Teachers who want to prepare tutorials and other learning resources for software applications.

Ingredients

PC/laptop/smartphone/iPad
Internet access

Description:

Mind mapping is a fantastic way of laying out / visualizing content creation to meet the needs of your users or the goals, giving you tools to help organise, summarise and visualise information. One can make mind maps by hand but today there are various digital mind mapping tools available.

How to do it (step by step)

Step 1: Download software or explore its options before introducing it to other users. Learn how to give access to individuals if the task planned will be a group activity.

Procedure:
Selecting digital resources for creating content to share – A2
Mind mapping is a creative way of summarising material and selecting all the important details. As a tool, MindMapping is perfect for visually curating ideas and brainstorming. With digital mind mapping Users can create presentations, content for websites, blogs and include categories and summarize content with keywords. Options are to upload text, videos, images and draw on your canvas. Some apps (like Popplet) allow for multiple devices to connect on the same project.
Learning situation – Digital MindMapping to summarise teaching material

Plan your mind mapping content. Design- consider the layout, theme, procedures and learning outcomes. This includes content and colours or visual attributes of the digital MindMap.

Consider an effective tool for distribution - Define media and technology - tool or platform - to support vision for training (e.g. hosting platform interface like Moodle or Joomla).

Step 2: Creating and modifying digital resources

Develop methods to create added value - During the lesson preparation consider more interactive parts like encouraging discussion. Mind Mapping can also be used as a collaborative tool where students can work in groups or individually and to forge topic links.

Consider possible restrictions to use the digital resources related to technical requirements

Accessibility and suitability – Preparing all the content beforehand and sharing all the new developments after course.

Consider accessibility of students to computer resources or facilities - Ensure access to a computer in the classroom and overhead projector or other methods of viewing such as smartphones or laptops.

Step 3: Managing, protecting and sharing

Take measures to protect sensitive data and resources - Learning material should be checked for copyright infringement laws especially theoretical ideas/ images to be distributed on the learning platform.

There's more:

https://www.educatorstechnology.com/2017/03/8-of-best-concept-mapping-apps-for.html

https://www.educationalappstore.com/best-apps/top-5-mind-mapping-apps-for-students

⊘VET 2.2.9 Use Pinterest to store and share digital resources with learners

DigCompEdu Competence area: 2.2 & 5.3   **Progression Level:** A2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B1

Learning/teaching situation

Teachers who want to share digital resources

Target group

Students attending or interested in your courses

Ingredients

PC/laptop
Internet connection

Description

Pinterest is a visual discovery engine for finding ideas and inspiration. The application operates like an on-line scrap book where it is possible to "pin" selected on-line resources such as recipes, craft activities etc. onto a "board' for later use. Pinterest's strength lies in the quality of the visuals it supports. It is a simple interface and easy to use.

How to do it (step by step)

Step 1: Download Pinterest app on your Smartphone

Step 2: Create your profile by filling in your name, e-mail and create a password.

Step 3: Once your account is created you will be redirected to the home page.

Step 4: Access the research by clicking on the search bar on the top of page.

Step 5: Write the style of picture that you would like to find for your training.

Step 6: Select the picture that you want to use for your presentation, your training or class.

Step 7: Register the picture in your account.

Step 8: You may choose to include the resources in a specific "board" created for your teaching purposes. Boards are folders to organize your resources.

Step 9: Click "create a board" and choose a name for your board.

Step 10: Once your board is named, click on "create" to finalise the creation. You may then include your "pins" into this board to organise them

Step 11: You can share this picture or the content of your board with students on WhatsApp, Facebook, etc.

There's more:

Pinterest is also accessible on a computer, and it is possible to create a "business account" for advertising and marketing purposes.

See also:

More guidance about how to use Pinterest can be found here:

https://help.pinterest.com/en

Guidance to create a business account on Pinterest can be found here:

https://blog.hootsuite.com/how-to-use-pinterest-for-business/

2.3 Managing, Protecting, Sharing

2.3.1 Create and manage digital content using iLove PDF

DigCompEdu Competence area: 2.3   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B2

Learning/teaching situation

Teachers who need skills to create an online magazine

Target group

Teachers and students who want to familiarise themselves with how to create a magazine

Ingredients

PC/laptop.smartphone

Internet connection

A document in PDF format or Excel/Word/Powerpoint/JPG format

Description:

iLove PDF is a free app to manage PDF files, singly or in bulk, over the web. iLove PDF offers a toolkit to merge, compress, split, convert, watermark, and unlock PDF documents. It also converts from/to main Office formats such as Power Point, Excel and Word. This recipe will convert a PDF document into a Power Point Presentation as an example.

How to do it (step by step)

Step 1: Go to https://www.ilovepdf.com

Step 2: Select "PDF to PowerPoint" to turn a PDF file into easy to edit PPT and PPTX slideshows.
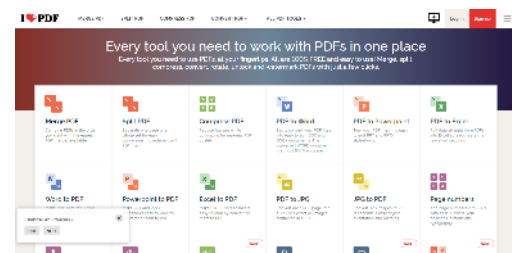
Step 3: A new window will open. The teacher selects or drops PDF file.

Step 4: Once the file is selected, click "Convert to PPTX"

Step 5: Download the document in PowerPoint format. It may appear in a ZIP format according to the size of the document you wish to convert

There's more:

The free version of iLOVE PDF limits the size and number of documents you may convert etc. on the website. For larger documents, sign in and create a paid account.

See also:

https://www.ilovepdf.com/
https://www.ilovepdf.com/help/documentation

✅VET 2.3.2 Create online portfolios on Google Drive

DigCompEdu Competence area: 2.2 & 2.3   Progression Level: B2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B2

Learning/teaching situation

Home learning, flipped learning; any situation which requires evidence-based assessment

Target group

All ages

Ingredients

PC/laptop/smartphone
Internet connection
Google account for access to Google Drive

Description:

Create online portfolios on Google Drive for any subject. Useful for compiling different types of documents and files to showcase students work and level of understanding. Useful for projects and collaboration between students whereby multiple students can add to a project folder for group working as the shared files can be added to and enhanced by anyone with access to the files or folder.

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Benefit of tool implementation for educators:

- Easy to access and view learner work
- Allows for one link to be shared for multiple file access

Benefit of tool implementation for learners:

- Self-managing, easy to use.
- Allows for creativity with a variety of documents and file types to support the work

How to do it (step by step)

Step 1: Learners create Google accounts and learn how to add files and documents

Step 2: Teachers/educators create the portfolio task and suggested checklist for the portfolio

Step 3: Teachers/educators may like to create a Google Drive file with individual folders for each student then send the link out to each student for their own folder.

Step 4: Right click over the file or folder you would like to share and you will get a shareable link which you can email to your students.

Step 5: Ensure that you change the access to the file to editable.

Step 6: Teacher/educator can check up and feedback on the work uploaded.

There is more …

How Google Drive works:

1. If you have Gmail you already have a Google Drive. If not, you can create a Drive account.
2. You get 15GB storage free, after which you can upgrade to professional account.
3. Google Drive is a cloud (online) storage that you can access from any device: computer, phone, tablet.
4. You can upload any type of file you wish. These can be downloaded and worked on, or many files can be added to on Google Drive, these are instantly saved.
5. You can share your uploaded content with anyone. You can let people access your selected upload if they have a link or if they link it to their Google Drive account.
6. You can share an individual document or a whole folder.
7. You can create online Word Documents and Excel Spread Sheets.
8. You can directly upload your attachments from your Gmail to your Drive without downloading them.
9. All of your uploads are easily accessible, they are divided into:
   - Shared with me: files that other people created and shared with you
   - My Drive: contains everything, your files and those shared with you
   - Recent: files that have been recently added or edited by you or anyone else, but are available to you.
10. The most frequently accessed files can be found at the top of your page for easy access.
11. All sections are in chronological order, but you can change them to alphabetical order.
12. Folders can be colour-coded for easy identification.
13. There is also a search available on top of the page.

See also:

https://youtu.be/miMYXPIbt40

https://support.google.com/drive/answer/2424384?co=GENIE.Platform%3DDesktop&hl=en

2.3.3 Initiate kids to safe blogging and content sharing with Kidblog

DigCompEdu Competence area: 2.3   Progression Level: A2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A2

Learning/teaching situation

Teachers who want to learn more about blogging for their class.

Target group

Teachers and students

Ingredients

PC/laptop
Internet connection

Description:

Kidblog is an on-line blogging application that is child-friendly and allows students to publish their writings, audio, visual and video projects. The teacher can also create a "class blog" to communicate with parents, include information about daily activities, upcoming deadlines etc. While managing the "privacy settings" of the blog, the teacher may start a conversation with the students about on-line privacy and acceptable content for sharing and on-line interaction.

How to do it (step by step)

Step 1: Go to https://kidblog.org/home/ . You can sign in with a Clever, Google, Microsoft and or Classlink account.

Step 2: Once you have created your account, you will be requested to create a "new class" which will give content to your dashboard.

Step 3: Once the lesson is created, click on "privacy" on the bottom right corner of your lesson material to manage access and interaction within your on-line class

Step 4: The privacy settings offer you the opportunity to manage two aspects : 1) the audience of the post of your students 2) the comments it may trigger

Step 5: Kidblog considers the teacher as the initiator of the blog or class and therefore responsible for selecting the audience it may involve and approve the content. Three potential circles are identified as potential audience: the "classroom", "connection and guest" (meaning persons outside the class) and "public".

Step 6: Go back to your mag and select the format of the pages and articles of the magazine as well as the number of pages (consider the total number of pages in the magazine must be a multiple of 4).

Step 7: For each of these categories, there is the possibility of requesting approval of the posts before publishing by clicking on the blue button. Once the decision is made, press "save changes" on the top right corner.

Step 8: Managing the comment features works in the same way: you may choose which audience gets to post comments on the blog while clicking on the blue line and click "save changes" once it is done.

There's more:

Kidblog is not free but you can sign in free for a month. The "getting started" section of the application provides a lot of feedback and reviews from users, and video tutorials to discover the various features of the website.

https://www.commonsense.org/education/website/kidblog

https://www.educationworld.com/a_tech/site-reviews/kidblog.shtml

2.3.4 Instagram as a stimulus to creative writing

DigCompEdu Competence area: 3.1 & 3.3   Progression Level: B2

Minimum digital skills level of Students: B2
Minimum digital skills level of Educators: B2

Learning/teaching situation

Teachers who want to prepare tutorials and other learning resources for software applications

- Any kind of teacher or trainer, mostly language teachers
- Basic or intermediate level of digital pedagogy competences

Ingredients:

- PC/laptop/ smartphone
- Internet connection
- Email account

Description:

This recipe is designed to stimulate students'writing abilities.

Instagram is a popular application with young people, so it will be very engaging when a teacher uses it and provides a lot of choice.   Its use is more suited to mobile than computer, although we can access the Instagram website or download the app in Windows 10. If we want to use all the features of this social network we must do it from our mobile with its Android app or for iOS.

How to do it (step by step)

Step 1: Creating a profile on Instagram is quite simple and quick. Go to the main page of Instagram, or download the application on a mobile and open it.

Step 2: Create your profile. It will be public and any Instagram user will be able to see what you share or follow.

Step 3: Share the profile with your students.

Step 4: Upload the photo or video in your profile, which you think may encourage debate in the classroom.

Step 5: Put it on the screen.

Step 6: Ask the students to write something about the picture.

Step 7: Review the work of your students.

You can also use this recipe as a challenge between the students. It can be used to highlight the difference between reliable and non-reliable sources of research. It can also be used to support creative writing by:

Word mapping

Emotion response mapping

Develop analytical thinking skills by posing questions around context, moral and values

Extended language exercises: use of language to explore the subject matter

See also:

https://www.youtube.com/watch?v

2.3.5 Popplet for organising classes better

DigCompEdu Competence area: 2.3   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/teaching situation

Teachers who want to prepare tutorials and other learning resources for software applications

Target group

Any kind of teacher or trainer

Ingredients:

- Computer, smartphone or tablet
- Internet connection
- Email account

Description:

This recipe provides the teacher with a tool to improve the organisation of classes with students. Popplet is a "platform for your ideas"; from a blank sheet you can add Popplets to organize the information added. Each Popplet is an idea, concept, image, etc. Popplet is a cloud application that allows you to graphically structure and organise your ideas. With Popplet you have the possibility of creating mental, conceptual maps, planks, murals, galleries etc, individually or collaborating with other people.   A Popplet is a great board to hang, organise and relate your ideas. One of Popplet's biggest advantages is its simplicity and the intuitiveness of its interface.

How to do it (step by step)

Step 1:
To start creating your own Popplet, access the following link: http://popplet.com.
Step 2: Like most cloud applications, Popplet requires registration prior to use. Popplet has recognised compatibility problems with Internet Explorer.
 Step 3: On the desk you can see a large work area and another, located on the right, where you can see different examples. The first time you access Popplet, a large blue box appears indicating what you must do to create a new Popplet project.

Step 4. In the upper right area of the desktop you will see a set of buttons that offer, on the one hand, access to different links (fuchsia colour) and on the other hand to specific work options of our Popplet use (white colour).

Step 5. Once registered you have permission to create up to 5 different Popplets. By clicking on the button, 'make new Popplet', you can start working. The first step forces you to assign a name to the new document and a background colour.

There's more:

Popplet can also be used for brainstorming with your students.

See also:

https://www.youtube.com/watch?v=Zsdv2FN4MDw

2.3.6 Record student work or sections of a class and privately share on YouTube

DigCompEdu Competence area: 2.3   Progression Level: A2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B2

Target audience

Teachers of practical subjects for blended or online learning

Ingredients

Laptop/PC/smartphone
Internet

Recording a student's work or sections of a class and privately sharing on YouTube can be useful in any adult education subject. Class/group communication and individual empowerment would be improved through sharing and presenting the results of students 'work as well for repeating, learning or practicing.

Benefit of tool implementation for learners:

- Creating and modifying skills
- Managing, protecting, sharing possibilities

How to do it (step by step)

Educators set up tasks and students record results and upload on YouTube. After the recording of the task, results should be shared on YouTube.

How YouTube works:

- YouTube is an online platform where anyone can upload a video. Those videos can be seen by anyone.
- If you start to watch a video, underneath on the right you will get a list of similar videos.
- To use YouTube you need to create an account. It is very easy and quick. You can create it in one click if you link it to your email account.
- When you have created your account, you can upload videos.
- Underneath the video there is a discussion section, anyone can comment and say whatever they like.
- It is good to monitor those comments as they sometimes get out of hand. As the person who uploaded the video, you can cancel comments.
- You can turn on the comments underneath the video if you want to.
- You can see how many people have seen your video.
- People can like your video when they click on the 'thumbs up 'icon.

- The more people watch and like your video, the more it is suggested to other people to watch.

YouTube as a teaching tool:
- You can create videos and upload them to your channel.
- You can create a playlist of videos you would like pupils would watch before class, or that are helpful with the assignment. As anyone can upload to YouTube it is good that a teacher recommends videos and/or channels that give accurate information.

See also:

Registration: https://www.youtube.com
Help and advice:
https://support.google.com/youtube/?hl=en-GB#topic=9257498
article with tips on how to use YouTube in a classroom
https://www.edutopia.org/blog/harnessing-power-youtube-in-classroom-monica-burns

2.3.7 Use Lyrics training to practice vocabulary

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/teaching situation

The recipe is aimed at educators who wish to offer their students motivating listening compréhension exercises and to have the learners practice vocabulary or even grammar structures through music.

Target group

Students with basic/beginner skills

Ingredients

PC/laptop/smartphone
Internet connection
Speakers or headphones
Lyrics Training user account

Description:

This recipe enables educators to implement digital resources in the teaching process in order to enhance the effectiveness of vocabulary learning and listening comprehension. It enables educators to increase learner motivation through using up-to-date listening materials and to allow learners to choose their own pace, learning content and difficulty level.

How to do it (step by step)

Step 1: Go to https://lyricstraining.com/

Step 2: Click the "Log In" button on top of the page.

Step 3: Click "Genres" on the left hand-side on top of the page to search for a song or type in the song title you are looking for. The website now shows you all available videos.

Step 4: Select a video by clicking on the title.

Step 5: Click the "New Exercise" on the right hand-side at the bottom of the page.

Step 6: Fill in the title of the activity on the right hand-side.

Step 7: Choose the difficulty level from the options presented under "Level".

Step 8: Select the input mode: Write means the learners write down what they hear. Choice means the learners can choose a word from a variety of options. If you select both options, the learners will be able to choose the input mode.

Step 9: Scroll down to the lyrics. Select the words you want the learners to fill in by clicking on the word.

Step 10: When you are done, click "Save".

Step 11: Press the "Preview" button to view the activity from a learner's point of view.

Step 12: Go to "My Exercises" to see the exercises you have saved.

Step 13: Click on the title of the video to select it.

Step 14: Copy the link and send it to your learners by e-mail or other digital communication channel.

You can also use the website without registering. However, in this case, you will not be able to create your own activities. If you register as a learner, you appear on the high score charts, which may be very motivating for some learners.

The lyrics and all activities are user-generated so they may contain mistakes. Therefore, it is advisable to check the lyrics before using a song in class. Should you find mistakes, you can send feedback to the website team.

Please also note, that the videos are not filtered so there may be content that is not suitable for young learners.

See also:

LyricsTraining – Brilliant adventure for learners:

https://thedigitalteacher.com/reviews/lyricstraining

LyricsTraining review for teachers:

https://www.commonsense.org/education/website/lyricstraining

LyricsTraining.com: A quick introduction:

https://www.youtube.com/watch?v=Ez6t1F70H7w

To register on LyricsTraining: https://lyricstraining.com/sign_up

LyricsTraining cloze activity (tutorial video):

https://www.youtube.com/watch?v=XeJMo28g_Io

ⓥVET 2.3.8 Use Wetransfer to manage, protect and share digital resources

DigCompEdu Competence area: 2.3   Progression Level: A2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A1

Learning/teaching situation

Teachers who want to share resources with their students

Target group

Teachers and students

Ingredients

PC/laptop

Internet connection

Description:

Wetransfer is a free on-line application that allows the sharing of share large files (up to 2GB) with one or more recipients without using a regular email system. The sender uploads all files into the application that sends an email with a link to the recipient, who can then access/download the documents. The link is valid for one week. The sender receives notification when all documents have been downloaded by the recipient. The application is free up to 2GB, larger transfers will require the sender to create an account and are subject to a monthly charge.

How to do it (step by step)

Step 1: Go to https://wetransfer.com/ and click on the free version.

Step 2: Click on "add your files", a pop-up window will appear to allow you to select the files you wish to transfer from your computer

Step 3: Add the email address of the recipient(s), as well as your address

Step 4: Type a personal message if you wish

Step 5: Click "transfer"; the application will send out 2 emails : one to the recipient(s) with the link to download all documents; a second one to the sender to confirm the files have been transferred.

Additional notifications are sent to the sender when the recipient downloads the files or if she/he has not done so during the time the link is valid.

There's more:

A paid version of Wetransfer exists allowing users to transfer up to 20GB, store 100GB and to password protect the files. "Wetransfer plus" costs about 12€ a month and will be required the creation of a personal account.

See also:

Wetransfer Help Center: https://wetransfer.zendesk.com/hc/en-us
Website with video about Wetransfer https://www.ecommerce-nation.com/what-is-wetransfer-what-is-it-for-and-how-does-it-work/

2.3.9 Using the voice recorder to save your training for students

DigCompEdu Competence area: 3.1 & 3.2   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/teaching situation

Teachers who want to prepare tutorials and other learning resources.
Home learning; can be used for setting tasks to be completed outside of the formal classroom setting and for students working independently.

Target group

Any kind of teacher or training

Beginners with a basic level of digital pedagogy compétences.

Ingredients

PC/laptop/smartphone

Internet connection

Voice recorder applications

Email address or other platform to share documents

Description:

This recipe gives the teacher a tool to record training sessions and extra resources for students. Many students do not have time to take notes during class and can use this resource to support their grades.

In the physical classroom, we're always looking for ways for students to discuss their learning: we arrange desks for group work; organise Think-Pair-Share variations and shuffle chairs to prepare for literature circles. Audio recording – where students record their own voices responding to prompts or an assignment – offers another space for students to talk their way into learning, remembering or clarifying.

Students who have not attended class can listen to recorded classes to keep up to date.

How to do it (step by step)

Step 1: The Voice Recorder is usually pre-installed in Windows (you will find it in the Windows Start Menu). If not, open the Microsoft Store and download it from there.

Step 2: The first time you open the Voice Recorder, it is clear what you should do because there is only a single button. Press the microphone button to start recording what you hear in the microphone. There is no countdown so start immediately.

Step 3: During the recording you will be shown the recorded time so far and three buttons. The biggest button is to stop recording (1), but you can also use it to pause the recording (2), in which case you can continue recording in the same file later. The icon of the flag corresponds to the markers (3), to highlight important moments and go back to them later

Where are these recordings saved?

Recorder Windows 10 does not allow you to choose where each file is recorded.

By right-clicking on any of the recordings and clicking Open the location of the file will be shown the file in the File Explorer.

All these recordings are saved in My Documents ¥ Sound Recordings. The name of the file corresponds to the name of the recording (if you have not changed it, it is Recording and a number) and with the extension m4a.

There's more:

Voice recording using your smartphone is also possible and can easily be shared.-

See also:

https://www.xataka.com/basics/como-grabar-clip-voz-grabadora-windows-10

https://support.microsoft.com/es-es

2.3.10 Using voice recorder to enhance your language expression

DigCompEdu Competence area: 2.3 & 3.1   Progression Level: B1

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B1

Learning/teaching situation

Teachers who want to prepare tutorials and other learning resources for software application. Language practice classes or home learning activity.

Target group

Any kind of language teachers or trainers. Beginners with basic or medium level of digital pedagogy compétences.

Ingredients

PC/laptop/smartphone
Internet connection
Email or other way to share documents
Voice recorder application

Description:

This recipe gives the teacher a tool to record training sessions and provides extra resources for students. This recipe is more focused on language teachers.
The main use is for students to repeat words after the teacher records his voice or recording and the teacher corrects the pronunciation and expression. It could be a

useful support for regular classes. Audio recording – where students record their own voices responding to prompts or an assignment – offers another tool for students to talk their way into learning, remembering or clarifying.

How to do it (step by step)

Step 1: Record your voice in the Voice Recorder application of your computer, (if you don't have it, download it). It is clear what you should do as there is only a single button. Press the microphone button to start recording what you hear in the microphone. There is no countdown or anything, start immediately.

Step 2: Record your classes with stops at each sentence where the student can repeat what you said. All recordings are saved in My Documents¥Sound Recordings. The name of the file corresponds to the name of the recording (if you have not changed it, it is Recording and a number and with extension m4a.

Step 3: Once it is recorded, send it to the students by email or another platform.

Step 4: The student can also make a recording at home for homework and send it to be corrected by the teacher.

There is more ⋯

Educators can also prepare written questions that require an audio recorded response to check understanding and correct use of spoken language. It can also be used for students to record recitals of poetry or other spoken prose.

See also

https://wwwxataka.com/basics/como-grabar-clip-vozgrabadora-windows-10

https://support.microsoft.com/es-es

3.1 Teaching

3.1.1 Build word puzzles for vocabulary exercises with Puzzlemaker

DigCompEdu Competence area: 3.1   Progression Level: B1

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B1

Ingredients

- Computer, laptop or mobile device
- Internet connection
- Netscape or Internet Explorer browsers version 4.0 or higher
- Word list including all the terms to be practiced
- Optional: Printer
- Optional: Storage medium
- Students: beginner skills required if the students are to create their own puzzles, otherwise no digital skills required

Description

The recipe enables educators to implement digital resources in the teaching process in order to enhance the effectiveness of vocabulary learning. It enables educators to structure and manage learning content in a digital environment. It also enhances educator's ability to experiment with and develop new formats and pedagogical methods for instruction.

How to do it (step by step)

Before you start, make sure you have a list of vocabulary to be included in the puzzle.

Step 1: Go to http://puzzlemaker.discoveryeducation.com/

Step 2: Choose a type of puzzle from the list in the center of the website

Step 3: Follow the instructions given to create the puzzle

Step 4: When you completed all the steps scroll to the bottom of the page and click "Create my Puzzle!"

Step 5: Proofread your puzzle. If you are happy with the results, continue with Step 7. If you wish to make changes, continue with Step 6.

Step 6: Regenerate your puzzle by selecting the "Back" button in your browser and pressing the "Create my Puzzle!" button again.

Step 7: Check your puzzle again. If you are happy with the result, continue with Step 8. If you wish to make changes, go back to Step 6.

Step 8: Click "Print this page" to print your puzzle. If you wish to copy and paste the puzzle, go to Step 9.

Step 9: If you wish to copy and paste the puzzle to a different application, cut out the puzzle.

Step 10: Open the application you wish to paste the puzzle to.

Step 11: Paste the puzzle.

Step 12: Save the document to your desktop or other storage medium.

There's more

Before you create the puzzle, think how you want to use it. If you wish to print it out, choose the "HTML" option. However, if you don't have access to a printer or if you wish to use the puzzle as part of some other application, choose the "Text" option. Thus you'll be able to cut and paste your puzzle to some other application or into a Word document and to save it to your desktop or other storage medium.

Please note that it is not possible to save a puzzle on the website itself.

See also:

Check if your computer, laptop or mobile device fulfils the required standards:

https://app.discoveryeducation.com/learn/check-requirements/

Website review:

https://www.educationworld.com/a_curr/archives/aite_reviews/puzzle_maker.shtml

✓VET 3.1.2 Create a visual, interrelated lesson plan on Prezi

DigCompEdu Competence area: 3.1   Progression Level: B1

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B2

Learning/teaching situation

Home learning; flipped learning; any learning situation

Target group

All ages

Ingredients

PC/laptop/smartphone

Internet connection

A Prezi account

Learning material

Description:

Teachers and educators can create a visual, fully encompassing lesson plan with all related learning activities using Prezi. This style of lesson plan and learning activities allows clear and easy planning for the teacher, rather than having separate files and documents for each lesson.
It is easy to use and great for shared learning for multiple classes and if a cover teacher is called in to deliver the session.

How to do it (step by step)

Step 1: Teacher/educator plans the lesson in line with the subject specification and scheme of work, using formal learning aims and outcomes. Learning activities and supporting materials are sourced. Formative assessment activities should also be built into the lesson plan.
Step 2: Teacher/educator creates a Prezi account and begins to build an integrated lesson plan. Using all of the planned materials and activities, the lesson will be interactive for the students/learners.
Step 3: Make sure the presentation is saved and uploaded to a learning platform or emailed to the learners in advance of the lesson.

There is more…

Prezi can be connected to your Google account.
Copies and templates can be created.
Customisable templates are available for use.
With access to the lesson plan, students/learners can work through the activities in their own time

See also:

- https://prezi.com/ihhspu2nerht/lesson-plans/
- https://prezi.com/4x-n70_cfk-d/visual-literacy/
- https://prezi.com/?gclid=CjwKCAjw4NrpBRBsEiwAUcLcDPPMKo0uxJk0UFFRuCdzcJB-WW3tzyioO8h8YB5udnB39afHQAJSoRoChdoQAvD_BwE
- https://support.prezi.com/hc/en-us
- https://prezi.com/presentation-template/lesson-plan-template-business-presentation-steps

3.1.3 Instagram as a stimulus to creative writing

DigCompEdu Competence area: 3.1 & 3.3   Progression Level: B2

Minimum digital skills level of Students: B2
Minimum digital skills level of Educators: B2

Learning/teaching situation

Teachers who want to prepare tutorials and other resources for software applications.

Target group

Any kind of teacher or trainer, mostly language teachers.
Basic or intermediate level of digital pedagogy competences.

Ingredients

PC/laptop/smartphone
Internet connection
Email account

This recipe is designed to stimulate students 'writing abilities. Instagram is popular with young people, so it will be a popular choice when a teacher uses it. It is more suitable for mobile than computer, although we can access the Instagram website or download the app in Windows 10. If we want to use all the features of this social network we must do it from our mobile with its Android app or for iOS.

How to do it (step by step)

Step 1
Creating a profile on Instagram is quite simple and quick. Go to the main page of Instagram, or download your application on a mobile and open it.

Step 2

Create a profile, it will be public and any Instagram user will be able to see what is shared or follow you.

Step 3
Share the profile with your students.

Step 4

Upload the photo or video in your profile. Upload a photo or video which you think may encourage debate in the classroom.

Step 5

Put it on the screen.

Step 6

Ask the students to write something about the picture.

Step 7

Review the work of your students.

There's more:

You can also use this recipe as a challenge for the students, to highlight the difference between reliable and non-reliable sources of research

It can also be used to support creative writing by:

Word mapping.

Emotion response mapping

Develop analytical thinking skills by posing questions around context, moral and values

Extended language exercises: use of language to explore the subject matter

See also:

https://www.youtube.com/watch?v=_wo5C9qh4xE

3.1.4 Instant teaching with Instagram

DigCompEdu Competence area: 3.1 & 3.3   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Teachers who want to prepare tutorials and other learning resources for software applications.

Target group

Any kind of teacher or trainer, mostly language teachers.
Basic or intermediate level of digital pedagogy competences.

Ingredients

- PC/laptop
- Internet connection
- Email account or phone number

Description:

This recipe involves the teacher using Instagram as tool to help deliver classes online. It can also be used as a tool to stream classes for students who couldn't attend the class in person.
It can take the form of a short video or photo, to inspire research, discussion and setting up activities for the class. It can be used to introduce an idea or theme which can be explored further with activities and tasks related to the idea or theme.

How to do it (step by step)

Step 1

Creating a profile on Instagram is quite simple and quick. Go to the main page of Instagram, or download the application on a mobile and open it.

Step 2

Create a profile, it will be public and any Instagram user will be able to follow or see what is being shared.
Step 3
Share the profile with students; search for your students' profile or ask them to add yours.

Step 4
Share your class by Instagram in a publication
– To create a publication, select the icon of the square that contains the + symbol in the lower bar and the camera will automatically appear.
Step 5
Upload the photo or video for the session.
Step 6
Finally, add the text and the hashtags to be shared and select if you also want to share it on a linked social network.

There's more:

For this recipe, Facebook with the option "Facebook live" can be used instead of Instagram.

See also:

https://www.youtube.com/watch?v=3ZgOc9YmLjI

3.1.5 Research with Instagram

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B1

Learning/teaching situation

Teachers who want to prepare research

Target group

Any kind of teacher or trainer.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Email account

Description:

This recipe means that students can do specific research through Instagram. Instagram is one of most popular applications with young people.

Ingredients:

Instagram is a social network that is based on multimedia content (images, short videos and GIFs).
It is more suitable for a mobile than computer, and although we can access the

Instagram website or download the app in Windows 10, if we want to use all the features of this social network we should do it from our mobile with its Android app or for iOS.

How to do it (step by step)

Step 1

Creating a profile on Instagram is quite simple and fast. Go to the main page of Instagram, or download the application on a mobile and open it.

Step 2

Create a profile; it will be public and any Instagram user will be able to follow and see what is shared.

Step 3

Ask your students to do a little research about a specific topic.

Step 4

They can use, for example, hashtags to find the topic.

Step 5

They make a short presentation with what they have found.

Step 6

They can create a story by selecting on the home page the camera image that appears in the upper left bar.

Step 7

Select the surveys in the Instagram story application.
To do this you must press the logo shown below.
Then select survey.

There's more:

Accessible for most levels of learners who have a smart phone; easy to use; can link with organisations, industry professionals and businesses.

See also:

https://www.youtube.com/watch?v=_wo5C9qh4xE

✅VET 3.1.6 Use Canva to build social media presence, make engaging posts and share

DigCompEdu Competence area: 3.1   Progression Level: B1

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B1

Learning/Teaching situation

The recipe is aimed at any educator who wishes to communicate with learners in a more engaging way or at learners who wish to make their social media presence and posts more engaging.

Target group

Students with beginner – intermediate level of digital skills.

Ingredients

PC/laptop/smartphone

Internet connection

Social media account (Twitter, Facebook, etc.)

Canva user account

Optional: Printer and storage medium

Description:

The recipe enables educators to use digital communication tools to enhance communication with learners and to increase learner motivation through more engaging

social media posts. It also enables educators to experiment with and to offer new forms and formats of digital communication with learners.

How to do it (step by step)

Step 1: Go to https://www.canva.com/

Step 2: Click "Log in"

Step 3: Choose a design type (for example Instagram post, infographic, logo, etc.)

Step 4: Choose a background.

Step 5: Click the "Text" button to add text, choose a font, font size and colour.

Step 6: Click the "Elements" button to add a grid, frames, lines, shapes, illustrations, charts, etc.

Step 7: When you're done, click the "Download" button in the centre.

Step 8: You can share it on social media, print or download it.

There's more:

In order to use Canva, you need to register first. You can register with your Google or Facebook account or with your email address. If you don't have an account on Canva yet, click here to register: https://www.canva.com/signup

The basic version of Canva is free. If you prefer to have more functionalities, you can subscribe to the paid version.

If you wish to save your design, you will need a storage medium. However, you can also save each project in your Canva account and create different folders there.

See also:

How to use Canva video tutorial: https://www.youtube.com/watch?v=WL-WbHwsbs8

Canva: A step-by-step guide to designing from scratch:

https://www.canva.com/learn/a-step-by-step-guide-to-designing-from-scratch/

3.1.7 Use Google Sheets in order to collect data of subject and display in a graph

DigCompEdu Competence area: 3.1   Progression Level: B1

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B1

Learning/Teaching situation

Collaborative data collection, flipped learning activity, in class or home learning.

Target group

All ages.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Access to Google drive

Description:

Using shared spreadsheets such as Google sheets will allow students to collaborate and collect data in one place. The data can then be studied and analysed by each student individually. The data can be used to create graphs and diagrams to display the information in a visual manner.

How to do it (step by step)

Step 1

The teacher opens Google sheets and creates a relevant spreadsheet.

Step 2

The teacher shares link to the students, with clear guidelines on how to complete the spreadsheet.

Step 3

Students may need to be taught how to use some functions of the spreadsheet.

Step 4

The teacher sets the data collection activity and associated presentation task.

Step 5

Students carry out research.

Step 6

Students input data into Google Sheet.

Step 7

Further activities are then carried out by the students to analyse and present the data. The teacher is responsible for sending an invitation to students and adding them to the tool. The teacher creates the subject material and uses it for lessons and teaching.

There is more…

Google Sheets works in the same way as Microsoft Excel. You can use mathematical functions: sum of chosen cells, extractions and count cells with a certain response etc. You can have multiple sheets in one document; you can link them together with functions. With shared access it can be a great collaborative tool, but you can also use it without the data collection activity and supply the data to be analysed. When you are done, you can download, print your sheets, attach directly to an email.

See also:

https://support.google.com/a/users/answer/9310369?hl=en

https://www.quora.com/What-are-the-mathematical-functions-of-Excel

on shearing access and collaborations

https://support.google.com/a/users/answer/9310370?hl=en&ref_topic=9296423

3.1.8 Use PDF forms to create training modules

DigCompEdu Competence area: 3.1   Progression Level: A2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B1

Learning/Teaching situation
Educational content creation using PDF for online career guidance training.

Target group

Teachers and trainers who wish to make their content available online for viewing, printing and downloading.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Adobe Acrobat Reader DC & Adobe Document Cloud

Description:

Portable Document Format (PDF) is a file format used to present and exchange documents reliably. They are a quick way to spread information which can be used in conjunction with other content creating tools like Word, Excel or PowerPoint. Individuals or institutions interested in an effective distribution tool can use PDF conversion to make their content available online for viewing, printing and download. PDF conversions are a logical way to turn those files into eLearning, practical manuals, handbooks for more.

How to do it (step by step)

Step 1: Selecting digital resources for creating content to share – A2
Choose the subject in general and then narrow it down to various topics of interest. This makes your PDF more focused. In providing a brief description, users can have an overview of what can be expected in the documents.
Plan your PDF content Design- This includes designing document details about what can be found on the resource such as theme, procedures and learning outcomes. Enrich your PDF (and your course) with multimedia, such as graphs and pictures, and structured content with informative headlines.
Consider an effective tool for distribution – Define media and technology- tool or platform to support vision for training (e.g. hosting platform interface in which students like Moodle or Joomla).

Step 2
Creating and modifying digital resources
Develop methods to create added value to your PDF content: Include tools for a blended online and offline learning experiences. This includes a more interactive "human" part that can be incorporated using e-Learning software for tests, polls or quizzes.
Considers possible restrictions to use the digital resources related to technical requirements

Accessibility and suitability – provide information on what can be used to access your PDF in information both in and outside the class environment.

Step 3

Managing, Protecting and sharing

Take measures to protect sensitive data and resources: This is especially true for PDF documents as they will be distributed and printed. Copy right infringement laws should be checked before.

Take measures to build a community: Carefully building a protected platform for interaction or any other needed for social exchange, conversation and feedback.

There's more:

PDFs can contain links and buttons, form fields, audio, video, and business logic. They can also be signed electronically and are easily viewed using free Acrobat Reader DC software.

See also:

https://elearningindustry.com/convert-pdf-into-online-training

VET 3.1.9 Use YouTube videos to compile vocabulary/expression word banks (pronunciation and vocabulary)

DigCompEdu Competence area: 3.1   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B1

Learning/Teaching situation

The recipe is aimed at educators who wish to compile vocabulary/expression word banks (pronunciation and vocabulary).

Target group

All ages.

Ingredients

- PC/laptop/smartphone
- Internet connection
- YouTube
- Earphones
- Students with beginner level on digital competences

Description:

This recipe gives students the opportunity to develop their media competence as well as master their vocabulary, pronunciation using YouTube videos.

How to do it (step by step)

Step 1: Take your device and go to www.youtube.com.
Step 2: Enter search terms in the search field. For example, Words Family German (words, topic, language)
Step 3: Enter search terms in the search field. For example, Pronunciation, mother (pronunciation + a required word) or Pronunciation practice German and click "Search"
Step 4: Choose the right video from the list and click on it. Now the video is playing, you can watch the video, repeat the words and pause it.

There's more:

You can save your videos in a playlist in order to quickly find them. Under the video click "Save" and "Create new playlist". Name your playlist, for example "Vocabulary for the topic My Family" and "Open". In this playlist you can save more videos regarding the same topic.

See also:

Create a playlist: https://www.youtube.com/watch?v=Td3s7X-lui0

3.1.10 Using the voice recorder to save your training for students

DigCompEdu Competence area: 3.1 & 3.2   **Progression Level:** A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Teachers who want to prepare tutorials and other learning resources.
Home learning: Can be used for setting tasks to be completed outside of the formal classroom setting and for students working independently.

Target group

Any kind of teacher or trainer.
Beginners with basic level of digital pedagogy competences.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Voice recorder applications
- Email address or other platform to share documents

Description:

This recipe gives the teacher a tool to record training sessions and extra resources for students. Many students do not have time to take notes during class and can use

this resource to support their grades.   In the physical classroom, we're always looking for ways for students to discuss their learning: we arrange desks for group work, organise Think-Pair-Share variations, and shuffle chairs to prepare for literature circles. Audio recording- where students record their own voices responding to prompts or an assignment- offers another space for students to talk their way into learning, remembering, or clarifying. Students who have not attended class can listen to recorded classes to keep up to date.

How to do it (step by step)

Step 1

The Voice Recorder is usually pre-installed in Windows so that you will find it in the Windows Start Menu. If it is not here, you should open the Microsoft Store and download it from there.

Step 2

The first time you open the Voice Recorder, it is clear what you should do because there is only a single button. Press the microphone button to start recording what you hear in the microphone. There is no countdown or anything, start immediately.

Step 3

During the recording you will be shown the recorded time so far and three buttons. The biggest button is to stop recording (1), but you can also choose to pause the recording (2), in which case you can continue recording in the same file later. Finally, the icon of the flag corresponds to the markers (3), to highlight important moments and to be able to consult them later.

Where these recordings are saved? Recorder Windows 10 does not allow you to choose where each file is recorded

By right-clicking on any of the recordings and clicking Open the location of the file to be shown the file in the File Explorer.

In any case, all these recordings are saved in My Documents ¥ Sound Recordings. The name of the file corresponds to the name of the recording (that if you have not changed it, it is Recording and a number) and with extension m4a.

There's more:

Voice recording using your smartphone is also possible and can easily be shared.

See also:

https://www.xataka.com/basics/como-grabar-clip-voz-grabadora-windows-10

https://support.microsoft.com/es-es

3.1.11 Using voice recorder to enhance your language expression

DigCompEdu Competence area: 2.3 & 3.1   Progression Level: B1

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B1

Learning/teaching situation

Teachers who want to prepare tutorials and other learning resources for software application. Language practice classes or home learning activity.

Target group

Any kind of language teachers or trainers. Beginners with basic or medium level of digital pedagogy compétences.

Ingredients

PC/laptop/smartphone
Internet connection
Email or other way to share documents
Voice recorder application

Description:

This recipe gives the teacher a tool to record training sessions and provides extra resources for students. This recipe is more focused on language teachers.
The main use is for students to repeat words after the teacher records his voice or recording and the teacher corrects the pronunciation and expression. It could be a

useful support for regular classes. Audio recording – where students record their own voices responding to prompts or an assignment – offers another tool for students to talk their way into learning, remembering or clarifying.

How to do it (step by step)

Step 1: Record your voice in the Voice Recorder application of your computer, (if you don't have it, download it). It is clear what you should do as there is only a single button. Press the microphone button to start recording what you hear in the microphone. There is no countdown or anything, start immediately.

Step 2: Record your classes with stops at each sentence where the student can repeat what you said. All recordings are saved in My Documents¥Sound Recordings. The name of the file corresponds to the name of the recording (if you have not changed it, it is Recording and a number and with extension m4a.

Step 3: Once it is recorded, send it to the students by email or another platform.

Step 4: The student can also make a recording at home for homework and send it to be corrected by the teacher.

There is more …

Educators can also prepare written questions that require an audio recorded response to check understanding and correct use of spoken language. It can also be used for students to record recitals of poetry or other spoken prose.

See also

https://wwwxataka.com/basics/como-grabar-clip-vozgrabadora-windows-10
https://support.microsoft.com/es-es

3.2 Guidance

⊘VET 3.2.1 Have students create original videos (given a specific topic) and upload to YouTube

DigCompEdu Competence area: 3.2   Progression Level: A2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: A2

Learning/teaching situation:

The recipe is aimed at educators who wish to motivate their students create original videos (given a specific topic) and upload to YouTube.

Description

The recipe enhances learners' digital abilities, uses and misconceptions to their use of digital technologies. It covers the needs of providing equitable access to appropriate digital technologies and resources to your students by using easy technical technologies (smart phones or computers with cameras and YouTube).

Ingredients

- Mobile phones with camera, camera with video option, or video camera

- Computer or laptop
- Internet connection
- Google account and YouTube account
- Students with beginner level of digital skills

How to do it (step by step)

You can use a video you already have or create one in the moment

Step 1: Open YouTube and sign in

Step 2: At the top of the page, click Upload

Step 3: Select Upload video

Step 4: Before you start uploading the video, you can choose video privacy settings

Step 5: Select the video you'd like to upload from your computer

go to "settings" YouTube and allow YouTube to have access to your pictures / videos

See also:

How to create a video with your smartphone:

https://www.youtube.com/watch?v=j685NaMDVYE

✓VET 3.2.2 Have students create own Kahoots related to the current topic (find own pictures, form questions)

DigCompEdu Competence area: 3.2   Progression Level: B1

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B2

Learning/teaching situation:

The recipe is aimed at educators who wish to develop productive language skills of the students.

Ingredients

- PC/Smartphone
- Internet connection
- Google/Kahoot account
- Students with Intermediate level of digital competence

Description

This recipe is designed for teachers who want to motivate their students to develop their own learning tasks on a specific topic with embedding images. Therefore, it increases their media competence and language skills.

How to do it (step by step)

Step 1: Tell your students to sign in to the Kahoot website. Give the following instructions.

Step 2: Click on "create new"

Step 3: Go to "Settings" Name your test and describe it. You can also add cover image choose privacy options. When you're done, click "Save".

Step 4: Click on question box and type in your question.

Step 5: Go to "image library" and select image or add your own image "upload image"

Step 6: Determine given time for the answer. Just click on "20 sec".

Step7: Add more questions by clicking on "Add question" in the upper left corner.

Step 8: When you're done, click "Preview" to see how your test looks like and then click "Done" to complete the test.

There's more

Kahoot has a free (limited) version as well as a paid version with extended options.

See also:

How to add pictures to Kahoot: https://www.youtube.com/watch?v=bGMsTlkxLCs

3.2.3 Provide differentiated support and guidance to students with Edmodo

DigCompEdu Competence area: 3.2   Progression Level: B2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Teachers want to embed differentiated supports

Target group

Teachers & students.

Ingredients

- PC/laptop/smartphone
- Internet connection

Description:

Edmodo is social network dedicated to education purposes where teachers, parents and students can have different profiles. Teachers can post lesson materials, homework, create quizzes and open discussion subjects etc. Parents are informed about their children's progress, marks etc. and students can write directly to their teachers outside the classroom. Edmodo is also available on smartphones and tablets.

How to do it (step by step)

Step 1

Go to https://new.edmodo.com/?go2url=%2Fhome and click "sign up" on the top right corner. You will be asked to create either a teacher, a student or a parent account. For the sake of this recipe, the teacher account will be preferred.

Step 2

Choose between setting up a class or looking for subject-based resources and material. It is recommended to start with the latter option to get a grasp of the application potential. Click "explore your interest".

Step 3

The next page will look familiar to you, if you use social networks such as Facebook or Twitter. Start with editing your profile clicking on "view profile" the top left corner, this will channel the information of the application according to your educational interests and objectives.

Step 4

You may also join a "popular conversation" (right column) or "create a class" or "create a group" with your students.

Step 5

Use the "group" as well as the "messages" feature of the application to interact with students, respond to their enquiries and track their progress on the lesson.

There's more:

Edmodo also contains a feature called "My Rewards" which allows users to earn points based on their activity on the platform. The reward points can eventually be converted

into gift cards to buy supplies for their classroom. It is also possible to create a blog on Edmodo Blog

See also:

To find out more about Edmodo's features and potential see:

https://support.edmodo.com/hc/en-us

https://newlearningtimes.com/cms/article/554/edmodo

⊘VET 3.2.4 Use Moodle to create learning classes

DigCompEdu Competence area: 3.2   Progression Level: C1

Minimum digital skills level of Students: C1
Minimum digital skills level of Educators: C2

Learning/Teaching situation

Software applications come to serve an effective way of both teaching & learning.

Target group

Teachers who want to prepare tutorials and other learning resources for software applications.

Ingredients

- PC/laptop
- Internet
- Moodle download
- Microsoft Word

Description:

Moodle is perfect for customising a learning environment as it offers multiple ways to accomplish the desired outcome. Users can create multiple courses and additionally have pages for interaction among students with peers and their teachers. Moodle allows various teaching approaches designed for a traditional "one size- fits -all" educational approach, working in groups or using a more personalised approach.

How to do it (step by step)

In addition to prior exploration of Moodle, teachers can gather the lessons previously prepared that they want to share. This includes any links to videos or articles (any necessary data for your sharing on your platform).

Procedure:
Step 1: Supporting methods for creating accessibility and inclusion.
The Moodle design provides a user suitable experience. It becomes even more important when the web is used as a learning tool in the classroom as teachers need to be sure of effective learning. Improvements on accessibility, usability, and inclusion can help to bring further improvements. The teacher should indicate goals, approaches, and guidelines related to function, ensuring involvement of everyone to the greatest extent possible.
Learning situation: Using Moodle as a personalised learning tool.
Consider accessibility of computer resources or facilities to student - Provide information on how to access learning material. Moodle can be accessed on smartphones or laptops making it perfect when students need to use it outside the classroom. Information may need wi-fi access.

To ensure accessibility to learning resources and activities - Preparing all the content before and sharing all the new developments after course- in addition to online content, instructions, homework during lessons so students can take notes

Provide measures for student- teacher interaction opportunities - Provide details for consultation outside of class, online access through email or Moodle itself.

Step 2: Differentiation and personalised learning environment

Decide on your working approach for learning material delivery - Teachers should consider the specific learning objective and incorporate personalised learning as an educational approach.

Students may learn the same content but have lesson plan options that are tailored to keep them on track to meet the standards.

Consider the best assessment or grading strategy - Creating a holistic grading system with levels of performance and a comment section to provided targeted feedback to students.

Be flexible and exercise caution: Avoid prejudice or making assumptions about students. Creating assignment options allow students to choose, challenge themselves and not feel limited in their learning.

Step 3: Actively engaging learners

Develop ideas for incorporating other digital technologies - Foster an engaging environment using Moodle as an interactive user interface in and outside the classroom so students may engage with you and one another.

Ideas to open up learning methods- Teachers can use apps creating pre-course questionnaires or incorporating apps (e.g. taking a class poll using an app). Take care to take measures to protect sensitive data and resources)

There's more:

Moodle can create a number of lessons on Moodle and even restrict access or open content.

See also:

https://moodle.org/mod/forum/view.php?id=41
https://www.ispringsolutions.com/blog/how-to-create-a-course-in-moodle

3.3 Collaborative Learning

3.3.1 Create a Padlet and task the entire class to contribute

DigCompEdu Competence area: 3.3   Progression Level: B1

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B1

Learning/Teaching situation

Any classroom or non-classroom setting, an interactive activity using the internet.

Target group

All ages.

Ingredients

- PC/laptop/smartphone
- Internet connection

Description:

Padlet is a web-based application that enables you to create virtual notice boards or 'walls 'where users can post comments and multimedia: images, videos, sound files, weblinks, texts in Word, PDF format, spreadsheets and presentations.

Padlet walls can be used for a variety of purposes for pre-class, in-class, post-class activities in different learning contexts. The following are just a few suggestions:

- brainstorming an idea
- starting a group discussion
- researching a topic
- showcasing students' work
- group projects
- posting feedback
- creating a multimedia glossary
- sharing resources
- curating websites links, etc.

As Padlet walls can be saved, shared and embedded they can serve as a repository of class work and used as a revision tool.

How to do it (step by step)

Step 1: Create a Padlet account

Step 2: Create a Padlet board (add some content to help get your students started).

Step 3: Share the board with your students.

Step 4: Encourage students to add content to the boards.

Step 5: Review the board at the end of a session or at a later date.

Suggestions for using Padlet with students:

- To collect questions from students during a live lecture or teaching session, where you can respond to these in order to clarify key learning points.
- To gather feedback from students about a session in order to gain an idea of how they are experiencing learning on your module or programme.
- Create a series of boards which are then used by groups to collate and present information they have gathered during a research task.
- Get students to create a digital poster featuring key information, videos and clickable links for formative or summative assessment.

There is no steep learning curve before one can use Padlet, no training of students required, once you've logged on to padlet.com, creating a wall could not be any easier, and its intuitive click, drop and drag interface makes it really simple to post contributions.

There is more:

An example: Using Padlet live in class with groups of French language learners to practice writing and translation skills. The procedure is quite simple: once the wall was created, and students given its URL address, they accessed it on their mobile phone or laptop; the students worked on a task in groups and posted their contribution to the Padlet wall which appeared in real time on the class monitor. Texts displayed were then commented on and edited immediately. Creating texts for a 'live audience 'made students pay more attention to content and form. Also, as students were typing, they were able to observe their classmates 'posts and if necessary read and improve their own productions. Padlet facilitated the inter-group collaboration, it increased students ' engagement with the task, encouraged them to self-evaluate, and helped them to support each other's learning.

Despite some 'freezing 'issues due to the classroom internet connection, students found the use of Padlet extremely easy, highly enjoyable, motivating and beneficial for the task. If you are in a Group your profile activities will be visible to everyone. It helps tutors engage with their audience and post interesting content. Only administrators of Pages can post to the account, while those who like the Page can comment on any posts and pictures. Your personal profile is what you use to engage with other users of Pages and Groups.

Advanced benefit: possibility of using the tool and checking progress from a mobile phone. It brings people together around a common cause, issue or activity to organise, express objectives, discuss issues, post works, photos, and share related content.

See also:

Guidance:
https://en-gb.padlet.com/
https://blogs.stockton.edu/misslamb/2018/09/28/using-padlet-in-the-classroom/

Help and advice:
https://jn.padlet.com/

✅VET 3.3.2 Create an on-line magazine with students using Madmagz

DigCompEdu Competence area: 3.3   Progression Level: B1

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Teachers who need skills to create an online magazine

Target group

Teachers and students who want to familiarise themselves with how to create a magazine.

Ingredients

- PC/laptop
- Internet connection

Description:

Madmagz is an on-line application to create web magazines either collectively or singly. It contains different types of templates to edit a school newspaper, newsletter, catalogue, flyer etc. and gives the opportunity to the "editor" (the creator of the magazine) to invite "collaborators" to work on specific pages. The web version of the

magazine can be printed for free, however a fee will be charged to edit the magazine in other formats (PDF, PPT etc.).

How to do it (step by step)

Step 1

Go to https://madmagz.com/ , where it is possible to sign in with a Google or a Facebook account. If you have none, it is possible to register and create an account with a password.

Step 2

Click on "create a mag" button located on the top row.
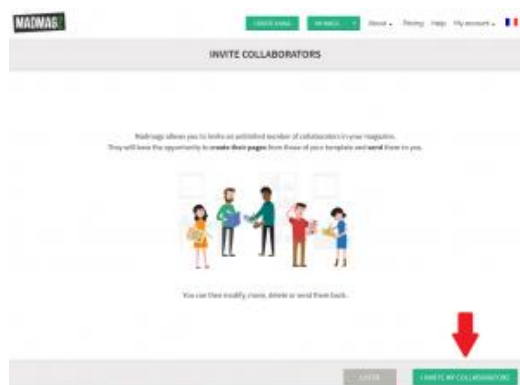
Step 3

Choose a template

Step 4

Name your magazine and specify the issue you will be speaking about as well as the subject.

Step 5

At this stage, you may choose to invite "collaborators" to co-write some of the articles of the magazine. If so, click on "invite collaborators" button on the left inside corner. You will be redirected to a page with 2 links: one for the "chief editor" (the creator of the magazine) and another one to be sent

to "editors" (collaborators). Collaborators will receive an email with an invitation to contribute and a direct access to the draft magazine.

Step 6

Go back to your mag and select the format of the pages and articles of the magazine as well as the number of pages (Consider, the total number of pages in the magazine must be a multiple of 4).

Step 7

Modify the content of each page directly in the given format with your article and pictures.

Step 8

Once you have inserted the content click "publish" on the bottom left corner. You will be asked to complete a preview check, when everything is finalised, click "publish" again on the left inside corner.

Step 9
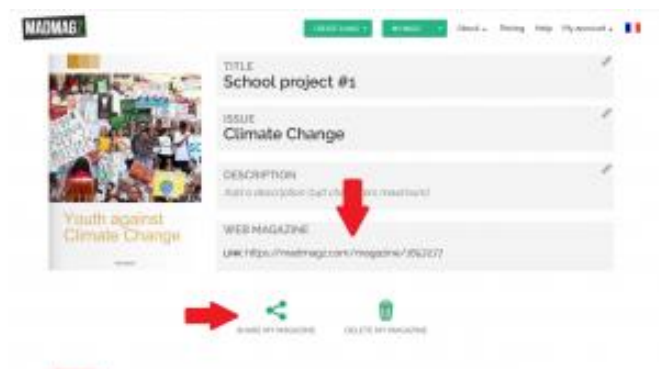
The next page contains the link for your web magazine that you can send by email; as well as widgets to share it directly on social media. At this stage, it is also possible to add a small description of the magazine (140 characters max).

There's more:

The premium version of Madmagz contains features to add links, video and sound into the magazine, to manage the confidentiality of the readers and find out the number of views.

Additional information about Madmagz is available here:

https://madmagz.com/faq

3.3.4 Instant teaching with Instagram

DigCompEdu Competence area: 3.1 & 3.3   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Teachers who want to prepare tutorials and other learning resources for software applications.

Target group

Any kind of teacher or trainer, mostly language teachers.
Basic or intermediate level of digital pedagogy competences.

Ingredients

- PC/laptop
- Internet connection
- Email account or phone number

This recipe involves the teacher using Instagram as tool to help deliver classes online. It can also be used as a tool to stream classes for students who couldn't attend the class in person.

It can take the form of a short video or photo, to inspire research, discussion and setting up activities for the class. It can be used to introduce an idea or theme which can be explored further with activities and tasks related to the idea or theme.

How to do it (step by step)

Step 1

Creating a profile on Instagram is quite simple and quick. Go to the main page of Instagram, or download the application on a mobile and open it.

Step 2

Create a profile, it will be public and any Instagram user will be able to follow or see what is being shared.

Step 3

Share the profile with students; search for your students' profile or ask them to add yours.

Step 4

Share your class by Instagram in a publication

– To create a publication, select the icon

of the square that contains the + symbol in the lower bar and the camera will automatically appear.

Step 5

Upload the photo or video for the session.

Step 6

Finally, add the text and the hashtags to be shared and select if you also want to share it on a linked social network.

There's more:

For this recipe, Facebook with the option "Facebook live" can be used instead of Instagram.

See also:

https://www.youtube.com/watch?v=3ZgOc9YmLjI

3.3.6 Planning with your students using Google Calendar

DigCompEdu Competence Area: 2.1 & 3.3   Progression Level: B1

Minimum digital skills level of Students: B1

Minimum digital skills level of Educators: B1

Target group

- Any kind of teacher or trainer
- Basic level of digital pedagogy competences

Ingredients:

- PC/laptop/smartphone
- Internet connection
- Email account

Description:

This recipe is based on a tool where the teacher can plan different tasks, activities or exams with students. Google Calendar is very easy to use, and you can add colours for each group or subject. You can prepare plans for the whole term as the students and be more aware about what they need to do. Google Calendar is a web 2.0 tool that allows you to create and modify a virtual agenda with the great advantage of being able to access it from any place and/or mobile device with internet access. You will be able to keep your appointments, interviews, jobs to be delivered updated, special dates, holidays etc. This tool supplants the well-known personal agendas.

How to do it (step by step)

Step 1

In order to use Google Calendar, you must have a Gmail / Google account, through which you will access the service. Once inside Gmail, in the upper right corner of your browser you will see an icon that gives you access to the applications of your Google account, among which you will find Google Calendar.

Step 2

Open your account in Google Calendar.

Step 3

Create a specific calendar for the class. To create an event you must click on the create button, in this way the window that appears below for the creation of the same will appear.

Step 4

Select a different colour for each subject.

Step 5

Invite your students to the calendar.

There's more:

You can also invite parents of the students to inform them about the tasks or exams. You can also send reminders for tasks due, or send motivational comments, tips and hints.

See also:

https://www.youtube.com/watch?v=mBaKzzl-7f4

3.3.7 Popplet for an easy way to control and assess work groups

DigCompEdu Competence area: 2.3 & 3.3   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/teaching situation

Teachers who want to prepare tutorials and other learning resources for software applications.

Target group

- Any kind of teacher or trainer
- Basic level of digital pedagogy competences

Ingredients:

- Computer, smartphone or tablet
- Internet connection
- Email account

Description:

Popplet is a "platform for your ideas"; from a blank sheet we can add Popplets to organize the information added. Each Popplet is an idea, concept, image, etc. Popplet is a cloud application that allows you to graphically structure and organise your ideas. With Popplet you have the possibility of creating mental, conceptual maps, planks, murals, galleries etc, individually or collaborating with other people.   A Popplet is a great board to hang, organize and relate your ideas. One of Popplet's biggest advantages is its simplicity and the intuitiveness of its interface.

How to do it (step by step)

Step 1

To start creating your own "Popplet" access the following link: http://popplet.com/

Step 2

Like most cloud applications, Popplet requires registration prior to use. Popplet has recognized compatibility problems with Internet Explorer.

Step 3

On the desk you can see a large work area and another, located on the right, where you can see different examples. The first time you access Popplet, a large blue box appears indicating what you must do to create a new Popplet project.

Step 4

In the upper right area of the desktop you will see a set of buttons that offer either access to different links (fuchsia colour) or specific work options for our Popplet user (white colour).

Step 5

Once registered you have permission to create up to 5 different popplets.

By clicking on the button "make new popplet" you can start working. The first step asks you to assign a name to the new document and a background colour.

Step 6

Once created through the "share" button (upper right area of the desktop), you can share a project.

Step 7

The options are varied:

– Post a post on Facebook or Twitter.

– Send an email to a friend.

– Copy and paste a link.

– Embed the Popplet.

Step 8

Propose an idea for different groups in the class and a deadline for the task.

Step 9

Assess the workgroup while you help the students to develop their workgroup skills.

There's more:

Popplet can also be used for brainstorming with your students.

See also:

https://www.youtube.com/watch?v=Zsdv2FN4MDw

3.3.8 Research with Instagram

Minimum digital skills level of Students: B1

Minimum digital skills level of Educators: B1

Learning/teaching situation

Teachers who want to prepare research

Target group

Any kind of teacher or trainer.

Ingredients

* PC/laptop/smartphone
* Internet connection
* Email account

Description:

This recipe means that students can do specific research through Instagram. Instagram is one of most popular applications with young people.

Ingredients:

Instagram is a social network that is based on multimedia content (images, short videos and GIFs).

It is more suitable for a mobile than computer, and although we can access the Instagram website or download the app in Windows 10, if we want to use all the

features of this social network we should do it from our mobile with its Android app or for iOS.

How to do it (step by step)

Step 1

Creating a profile on Instagram is quite simple and fast. Go to the main page of Instagram, or download the application on a mobile and open it.

Step 2

Create a profile; it will be public and any Instagram user will be able to follow and see what is shared.

Step 3

Ask your students to do a little research about a specific topic.

Step 4

They can use, for example, hashtags to find the topic.

Step 5

They make a short presentation with what they have found.

Step 6

They can create a story by selecting on the home page the camera image that appears in the upper left bar.

Step 7

Select the surveys in the Instagram story application.

To do this you must press the logo shown below.

Then select survey.

There's more:

Accessible for most levels of learners who have a smart phone; easy to use; can link with organisations, industry professionals and businesses.

See also:

https://www.youtube.com/watch?v=_wo5C9qh4xE

3.3.9 Use DVD Ripper for watching videos on computer without DVD

DigCompEdu Competence area: 2.2 & 3.3   Progression Level: B1

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B2

Learning/teaching situation

A software application supporting video use in blended teaching and learning

Target group :

Teachers who want to prepare tutorials and other learning resources for software applications.

Ingredients :

PC/laptop
Internet connection
DVD Ripper programme

Description:

DVD Ripper is a computer programme which facilitates copying the content of a DVD to a hard disk. It is used to transfer the DVD contents to edit, format or convert it so that it can be run on different media players.

How to do it (step by step)

Step 1 Copyright

The first thing to bear in mind is that the videos you will probably edit and use most likely will be protected by copyright policies. When a piece of material, which is not freely available (open source) is being ripped (or copied by a person who is not the owner of the material) in some countries it may be deemed copyright infringement. The EU directive 2001/29/EC allows for the member states to include (it is optional) a private copy exception in their national legal frameworks, which allows for persons (excluding enterprises and public bodies) to copy material for their private usage only. If a copy version is used for commercial purposes the copier will be held liable by the national legislation and may go to prison. The law ensures that rights holders are compensated for their material being copied by the national budget.

However, as already mentioned private copy levy is not mandatory to be enforced in all countries, therefore in order to avoid presenting illegal content to your students, check what are the current regulations for your national context.

Step 2 Choose a video ripper

There is an array of free and paid DVD ripper software available. You should choose the one that corresponds to your goals, needs and digital skills. Below you can find a list of some of the DVD rippers available:

https://www.videosolo.com/tutorials/free-dvd-ripper-for-windows.html

Step 3 Contents

Using visuals, especially videos, tends to be quite an appealing tool to engage students´ attention as it is a more relatable format than simply having a lecture-like speech. As a teacher you may want to use only a specific part of a movie or a video to show to your students as learning content. Using a DVD ripper allows you to edit and select only the parts you need, without constantly having to pause and forward/backward the video.

For example, if you want to show your students a collated version of parts of different videos, it will be quite time-consuming to use the entire videos and forward/backward the motion to the selected part multiple times. Compiling the parts you want to use beforehand and editing your own compilation would lead to having tailored and focused contents serving your purposes and the needs of your students.

Moreover, having the possibility to edit a video is a good opportunity to show your students videos produced in other languages from different countries, thus diversifying the contents and perspectives they are exposed to. By adding subtitles or some explanatory notes about the contents, you will make it accessible for your students, thus enriching their learning resources.

Step 4 Equipment

If you are displaying the videos in the classroom make sure you have the right equipment for your students to watch the video (PC/laptop, beamer, speakers, etc.) If there is no equipment available, you can have your students watch the videos as a home assignment and then discuss and analyse the contents in class with their peers.

There is more…

- Edit your DVD movies for the classroom, available at: https://www.dalebasler.com/2008/04/edit-your-dvd-movies-for-the-classroom/
- Official Journal of the European Communities, Directive 2001/20/EC, available at: https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2001:167:0010:0019:EN:PDF
- IRIS Plus, Who Pays for Private Copying, available at: https://rm.coe.int/1680783bc7

See also:

How to rip a DVD to your computer, available at: https://lifehacker.com/how-to-rip-a-dvd-to-your-computer-5809765

Using video and audio in teaching (online and otherwise), available at:
https://www.lib.umn.edu/copyright/using-video-audio

3.3.10 Use Font Creator to add special letters

Minimum digital skills level of Students: C1
Minimum digital skills level of Educators: C1

Learning/Teaching situation

To apply peer review among students.

Target group

Teachers who want to apply peer review among their students.

Ingredients

PC/laptop
Internet connection
Free software options

Description:

Individuals visiting a webpage are constantly interacting with the text on the page and, in addition, the graphics. Texts are a powerful tool for content creation as they play the

role of mediating communication, attracting readers and reflecting professionalism. Furthermore, texts can be used develop a personal style for branding online business, professional portfolios or logos of your institution etc.

How to do it (step by step)

Font Creator is a creative tool to add personalisation but can be used in collaboration with already existing fonts. There may already be an existing font to collect during the creative process and decide which part you want to create your own font.

Procedure:

Step 1: Selecting Material to Share – A2

As fonts do not work alone in conveying a message it is important to use the right text for information sharing. The most basic approach to using typography is selecting the correct font. Typography about arranging all the contents of your website, adjusting text within the design and presenting the information in a professional way.

Learning situation: Using Font Creator to develop text for the landing page on a learning website.

Planning your website content- Consider the material and the intent with your interface. This includes content strategy, theme, procedures and learning outcomes. The website design plays a role of creating interest therefore readability is important for content.

Find methods to incorporate text elements- Decide on factors such as size and how they can be used to complement your contents and your brand. For example, structured multimedia, such as graphs and picture content with informative headlines.

Step 2: Creating and modifying digital resources

Develop methods to create added value to your content- trust factors like testimonials, certificates, photos, or case studies

Incorporate engaging media - Try to think of ways of creating interaction for example comment sections, polls or quizzes. Feedback tools can be helpful for finding out the needs of your various audiences so that you can adjust your content suitably.

Step 3: Managing, protecting and sharing

Consider possible restrictions on using the digital resources related to technical requirements -Take measures to protect sensitive data and check for copyright infringement; the law should be checked beforehand.

Take measures to build a community- Carefully building a protected platform for interaction or any other needed for social exchange and conversation.

Measure and track performance - Feedback tools can be helpful for finding out the needs of your various audiences so that you can adjust your content suitably.

There's more:

As fonts do not work alone in conveying a message it is important to use the right text for information sharing. Its uses can be for branding your company name, website, newsletter, or any contents.

See also:

https://fontark.net/farkwp/

VET 3.3.11 Use Twitter to create a group MindMap by tracking #hashtags

DigCompEdu Competence area: 3.3   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B2

Learning/Teaching situation

Any learning situation that requires discussion, reading and understanding, speaking and listening. Useful for language learning; flipped learning task; homework activity

Target group

All ages

Ingredients

Smartphone, Tablet, PC or Laptop

Internet

Twitter account

Description:

Free and easy to use open chat style messages or *tweets,* which can easily follow one topic of conversation via #hashtags
Instant way to create networks of users who can communicate regularly with brief messages, or "tweets."

Requires the user to read and understand the tweets in order to be able to contribute to discussion.

Benefit of tool implementation for educators:

Easy to access

Free to use

Simple to set up

Allows current topics to be discussed, therefore keeps learning fresh and relevant

Benefit of tool implementation for learners:

Collaborative learning; easy to use; allows for interesting and relevant topics for discussion

How to do it (step by step)

Step 1: All users sign up and create a Twitter account using appropriate privacy settings.

Step 2: Educators set up and manage their class Twitter Group.

Step 3: Educators send invitation to students and add them to the group tool.

Step 4: Educators provide simple explanation around using hashtags and @symbol

Step 5: Educator or students select a relevant research topic and follow/track any threads and #hashtags.

Step 6: Educators and students like/follow, share/retweet/comment on threads.

Step 7: Students can search other areas of interest inspired by original topic.

There's more:

Discussion around the topic and threads can be stimulating to introduce new vocabulary.

Explore language used, past, present and future tense as well as short cuts and abbreviations. Discussion around images can inspire emotional responses and increased use of descriptive language. Discuss the original source (e.g. retweets) and its credibility.

Ethics and morals can be approached in this manner too. It allows people to come together around a common cause, issue or activity to organize, express objectives, discuss issues, post works, photos, and share related content.

See also:

https://twitter.com/   Help and advice: https://www.mytweetalerts.com/faq
Forums
Communities
Developer blog
Using Twitter
My account
Fixing a problem
Policies and reporting
Safety Centre
https://elearningindustry.com/using-twitter-learning-tool
https://www.teachthought.com/technology/10-reasons-twitter-works-in-education/

10 Ways to Use Twitter in the Classroom

1. Tweet about upcoming due dates or assignments.
2. Provide the class with a running news feed.
3. Use Twitter in the classroom to create a career list.
4. Track memes.
5. Coordinate assignments.
6. Track a hash tag.
7. Connect with the community.
8. Follow the issues.
9. Write a story or poem.
10. Live tweet field trips.

Guidelines. How to use hashtags

A hashtag—written with a # symbol—is used to index keywords or topics on Twitter. This function was created on Twitter, and allows people to easily follow topics they are interested in.

Using hashtags to categorize Tweets by keyword

People use the hashtag symbol (#) before a relevant keyword or phrase in their Tweet to categorize those Tweets and help them show more easily in Twitter search.

Clicking or tapping on a hashtagged word in any message shows you other Tweets that include that hashtag.

Hashtags can be included anywhere in a Tweet.

Hashtagged words that become very popular are often Trending Topics

✓VET 3.3.12 Use Zoom to roleplay job interviews

DigCompEdu Competence area: 3.3   Progression Level: B1

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B2

Learning/Teaching situation

Remote learning activity/assessment following classroom or online preparation

Flip learning for interview preparation. Classroom practice

Target group

All ages.

Ingredients

PC/laptop/smartphone

Internet connection

Zoom software

Preparatory interview material

Description:

Role-play is an excellent method of putting theory into practice. In this instance, learners can practice interview skills and techniques within the reality of a video interview conducted by either the educator or an industry professional.

Learners can prepare for mock interview with responses to pre-set questions. Setting language expectations, dress code as well as upskilling in digital methods of current working practices. This provides a great opportunity for assessment and feedback by the educator and the learner.

How to do it (step by step)

Step 1: In class prepare learners with interview techniques; CV update; preparatory questions

Step 2: Home learning to prepare for interview

Step 3: In class peer interviews, for practice and immediate feedback

Step 4: Set up Zoom conference call

Step 5: Practise in class with Zoom technology.

Step 6: Educator to prepare interview questions or employ industry professional to conduct interviews.

Step 7: Conduct interviews.

Step 8: Feedback to learners.

More and more companies are using remote interviewing and pre interview video recordings as part of their hiring processes. Using up to date technology such as Zoom allows for upskilling not only in interview techniques, but also in familiarization with software and digital skills. Preparation for industry is paramount for the next generation. Zoom, the cloud meeting company, unifies mobile collaboration, cloud video conferencing and simple online meetings into one easy-to-use platform.
Zoom InterviewStream helps companies generate great candidate experiences through Web-based video screening, interviewing and preparation and perfect the practice of video interviewing.

See also:

https://zoom.us/
https://interviewstream.com/interviewstream-expands-video-interviewing-capabilities-with-zoom-video-integration/
https://www.reed.co.uk/career-advice/common-interview-questions-and-answers/

✅VET 3.3.13 Using Trello to foster learning collaboration and communication between students

DigCompEdu Competence area: 3.3   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Teachers who want to prepare tutorials and other learning resources for software applications.

Target group

Any kind of language teachers or trainers. Beginners with basic level of digital pedagogy competences.

Ingredients

PC/laptop/smartphone
Internet connection
Email account

Description:

This recipe provides a tool for the teacher to help the students collaborate and communicate better.

The main use is to outline the task clearly with easy participation of the students. Trello is a very simple tool on the surface and as you peel off the layers you will discover how dynamic and powerful it is for absolutely every project. Millions of people and companies of all types and sizes use Trello to manage everything from team communication, new employee onboarding processes, customer service, weekly task lists, and even meal planning calendars. Trello is packed with incredible features, shortcuts, and Power-Ups that will boost your efficiency.

How to do it (step by step)

Step 1: Open your account in trello.com. To start working with the digital tool, the first thing you should do is access the Trello website and register as a user, entering an email and a password. Once inside the system, the interface is made up of three hierarchical blocks of content.

Step 2: Invite your students to trello.com.

Step 3: Open a new board with the name of the task and tag the student for the corresponding task.

Step 4: Once you enter the application, you will see a plus sign next to your username. Click on the cross for a new board and add the title. If you want you can add a specific organization, although it is not necessary. Then you can customise it by creating, deleting or changing rows as it suits you.

Step 5: Once you have created the board, the members will appear in the menu on the right, (initially only you) with a button below giving the option to add members. There you can write the username and add anyone to your board so you can work together.

Step 6: Once the dashboard is created and the relevant members are added, you can use Trello.com as a complete communication channel between the team. You can now start a conversation and add attachments from any device with access to Google Drive, Dropbox, Box and OneDrive, set tasks, manage them, make comments, monitor compliance with the agreed deadline, among many other functions.

Step 7: Add different notes in the board, for example "Project Overview", "Brainstorming" "Rough Draft" and "Task Completed".

Step 8: Finally review and control the progress of the work of your students.

There's more:

You can apply this step to different goals in the class, project collaboration, lesson planning, newsletter, etc.

3.3.14: Improving the writing of your students with a blog

DigCompEdu Competence area: 3.3   Progression Level: B2

Minimum digital skills level of Students: B2
Minimum digital skills level of Educators: B2

Target group

Any kind of teacher or trainer (mainly language teachers)
Beginners with basic or medium level of digital pedagogy competences

Learning/teaching situation:

Teachers want to prepare tutorials and other learning resources for software applications.
Written language lesson activity or Home Learning task
Peer assessment opportunity
Assessment opportunity

Ingredients

- Computer or Smartphone
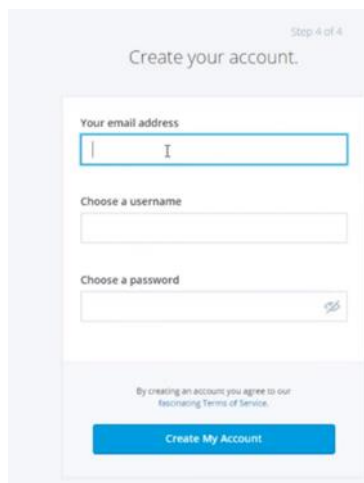- Internet connection
- Email account

Description

This recipe uses a tool that will help the student improve their writing.

The fact that the content can be published could be an extra motivation for the students to share it and show it to their friends and family.

WP can be used as a Education tool which helps you to show your writing on online sites. This plugin is fully responsive and mobile friendly and also easy to customize. You can create unlimited Education custom post type (Events, Courses, Classes, Gallery, Teachers, Excursions, Team, Testimonial)
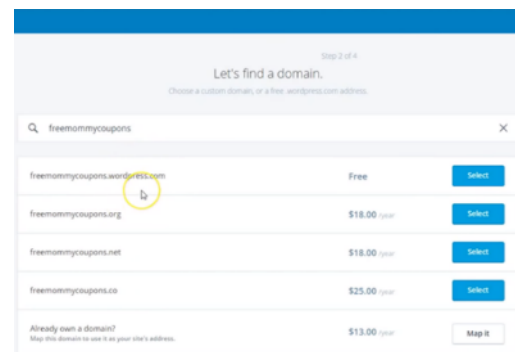
How to do it (step by step)

Step 1: Creating a profile on Wordpress is quite simple and quick. Go to the main page of Wordpress.

Step 2: Type a domain and make sure you choose the free domain option with the .Wordpress extension.

Step 3: Open your account in Wordpress .
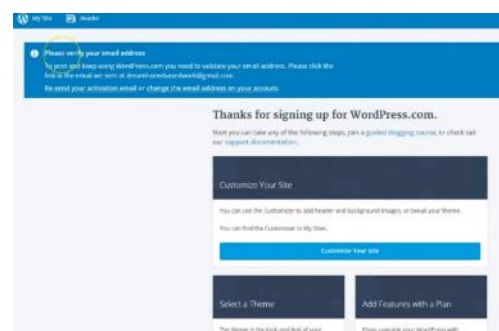
Step 4: Design your blog; there are different options to personalise it and be creative.

Step 5: Send the tasks to your students (e.g. write a short piece in a foreign language)

Step 6: Review the task; publish the task and ask them to share it.

There's more

There are a lot of opportunities to use a blog in pedagogy, with texts, videos and paint. It can also be linked to other tools or social media platforms.

See also:

www.wordpress.com
https://www.youtube.com/watch?v=tNkiX0IpDUI

3.3.15: Little teachers through the internet

DigCompEdu Competence area: 3.3   Progression Level: B2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B1

Learning/teaching situation:

Teachers who want to prepare tutorials and other learning resources for software applications.
Language lessons, recap exercise or starter activity.
It can also be used as an initial assessment activity.

Target audience

Any kind of teacher or trainer, mostly language teachers
Intermediate level of digital pedagogy competences

Description

The Internet can be an unregulated place to use as a resource for finding information. This recipe aims to help students' correct texts with mistakes that they find on the Internet.

With this recipe we will practice with our students to be able to find grammatical errors on the internet. fostering their critical attitude towards wrong, incorrect and poor use of language.

Depending on the level, the text could be checked by the teacher or by the students.

https://spellquiz.com/spelling-quiz/adult/spelling-exercise-5

Ingredients

Computer

Internet connection

How to do it (step by step)

Step 1: Search for a text on the Internet with incorrect or poor use of language and grammatical errors.

Step 2: You can use different social media where it is easy to find texts with mistakes, (Facebook, Instagram, Twitter)

Step 3: Send the text to your students and ask them to identify the errors.

Step 4: Review the work of your students. They should find all the grammatical errors and explain in class.

There's more

This technique could also be applied to videos and interviews to enhance listening skills.

Use it to transcribe the audio clip then re write text using correct grammar and spelling.

See also:

https://spellquiz.com/spelling-quiz/adult/spelling-exercise-5

3.4   Self-regulated learning

3.4.1 Stimulate learner's curiosity, creativity and self-learning with TEDed

DigCompEdu Competence area: 3.4   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Teachers who want to embed TEDed in their materials.

Target group

Teachers

Ingredients

PC/laptop/smartphone

Internet connection

Video-based teaching material

Description:

TEDed is an on-line platform derived from the famous TEDtalks specifically dedicated to teaching and education. It is divided into two different spaces: one for students with access to video-based lessons organised either by single items or a series and one for the teachers with tips and guidance to create customised videos and track the progress of their students etc. Out of the many possibilities of the platform, this recipe will specifically focus on the TED-style video lesson creation.

How to do it (step by step)
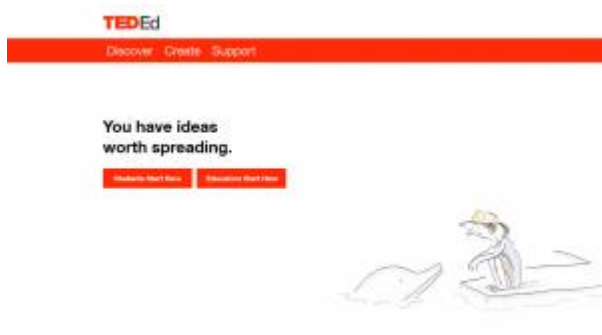
Step 1

Go to https://ed.ted.com/ and register (you may register with a Facebook account or create an account manually with an email address and a password). You will be directly redirected to the main TED page. Don't panic! Click on "watch" and scroll down to select "TED-ed videos"

Step 2

Click on "Explore TED-ed" on the right, you will eventually be redirected to the right page

Step 3

Click on "Educators start here".

Step 4

Click on "Create" and select the first item "create your own video-based lesson".

Step 5

Enter the subject of your lesson in the search bar and choose the video you would like to include in your lesson, once you found it, click "continue", you will be redirected to a screen which is gives simple guidance to build your lesson.

Step 6

Fill in the proposed template with the lesson title, a description, questions, additional information etc.
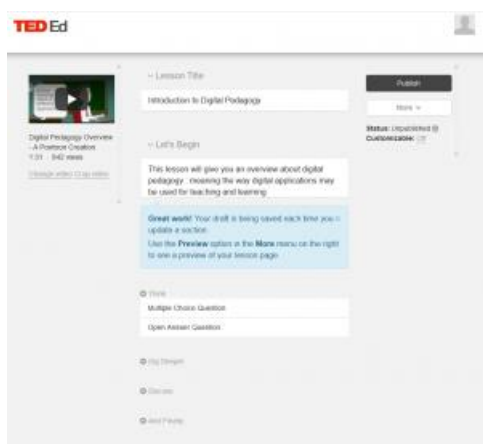
Step 7

When the content of your lesson is finalised click 'publish" on the top right corner, and a confirmation message will appear asking you how you would like to share the lesson to your students etc. (Note: the content of each lesson on TEDed is monitored and may take a few days to be public). Your lesson may be shared on the TEDed platform, by email or via the social networks.

Step 8

Track the progress of your student while visiting your "activity page".
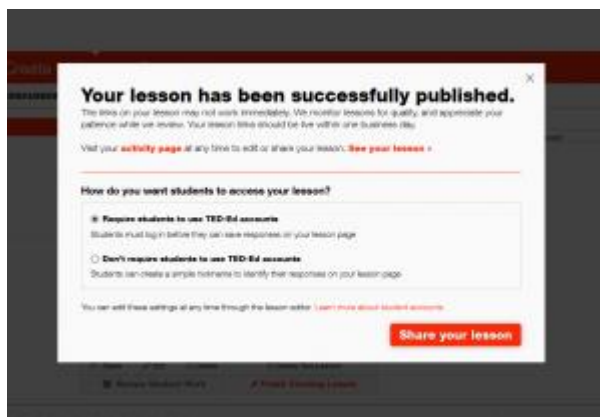
There's more:

It is also possible for teachers and educators to initiate and monitor group projects with their students while joining the "TED Student Talk Program". The platform also offers additional opportunities for professional development with the "TED Masterclass".

See also:

Ted Talks website : https://www.ted.com/talks

Assessment

Area

04

4.1   Assessment strategies

⊘VET 4.1.1 Create a 'gap fill 'exercise for students to complete on Moodle

DigCompEdu Competence area: 4.1   Progression Level: B2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Any class with access to the internet.

Target group

All ages.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Moodle application
- Other Microsoft tools for preparing tasks

Description:

Moodle's learning and assessment set up for students is suitable for regular seminars and classes. The aim is to increase usage of the app and reduce the use of paper. The learning platform is designed to provide a way of personalising learning environments. This activity is useful for assessing learning, recapping activities and revision tasks.

How to do it (Step by Step)

Step 1: Register for Moodle and create a course

Step 2: In course administration mode, make sure editing is turned on under the settings wheel

Step 3: Click on more at the bottom of the list under the settings wheel

Step 4: Scroll down to Questions at the bottom of the page

Step 5: Select a category: Training Questions

Step 6: Select Add a new question

Step 7: Select Gapfill from the list and Add.

      a. Create your activity

      b. Name your activity

      c. Write your question in the text box. (Use square brackets to isolate the words to gap)

      d. Add in Distractor words which are not the correct answers

      e. Click More Options

      f. Delimit characters, click square brackets

      g. Display answers: select drag and drop

      h. Select: Multiple tries

      i. Save changes

Things to consider: Not every student may have a computer or a phone to access and use the application.

See also:

https://moodle.org/

✓VET 4.1.2 Create a self-marking test on Google Forms which gives pre-written feedback

DigCompEdu Competence area: 4.1   Progression Level: B1

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B2

Learning/Teaching situation

Home learning; flipped learning; a revision exercise.

Target group

All ages.

Ingredients

- PC/laptop/smartphone
- Internet connection

- Access to Google Drive

A practical and easy to use self-marking test, useful for revision tasks and measuring progress. Providing pre-written feedback is a useful timesaving tool for all teachers. Teachers must set up and manage the test with the feedback and answers to each question prior to sending out a link to the quiz/test.

How to do it (step by step)

Step 1: The teacher needs to create a Google account.

Step 2: Create an online survey on subject matter using Google Forms. Provide title and use a mix of question types for variety and interest. Ensure all questions are compulsory.

Step 3: Don't forget to add student name question to identify the results.

Step 4: Click add a question.

Step 5: Complete the question.

Step 6: On the bottom left of the question click Answer Key.

Step 7: Choose the answer or answers that are correct.

Step 8: In the top right of the question, choose how many points the question is worth.

Step 9: To add a written or YouTube video explanation to an answer, click Add Answer feedback.

Step 10: You can assign points and add feedback on all question types.

Step 11: Put an end date on the survey/questionnaire.

Step 12: Send link to survey/questionnaire to the students by email, social media or embed in a document or webpage.

Step 13: Students complete and submit the survey and get instant points and feedback.

This can be used for identifying areas of weakness to help plan lessons. Or can be used to assess prior knowledge on subject area, the survey can then be retaken at the end of a topic or subject to measure progress.

See also

Guidance on how to create a survey:

https://support.google.com/docs/answer/6281888?hl=en&ref_topic=6063584

https://support.google.com/docs/answer/2839737

Guidance on where to save data:

 https://support.google.com/docs/answer/2917686

Guidance on how to treat collected data:

https://support.google.com/docs/answer/139706?hl=en&ref_topic=6063592

For Business:

https://gsuite.google.com/products/forms/?utm_source=formsforwork&utm_medium=et&utm_content=learnmore&hl=en

Help and advice:

https://gsuite.google.com/support

4.1.3 Create on-line quiz to assess learner's progress with Typeform

DigCompEdu Competence area: 4.1   Progression Level: B1

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A2

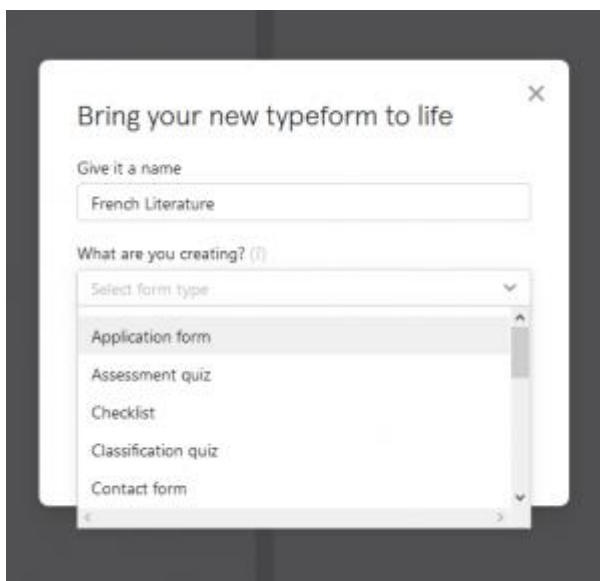## Learning/Teaching situation

Teachers who have to improve their knowledge of online quizzes.

Target group

Teachers.

Ingredients

- PC/laptop
- Internet connection

Description:

Typeform is an application to create on-line quizzes, questionnaires. It is used by big companies such as Airbnb, Uber, Nike etc. to set up customer surveys. The application is free and very user-friendly.

Step 1

Go to https://www.typeform.com/ and create a free account. You will receive a verification email, click on it and answer a few questions.

Step 2

After answering a small questionnaire, you will be redirected to your newly created "work space".

Step 3

Click on "New Type form" and choose a template out of the template gallery, you may also skip this step and start right away with the quiz. In that case, click "start from scratch" button on the top right corner
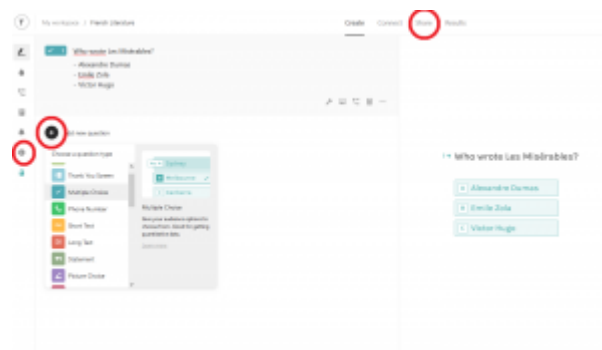
Step 4

You will be asked to choose a name for your quiz, to select an audience as well as the purpose of the questionnaire

Step 5

The next page is dedicated to build up the survey. The screen is divided into two the left side is your working space, the left side shows a preview. Consider the following button:

– + sign to create a new question (you may choose between multiple choice, yes no, statement etc.)

– Setting button to manage respondent access, scheduling and end date

 – Share button to obtain the link to the quiz

There's more:

Typeform includes "Calculator," custom "Thank You" screens, "Question Groups" which allow questions to be added to sections or include sub-questions and "Logic Jump" which customizes the questions a user sees based on their selections. The form can be embedded into a website, open in a pop-up, or be accessed through a unique URL.

See also:

Additional information about Typeform can be found here:

https://noobelearning.com/2018/06/07/comment-utiliser-typeform-pour-vos-sondages/

4.1.4 How to encourage personal and professional skills self- assessment using an online platform "Competences+"

DigCompEdu Competence area: 4.1   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Teachers who want to encourage their students to make a self-assessment of their skills

Target group

Teachers & students.

Ingredients

- 1 PC for the teacher
- 1 smartphone/student
- Internet connection
- 1 projector

Description:

The online platform "Competences+" is an example of an application that teaches how to structure and address professional career goals such as employment, training, entrepreneurship or international mobility. The application also trains users how to write a good cover letter, a CV and prepare for a job interview using webinars and other interactive resources.

How to do it (step by step)

Step 1: Go to https://competenceplus.eu/

Step 2: Click on CV and cover letter training and see the different units. Select the relevant unit to your needs.

CV AND COVER LETTER TRAINING

The following pages contain 4 units of online training material that prepare you to apply for a job after your mobility.

You will learn how to carry out some preparatory tasks before writing your CV and cover letter, like identifying your own strength and weaknesses and being aware of employers expectations.

Afterwards the material assist you in updating your CV and cover letter and gives hints how to use social media to assist in your application phase.

Unit 1: Preparation phase

Unit 2: The CV

Unit 3: Cover letter

Unit 4: Social media

Activity: write and discuss

Step 3: A new window will open. Select the button

"Preparation phase" to open the presentation.

Step 4: A PowerPoint presentation will be open that could be used for class. Each presentation is completed by exercises and tasks to teach learners the method.

Step 5: Once this document is opened, the teacher can discuss the CV and cover letter with students.

Step 6: Students also can find this on the website and can retry the exercise.

Step 7: A second part of this platform is the competence identification. The teacher can support students to evaluate their professional and/or personal competences.

The students select "competence identification" section (see screenshot).

Step 8: Arriving at the new window, select "Click here to start your self-assessment" and follow instructions until the end (see screenshot).

Your benefits:

- After completing the questionnaire, you will receive a graph that gives you a visualisation of your competence levels from 1 to 5.
- You will be able to see where your strengths and weaknesses lie.
- You can download your competence graph as pdf and enclose it to your job application documents.
- Make sure to emphasise on your identified strengths in your CV and cover letter.
- Think about ways to justify or explain your weaknesses in a job interview, but do not emphasis them in your CV and cover letter.
- Look for training opportunities to strengthen your weak spots in the future.

Click here to start your self-assessment

Step 9: At the end of this self-assessment, every student receives a graphic presentation of their competences.

There's more:

Use the graphic presentation of each students to generate discussions about career goals and professional development.

Ask the students to repeat this exercise several times over a period of time in order to assess progression and changes.

See also:

Additional information can be found on:

https://competenceplus.eu/

4.1.5 Monitor learner's progress with Google classroom

DigCompEdu Competence area: 4.1   Progression Level: B1

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A2

Ingredients:

- A computer
- An internet connection
- A Gmail email address

Description:

Google Classroom is a free application for schools that connects teacher and learners and encourage paperless learning and teaching. It is accessible for Gmail account owners. Learners are invited to join a class through a private code they receive by email. The application also includes storage capacities and features to create assignments, grade the students and monitor their progress.

How to do it (step by step)

Step 1: Go to www.classroom.google.com, sign in with your Gmail account, click continue.

Step 2: Click on the + sign on the top left corner to either create a new class or join an existing one. If you choose to create a class you will be redirected. Fill in the form with the details of your class and click "create" on the bottom right corner.

Step 3: Pay attention to the class code you will need to send to students in order for them to have access to your material.

Step 4: Click "classwork" to add content on your lesson (material, assignments, quiz etc.). Click on "people" to invite students in your class. Click on "grades" to monitor learner's progress on a specific assignment.

Step 5: Students may submit their assignments in the form of the shared document or giving the teacher access to a document uploaded in their personal Google drive. It is possible for the teacher to adjust the grading scale while clicking on "ungraded".

The application is linked to other Google apps such as Google Calendar (for scheduling and planning), Google Drive (for storage) or Google Form (for survey). It is also possible for schools to create a free Google Apps for Education account for the whole school.

See also:

New features available on Google classroom: https://www.teachthought.com/current-events/changes-new-features-in-google-classroom/
5 Tips to use Google Classroom: https://www.aeseducation.com/blog/2016/10/how-to-use-google-classroom

4.1.6 Use G Suite Education to share online resources with other teachers

DigCompEdu Competence area: 4.1   Progression Level: B2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B1

Learning/Teaching situation

The recipe is for trainers who want to share their original or previously created online resources with other teachers. It's a sharing tool that enhances communication and collaborative work amongst teachers. Ultimately, teachers can also use G Suite Education to facilitate interactive learning.

Online Teachers / Classroom teachers.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Login to a Google domain / Google account
- Account for G Suite Education (see link below)
- Previously created or found online resources (such as grammar worksheets, reading comprehension texts, etc)
- Scanner (if your lessons are paper versions)

Description:

Google offers schools a hosted solution for email, calendar, and chat through G Suite for Education, an integrated communication and collaboration solution. By using G Suite Education, trainers can share online resources with other teachers in a paperless and collaborative online way. This specific lesson will teach you how to use and manage a shared Google Drive to compile your lessons online and share them with other teachers. You can create Google Drive shared folders for different projects, courses, or subject areas.

How to do it (step by step)

Step 1: Scan all your paper versions of worksheets and exercises you'd like to compile. If you have online lessons, add them as PDF, Word, Excel or Powerpoint documents to your computer desktop.
Step 2: Login to your G Suite Education account

Step 3: Go to www.drive.google.com

Step 4: On the left, click Shared Drives

Step 5: At the top, click + New (folder)

Step 6: Enter a name for the new folder and click Create (For example, Present Perfect Grammar)

Step 7: Upload all your worksheets and lessons by dragging them from your desktop into the new folder

Step 8: Click on the shared drive - click Add Members

Step 9: Add members by entering email addresses (or groups from Google Groups)

Step 10: Include a message on why you are sharing the folder with your colleagues

Step 11: Hit send and the teachers will receive an email with an access link

There's more:

G Suite requires a lot of background information to understand how best to take advantage of this free tool. It is only free for qualified institutions – this includes schools and homeschools. Check out this link to see if you qualify:

https://support.google.com/a/answer/134628

How to sign up for G Suite for Education:

https://support.google.com/a/answer/2856827?hl=en

For more advanced work with Google Drive, learn how to give your colleagues manager access so they can further share the drive.

https://support.google.com/a/answer/60781?hl=en

See also:

Check out training on the fundamentals of using G Suite Education.

https://teachercenter.withgoogle.com/fundamentals/preview

4.2 Assessment strategies

4.2.1 Use WordPress to create a class "home page" for students to access class content

DigCompEdu Competence area: 4.2   Progression Level: C2

Minimum digital skills level of Students: B2
Minimum digital skills level of Educators: C2

Learning/Teaching situation

The recipe is for trainers who want to boost their digital presence. The ideal learning/teaching situation is for teachers who want to make content/class information accessible to their students online. This recipe focuses more on WordPress as a complementary resource for teachers rather than as a teaching tool.

Target group

Online teachers.

Ingredients

- PC/laptop
- Internet connection
- Google Domain
- WordPress Installation

Description:

This recipe enables trainers to create a website with WordPress for their educational institution. It requires a good bit of motivation and advanced skills, but ultimately, trainers will learn to create a resource for students, parents, and other teachers to access information digitally. In this recipe, we'll learn how to create a website (homepage) for your institution so you can provide information on your courses, classes, school, etc. It is for trainers with advanced digital skills as it requires some basic coding and regular upkeep.

How to do it (step by step)

Step 1: Before you start, you'll have to create your own Google Domain. You can learn how to do this here: https://support.google.com/domains/answer/3453651?hl=en
You'll also need to purchase a hosting service, like BlueHost, which is a good choice as it supports WordPress. Login to your web hosting account (on BlueHost)
Step 2: Click the button that says, "Install WordPress" and follow the step-by-step instructions to install and enter your credentials.
Step 3: You can find your admin login at www.[yourdomainname].com/wp-login.php
Step 4: Pick a theme for your WordPress site; make sure to pick a theme that is appropriate for your use. Something simple and professional is suitable for an educational website, click on "Themes", click "Add New" and search the theme you chose and click "Install"
Step 5: Click on "Activate" and wait till it takes you back to the main dashboard
Step 6: Under the Appearance tab, click Customize – here you can customize your site to match your schools 'colours
Step 7: On the main dashboard, click on Pages and click "Add New"
Step 8: Here you can enter information like a page "About your school" or a "Contact page". Take a look at this list of ideas for content to add to your educational website: https://rarathemes.com/blog/create-educational-school-website-with-wordpress/

To have your own website costs money so it's smart to do some research online to know what the best deal is for you.
Check out cheap options for your domain and hosting services like Bluehost:
https://www.bluehost.com/blog/wordpress/how-create-wordpress-website-5-quick-steps-6878/?utm_source=google&utm_medium=genericsearch&kclickid=442b7593-70bb-4b27-b54e0b7e801d4133&kenshoo_ida=Blue%20Host%20IDA&gclid=Cj0KCQjwrrXtBRCKARIsAMbU6bEAC7_1685UMgjecOXHSWG2QXVsq8NFG21KIaHJZPJNTik1rDmc-sMaAsMXEALw_wcB
Check out how to choose the best theme for your site:
https://rarathemes.com/blog/how-to-choose-a-wordpress-theme/

Check out this blog on great educational themes for WordPress:
https://colorlib.com/wp/best-education-wordpress-themes/

4.3 Feedback & Planning

4.3.1 Jotform for feedback to improve your classes

DigCompEdu Competence area: 4.3   Progression Level: B1

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B2

Learning/Teaching situation

Tailoring your teaching practice for your learners, understand their preferred learning experiences.

Target group

Any kind of teacher or trainer.
Intermediate level of digital pedagogy competences.

Ingredients

- PC/laptop/smartphone/tablet
- Internet connection
- Email account

Description:

This recipe allows the teacher to have feedback from the class with the goal of improving the teaching and learning sessions
Jotform has a way of working very similar to the Wufoo and Formstack applications. There is a free version that allows you to create an unlimited number of forms, with a maximum of 100 entries, and it is also available in other languages. With Jotform you can also start working from a ready-made template, or start with a blank page
It can also be applied for exams, tests or voting in class. It would be more suited to teenagers or adults.

How to do it (step by step)

Step 1: The first step is, logically, registering for Jotform. Go to the main page and click on "Sign up for free!" or enter this link: https://www.jotform.com

Step 2: Open your account in Jotform.

Step 3: We are going to create a questionnaire, so will start with a blank page. On the left side of the page you will see that there are some fields that you can drag to the right page, and place them wherever you want. Among the different types of forms that can be easily made are: contact, reservation, to upload files and even event calendars.

Step 4: When you finish the questionnaire send the questionnaire to your students. If you want to use it as a contact, it allows you to select the e-mail you want to send to and, simply put, the data will arrive in that box.

Step 5: Wait for the feedback from your students. We can generate a link for our questionnaire.

Step 6: Analyse the answers and get feedback.

There's more:

For this recipe you can use also SurveyMonkey or Googleform.

See also:

https://www.youtube.com/watch?v=gDxm25ncR3o

4.3.2 Set up a group meeting / event with Doodle

DigCompEdu Competence area: 4.3   Progression Level: A2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A1

Learning/Teaching situation

Teachers who want to plan a meeting or an event.

Target group

Teachers & students.

Ingredients

- PC/laptop/smartphone
- Internet connection

Description

Doodle is an on-line scheduling application that can be used to organize a group activity or event without having to go through extensive email exchanges. The organizer of the event creates a poll including dates and place propositions and sends a link to the group

which can then indicate their availability in a "yes" "no" "maybe" form. The application keeps count in real time about the date option that received the most votes.

How to do it (step by step)

Step 1: Go to https://doodle.com and register with either a Google, Facebook, Microsoft or CSO account

Step 2: On the Doodle dashboard click on "create" on the top right corner to create a new poll. You will be given choices to create a group meeting, a one-to-one meeting or a survey; for each option follow the proposed process

Step 3: Explain what the meeting is about and press "continue".

Step 4: Insert the date options using the calendar feature (it is possible to set up a specific day as well as a specific time period during the day).

Step 5: Define the poll settings (poll deadlines, numbers of answers allowed per person, audience of the poll etc.).

Step 6: Invite people while inserting individual email addresses, you may enter a specific note for your group while clicking "edit message". When clicking send, the group will receive an automated email with the link of the poll. You may also choose to only send the link in a regular email.

Step 7: Click "more" on the top line of the last screen for additional features such as exporting the poll into excel or PDF, print the poll, delete or duplicate the poll etc.

There's more:

Doodle is not free, it is possible to test use the application free of charge for a two week period after which a monthly fee will be requested.
Doodle also contains an on-line appointment booking feature called "My Bookable Calendar" which may be very useful for professions requesting one-to-one meeting (health practitioners etc.)

See also:

A similar application for event planning is Framadate
Framadate: https://framadate.org/

Doodle Help Desk to access additional tutorials and help:
https://help.doodle.com/hc/en-us

4.3.3 Use Coggle to give informal feedback/assessment with flow charts

DigCompEdu Competence area: 4.3   Progression Level: B1

Minimum digital skills level of Students: A1

Minimum digital skills level of Educators: B1

Learning/Teaching situation

The recipe is aimed at educators who wish to give their students comprehensive and visual feedback.

Target group

All ages.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Coggle account (check pricing plans)
- A student's assignment or specific topic you'd like to give assessment on.

Description:

The recipe enables educators to give their students feedback/assessment with flow charts. It is a visual way of sharing ideas on a student's assignment or progress. Coggle has different pricing schemes, so you can check which plan best fits your needs.

How to do it (step by step)

Step 1: Go to https://coggle.it and choose Create Diagram.
Step 2: Give the flow chart a title, e.g. How to Assess Creative Writing Assignments.
Step 3: Right click on the background of the diagram and click on the + sign to create new items.

Step 4: Create as many Top Level items as you need, for example "Storyline", "Character Development", "Story ending".

Step 5: To choose the style of each item, right click on each item.

Step 6: Choose the color or shape you want for each item.

Step 7: To connect items with arrows, click the (+) buttons and give them labels.

Step 8: To join items, create empty items and drag it over the item you want to connect it with.

Step 9: If you wish to copy and paste the puzzle to a different application, cut out the puzzle.

Step 10: Continue to add new items and shapes until your flow chart is complete.

Step 11: You can use different colours to indicate different topics.

Step 12: Save your Coggle diagram to share with your students.

There's more:

Coggle is also a great way to have your students give their feedback on what they've learned. For example, they could use it to visually depict a storyline of a reading comprehension text. Coggle is an easy, free tool to use – however, there are premium plans if you wish to upgrade.

See also:

Learn how to use Coggle: https://www.youtube.com/watch?v=99VswRkMyW4
How to create your own chart:
https://coggle.it/diagram/WjrH_UGqQQABmOGW/t/coggle-mind-mapping-tutorial

4.3.4 Use Framadate to digitally consult with a group of students outside the class

DigCompEdu Competence area: 4.3   Progression Level: A2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Teachers who need skills to consult outside the classroom.

Target group

Teachers & students.
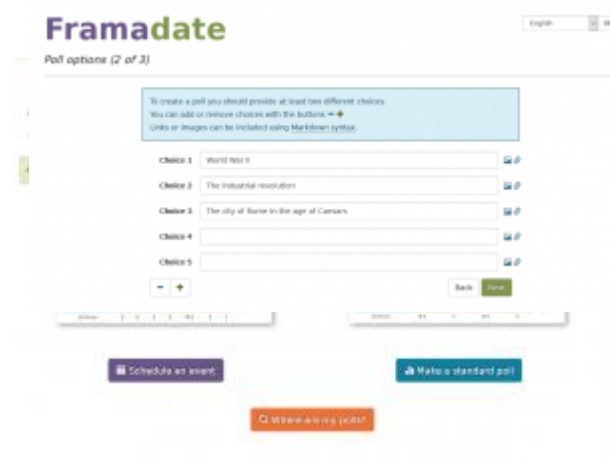
Ingredients

- PC/laptop
- Internet connection

Description

Framadate is an on-line application to create polls that can be used to consult and collect feedback in a group. The user can create two types of polls: one for setting a date and time for a meeting or an event and a second one to decide/select collectively based on a pre-defined list of items. No registration is required.

How to do it (step by step)

Step 1

Go to https://framadate.org/ and choose whether you want to "schedule an event" or "create a standard poll". For the sake of this recipe, the latter option will be chosen.

Step 2

Fill in the short questionnaire giving the basic information about the poll (name and email address of the creator, name of the poll etc.). At this stage, it is also possible to write a short message to the group of persons you wish to consult with in order to give additional information if needed.

Step 3

Click "go to step 2"

Step 4

Insert a list of items among which you would like the group to choose from. There is a possibility to insert a visual and/or a link for each option of the list to make the poll more attractive while clicking on the right button. A pop-up screen will appear to upload pictures, photos etc. directly from your computer.

Step 5

Click "next"; the following screen will ask you to confirm your list of items and to set up an end date for the poll

Step 6

Click "create the poll"; a recap screen will appear with 2 links: one link to be sent to a group of people with a direct access to the poll and one administrator link allowing the creator of the poll to manage it

There's more:

The creator of the poll will also receive 2 emails: one email with a direct link to access the poll that he/she will need to send to the group of people and one administration link. The application also includes a comment section that allows respondents to give their feedback or additional information. Framadate is an open-source software, completely free of charge and free of advertising. It also includes additional applications such as "framablog", "framakey", "framadvd", framapack" etc.

See also:

A similar application for event planning is Doodle: https://doodle.com/

⊘VET 4.3.5 Use Google Forms for Creating Evaluation

DigCompEdu Competence area: 4.3   Progression Level: A2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B2

Learning/Teaching situation

To apply alternative ways of evaluation.

Target group

Students, teachers, trainers, educators, facilitators

Ingredients

- Installed Windows/ Mac O5
- PC/laptop/tablet/smartphone
- Internet connection
- Google account

Description

Google Forms are an easy, accessible and user-friendly tool for performing evaluation, analysis and getting feedback. The choice of question formulations (short answer, paragraph response, multiple choice, checkboxes, dropdown, linear scale, and multiple-choice grid) allows for an interactive and engaging questionnaire for versatile topics targeting different groups.

Teachers/trainers can use the tool to assess their students prior to the learning process to gauge pre-existing knowledge and compare the results after the course has ended. The forms can be also used for feedback from students, parents and colleagues. Apart from the educator using the tool, the students can also benefit from it and assess their own learning, evaluate and get feedback from their peers or collect data for their research projects.

The benefit of using a Google Form is that users do not need to have a laptop or PC, as a smartphone would also suffice; hence in terms of equipment requirements using this app is simple and easily available.

If the teacher/trainer plans for their students to use Google Forms, it is ideal if students can first observe the educator creating a Google Form and then do it themselves. Hence, learning-by-doing will be the most suitable approach. However, if due to equipment limitations that is not the case, the teacher/trainer can "demonstrate" how to create a Google Form through videos and screenshots.

How to do it (step by step)

Step 1: Participants

If you want to use Google Forms to manage your teaching process, in order to be able to involve your target group the persons responding will need to have valid email accounts. Hence, ideally, they will already have some basic digital skills in using email and search engines. However, not having an email account should not be a setback, because the students can create an email account with the support of the educator. If working with

minors or vulnerable groups do take into consideration that creating a Google Account entails Google accessing all Google-hosted information - the users ´ name, videos, browsing history, map searchers, docs, etc.

Google Forms lets the teacher/trainer evaluate students, when they are not physically present in the class, thus it can be used for assigning homework tasks, or evaluating students who are not able to attend to the classes/training in the specific timeframe.

Step 2: Creating Questionnaires

If you use the Google Forms app for knowledge assessment, it offers various formats for questions, thus allowing for versatile tasks and evaluation in different fields and topics. For example, the Maths add-on button will be useful for inserting equations. In addition, videos and images can be inserted that can serve as a practical exercise for science classes, or for language assessment to test comprehension abilities.

Teachers/trainers are to bear in mind that if students are not filling in the evaluation form in class/training session, they may be easily distracted in a non-school environment, hence the questions need be engaging with an interactive template, focused and comprehensible (as if the student needs to ask clarifying questions the teacher may not be able to reply right away as it is not face-to-face evaluation).

Google Forms allows for storing the responses in a Google Sheet, thus providing an easy and convenient way for analysis and evaluation. It is time-saving when it comes to collating and analysing the results.

It is also a useful tool for tracking the assignment progress of your students. Having finished an assignment each student can fill in a form with their name, class and assignment, and this will be visible in a spreadsheet allowing for easy recording and keeping track of students ´ progress controlling for delays or issues.

Step 3: Collecting Input

In addition to evaluation, the Google Forms app could be also used for collecting feedback from students and parents alike.

In a quick and more appealing manner (not just with pen and paper) you can gather feedback for a session/educational visit or specific exercise. The form allows for

anonymity; hence the students would feel comfortable providing honest and open opinions.

The teacher/trainer can also collect feedback for the course from the parents/colleagues, as using a Google Form would allow for time-flexibility so that they can complete it depending on their availability.

The teacher/trainer can also use Google Forms as a simple tool for collecting information and contacting data for their students/parents, etc. (names, emails, age, study interests, ideas for projects, etc.) In addition to feedback, the educator can also scout for ideas for new topics and interests through Google Forms. Making a simple questionnaire and sending it to your peers (working in different institutions/schools/organizations) may inspire new ideas and collaborations without putting much effort and time in looking for new horizons.

Step 4: Evaluation

As already mentioned, Google Forms app stores all answers which can be presented in a Google Sheet, thus allowing for the easy creation of graphs, analysis and simple data layout.

Furthermore, through the settings you can send the evaluation to the student right after the assessment, thus sending it in a timely manner.

Using Google Forms as a student

As a teacher/trainer you can also have your students/trainees use Google Forms for peer evaluation, feedback or collecting ideas for their own projects. It is a tool to put the learners in the centre of the learning process, as they would have to think about questions/criteria to evaluate their own peers (and even their own knowledge), thus encouraging critical thinking and analysis.

Using Google Forms can be a task with its own merit, as a teacher/trainer you can ask your students to do surveys, evaluations, research, etc. through Google Form, thus allowing them to gather the information and do the analysis afterwards with a simple and user-friendly tool.

There's more:

Google Forms is an accessible, user-friendly tool to use for basic evaluation. It is easy to use as users need only a Google Account to create their forms, and there is no need to download a special programme. The app stores the data from the surveys and provides the user with useful spreadsheets and charts which can later on be used for the evaluation of your data.

It can be used for plethora of activities and with diverse target groups (evaluations, research, collecting input, feedback, peer evaluation etc.)

It is a useful tool for simple evaluations, but if you need more complex and layered evaluation system there may be some concerns and limitations regarding the volume of texts, images and data it can process and store.

See also:

Google Forms, https://blogs.umass.edu/onlinetools/assessment-centered-tools/google-forms/

Tech Tips for Teachers: 4 Ways to Use Google Forms

https://edtechmagazine.com/k12/article/2016/05/tech-tips-teachers-4-ways-use-google-forms

81 Ways Teachers can Use Google Forms with their Students

https://www.educatorstechnology.com/2012/11/81-ways-teachers-can-use-google-forms.html

Observation Forms https://sites.google.com/a/lvusd.org/teaching-with-google-apps/forms/observations-forms

✅VET 4.3.6 Using Kahoot for light-hearted tests

DigCompEdu Competence area: 4.3   Progression Level: B2

Minimum digital skills level of Students: B2

Minimum digital skills level of Educators: B2

Learning/Teaching situation

Exam preparation or knowledge recall from previous lessons.

Target group

Any kind of teacher or trainer.

Intermediate level of digital pedagogy competences.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Email account

Description

This recipe gives the teacher a tool to create light-hearted tests or exams.

Kahoot is a tool that helps teachers integrate gamification into the classroom to help student satisfaction, gain attention and commitment from students to learning. Tests

and exams can be very stressful for the students, but Kahoot can make them more pleasurable.

Using Kahoot in class is an extraordinary way to gamify learning. What is a linear and boring test for students we can turn it into something fun, where competition and play come first ··· and if you have fun, you learn more.

How to do it (step by step)

Step 1: The first step is, logically, registering for Kahoot. For this go to the main page and click on "Sign up for free" or enter this link: https://create.kahoot.it/register

 Step 2: Open your account in Kahoot; It is important to create your profile choosing the teacher option.

Step 3: The next step will be to create a Kahoot For this we will do the simplest option of Kahoot: The quiz.
Step 4: Fill in the fields that ask: title, description, language, target audience, etc.

Step 5: The next window will ask for questions to be added, with an interface that is also very intuitive and very simple to use. Click on "Add question" and the platform will ask for some information about the question

Step 6: Send it to your students and enjoy how they are having fun while they are learning!

There's more:

Great for starter activities.

Encourage students to create quizzes for each other

Kahoot could be used also for discussions or to prepare a competition for the students.

See also:

https://www.youtube.com/watch?v=TMVLmG28ijI

4.3.7 Using Mailchimp to update your students

DigCompEdu Competence area: 4.3   Progression Level: B1

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B1

Description

This recipe provides the teacher with a tool for sending reminders to students of the tasks they need to do via a newsletter. It could be used by any teacher, but more specifically for the class tutors. Its main use is to remind students of activities, tasks or exams for a week or month.

Target audience

Any kind of language teacher or trainers (mainly class tutors)
Beginners with basic or medium level of digital pedagogy competences

Ingredients

- Computer or Smartphone
- Internet connection
- Email account

How to do it (step by step)

Step 1: Open your account in mailchimp.com

Step 2: Create a list.

Step 3: Fill the list details (name of the list, your mail and your name).

Step 4: You can create different lists, depending on the number of the students you have.

Step 5: Design your newsletter.

Step 6: Send it to your students

There's more:

You can also use this tool to inform your colleagues or parents about activities or events in the school.

See also:

http://www.mailchimp.com

https://www.youtube.com/watch?v=sSdSVUMwAoo

Assessment

Area

05

5.1 Accessibility & Inclusion

5.1.1 Create a WordPress private forum to encourage continued discussion at home

DigCompEdu Competence area: 5.1   Progression Level: C1

Minimum digital skills level of Students: C1
Minimum digital skills level of Educators: C1

Learning/Teaching situation

This recipe is aimed for encouraging extra discussion interaction from students from home. It is ideal for advanced teaching situations in which students can share their opinions, questions and reflections. For conversational/discussion topics, this is a great resource.

Target group

Classroom/blended learning teachers/flipped classroom.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Search engine
- WordPress website
- Installed plugin – bbPress

Description

This recipe enables the creation of a forum/discussion board on your WordPress site. It encourages engagement and builds a community for your students to continue discussion at home. Forums require using a plugin. There are many different options, but this recipe will focus on bbPress.

How to do it (step by step)

Step 1: Login to your WordPress admin area and add the bbPress plugin by going to "Plugins >> Add New" – click install and activate.

Step 2: Once activated, you will see Forums in your menu items on your admin page.

Step 3: Click on Forum >> New Forum.

Step 4: Pick a title for your forum and add a description. The title should be relevant to what you want your students to discuss. For example, you could create a forum for your students to share their ideas on assignments like "Creative Writing".

Step 5: Press the publish button to add your forum.

Step 6: Create a new WordPress page and give it a title (Forum) and paste the shortcode [bbp-forum-index] in your page. Publish it.

Step 7: Go to Appearance >> Menus and add this new Forum page to your navigation menu.

Step 8: You will need to open the page for your students to register. Do this by going to Settings >> General.

Step 9: Next to Membership, tick the box that says "Anyone can register".

Step 10: Create a new WordPress page and give it the title Register. Add the shortcode [bbp-register] and publish the page.

Step 11: Have your students register to your WordPress forum and the discussion can begin!

There's more:

You can choose the user role of everyone registered on the Forum. The roles include Keymaster (you as the creator), moderator, participant, spectator and blocked. Your students should all receive the role of Participant.

See also:

Check out this website tutorial on using bbPress https://www.wpbeginner.com/wp-tutorials/how-to-add-a-forum-in-wordpress-with-bbpress/

Or watch this video to learn how to use bbPress with your WordPress page: https://www.youtube.com/watch?v=GsU18dWFcD8

5.1.2 Use GoToWebinar for an online seminar

DigCompEdu Competence area: 5.1   Progression Level: B1

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: C1

Learning/Teaching situation

Using digital resources to deliver a course.

Target group

Teachers, trainers, students

- PC/laptop/tablet
- Internet
- GoToWebinar account
- Working Camera
- Working Microphone

Description:

GoToWebinar is a platform for businesses and sole proprietors with which they can create and deliver online and video conferences with their customers, colleagues, stockholders, and so on. Even though it has been designed to serve the purposes of the business world, it is a valuable tool for teachers and trainers to address their learners. Having online seminars (webinars, a.k.a virtual classroom sessions) allows for an audience located anywhere to present to an audience located anywhere, thus it is a perfect tool for distance students, or for teachers/trainers who are not in the location of the class. Furthermore, using webinars to deliver a course makes it more appealing, innovative and relevant to the contemporary digital environment, thus more enticing for potential attendees.

The following lines will give you some tips and ideas how GoToWebinar can be useful and applied in a learning context.

How to do it (step by step)

Step 1: Know your audience!

That sounds more like a cliché, rather than proper advice, however what it means is, consider:

- the exact contents to be delivered

- the format – e.g. a face to face lecture-type session, discussions, input and presentations from the learners, have a guest-speaker etc.
- level of difficulty

are all essentials to engaging the learners and achieving a wider and stronger impact. Hence, when structuring the webinar it is to be borne in mind what is the profile of the learners (level of education, age, interests, reason for them to attend the webinar, etc.) and what exactly the trainer/teacher aims to achieve (provide input to the learners, to ask for input from the learners, to engage the learners in a discussion, etc.).

Webinars are a great tool to deliver training when trainer and trainees are not in the same location geographically, however it is to be borne in mind that attendees need to have access to the Internet and some mobile device to be able to attend.

If you do not know your attendees, the platform allows for the presenter to gather some information for the webinar participants, which may be helpful for statistics, research or just to develop your further sessions.

Step 2: Organising the webinar

Having already elaborated on the topics, contents and your target group, it`s time to invite your participants. Working with the platform is quite intuitive, you schedule your webinar and invite the participants. You can either send it to participants you already know, or you can put the link for the upcoming webinar on your faculty/school website, social media, or any networking tool you are using for your training. You can monitor how many people and when they register to be updated for the progress of your organization process.

While preparing, it is also useful to think in advance about the after-webinar time and communication rather than only focusing on the session itself. It may happen that the session may take longer than expected, you can finish earlier, or go with the flow and forget to present some information, etc. Thus, it is important to be able to have a channel for follow-up communication with the attendees to send them additional materials, distribute further tasks, or appoint another webinar session.

Also, depending on your objectives, you may consider having the video recorded beforehand, or having a live session. If your purpose is to engage your audience in a

discussion and get their input, then you most certainly would need to organize a live session. If you want to provide input and information to your audience without expecting interaction on their behalf you may consider recording a video and uploading it. It may be optimal also to have a video of your input first and ask your participants to watch it and organise a live webinar to reflect and discuss the input you have already provided through the video.

Step 3: Check your contents PRIOR to the session
Make sure first that you practice what you plan to do during the session, so that you know how it will flow; it will also be quite useful if you record it and watch it in order to make any further adjustments if needed.
Furthermore, ensure that you are also aware what will be visible on your attendees` screen and how the session would look like from their perspective. If you want them to access external sources, websites, etc., prior to the session check if these will be available to them as they are for the trainer, to avoid them not seeing your input just because they cannot access a certain source.
If possible, you can also ask for someone outside the framework of the webinar`s topic to watch the contents and provide you with HONEST and CRITICAL feedback. If they are engaged and interested so will your audience be.
If this is your first webinar, it may be useful for you to watch other webinars and decide what NOT to do and what you want your webinar to look like. It will help you understand what it is to be a student in a webinar and check what will make for impactful and meaningful contents for you as a student and design it for your trainees as well.

Step 4: The webinar
As already mentioned, the session may not go exactly as planned (technology issues, time limits, etc.) so have a Plan B for possible setbacks. For example, you can have some extra activities for the attendees to do, while you prepare your contents, or if you experience technological issues. Moreover, group activities and teamwork are always beneficial for the learning process, especially if participants are not physically together.

Bear in mind that, the virtual classroom is quite different from having an audience physically present in front of you. Sometimes you may not even see your attendees or hear them, but they are still present and you need to engage them. Furthermore, you need to be aware of the technology you are using and all the steps (and clicks) you need to do. It may be useful if you are inexperienced in delivering webinars to write down all the steps that you need to do to perform an activity as this may facilitate the process of speaking and still coordinating your equipment at the same time.

Step 5: Engage your Audience
If you want to encourage participation and interaction aim to involve the attendees during the session:
- Ask questions
- Make the live chat available
- Have the recap
- Leave space and time for questions and comments
- Ask for participants` input
- Have them participate in group activities
- Use proper materials: visuals, handouts, quizzes, polls, videos, images, etc.

Step 6: Follow-Up
Make sure that you keep engaging with your audience after the webinar as well. It is a part of the learning process, rather than just one-off event. You can relate it to other tasks and activities, refer to it as a learning material for future work, provide further input and elaboration via emails, schedule a next session, etc.
Ask for feedback! This is one of THE most essential elements for having a successful webinar. Ask your participants to critically engage and evaluate and comment on the session. Having analytical and insightful feedback is a clear indicator that your audience was present and paying attention to what you were saying. Furthermore, the feedback will be a valuable source and input for your following sessions.

See also:

GotoWebinar UserGuide, available at:

https://www.rsc.org/images/GoToWebinar%20User%20Guide_tcm18-251860.pdf

eLearning Tips Online Classroom and Webinar Success, available at:

http://www.modern.pm/gotowebinar-io3/?the-video=6

5 ways GoToWebinar can Help You Host Better Online Training, available at:

https://blog.gotomeeting.com/5-ways-gotowebinar-can-help-you-host-better-online-training/

There's more:

Using GotoWebinar allows for:

- High-definition video
- Unlimited attendees
- Screen sharing
- Multiple meeting facilitators
- Share keyboard and mouse control
- Recording of the meeting
- Drawing tools
- Meeting is accessible from most popular platforms and mobile devices
- Can use Outlook, Google Calendar, etc. for better management and planning during the webinar

It is a user-friendly tool with an array of tips, support and advice available on the GotoWebinar facilitating webinar-developing process. This tool is useful to reach out to a wider audience of learners, not only the ones who are able to physically be present in your class. It allows for flexibility, interactivity, diversity in the used tools, and connectivity for both trainer and learner.

GotoWebinar, http://www.modern.pm/gotowebinar-io3/

See also:

GoToWebinar, available at: https://www.youtube.com/user/gotowebinar

Tips on how to develop and structure your webinar you can find the GotoWebinar blog, available at: https://blog.gotomeeting.com/gotowebinar/webinar-tips/ and https://www.gotomeeting.com/webinar/resources

Online Teacher How to: Run a Stress Free Webinar, available at: http://www.modern.pm/gotowebinar-io3/?the-video=7

5.1.3 Using Kahoot polls as an icebreaker for new groups

DigCompEdu Competence area: 5.1   Progression Level: A2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: A2

Learning/Teaching situation

Any class

Target group

Any age.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Kahoot account

Description:

A selection of fun, interactive games for educators to break the ice, use as a recap exercise and build relationships among classmates. These games can be used as part of a teaching session or as part of an online learning experience. Kahoot interactive icebreakers can be in the form of timed challenges, True or False type quizzes or more fun games. Learners must interact and generate their own responses to the questions.
Benefit of tool implementation for educators: Interactive teaching
Benefit of tool implementation for learners: Accessibility and inclusion

How to do it (step by step)

Step 1: It's tricky to jump straight into lessons. Students and teachers alike need time to get used to new environments, processes, to get to know new classmates and each other. You can understand your students 'feelings and mindsets by using this icebreaker with a Kahoot template as a guide. Create a Kahoot account or log into your account.
Step 2: Open a Kahoot you would like to use or click on the three dots to create a new kahoot.
Step 3: Click on existing Kahoot and Duplicate – a copy of the Kahoot is automatically made and added to your Kahoots
Step 4: Click the three dots dropdown on the Kahoot card, and click Edit
Step 5: Tailor the Kahoot to fit your needs by editing questions, answers, time limits and media. All done – you're ready to play!

There's more

Kahoot has created templates for educators to duplicate and edit, or simply to get a little inspiration from. Encourage learners to share their stories through a game – and we bet they have tons of summer photos on their phones to add to the questions. Not only this is a fun ice-breaking activity, but it also helps to develop your learners'

storytelling skills.

Snap a quick picture of a written sentence, equation, graph or map to upload into a game in the app. Students struggling to come up with game ideas? Try pairing them up, or put them into small groups to research questions and answers. It will boost collaboration and teamwork.

Don't forget to save and share a screenshot of your fun icebreaker questions after your presentation is finished. To save a screenshot: go to polls, select an activity, and look for the 'Export' button in the lower right. Then send it out in a follow-up email to attendees. Poll Everywhere automatically records all responses for all of your activities on your personal page. Check back any time to see the responses sent to any of your activities.

See Also

- https://kahoot.com/blog/2020/03/10/distance-learning-toolkit-connect-students-online/?deviceId=3ec60b96-3f2b-4b75-a83d-f4123ce060b4R&sessionId=1585054136648
- https://kahoot.com/https://kahoot.com/blog/2018/08/16/back-to-school-kahoot-templates-icebreaker-kit/
- https://kahoot.com/explore/collections/back-school-ice-breaker-quizzes/
- https://blog.polleverywhere.com/fun-icebreaker-questions/

5.2 Differentation & personalisation

⊘VET 5.2.1 Create a blended learning lesson using online resources to develop grammar and vocabulary exercises for homework

DigCompEdu Competence area: 5.2   Progression Level: B2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B2

Learning/Teaching situation

The recipe is aimed at teachers and content creators who wish to create a blended learning lesson to develop grammar and vocabulary exercises for homework.

Target group

A2 – B2 depending on the tasks created online that the learners have to fulfil.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Moodle software installed
- Ideas for exercises or exercises prepared beforehand to put into Moodle
- Optional: other websites such as YouTube, BookWidgets, etc.
- Optional: speakers, headphones

Description

The recipe enables educators to develop exercises for grammar or vocabulary learning through a blended learning format. It enables educators to employ digital learning environments which are motivating and engaging. It also puts learners 'active use of digital technologies at the centre of the instructional process.

How to do it (step by step)

Step 1:

Go to your Moodle website, create a free account if you don't already have one and log in using your username and password. Go to the course for which you developed the exercises. Click the "settings" icon, turn editing on and click "Add an activity or resource". Choose the type of activity you wish to add from the list.

Step 2:

Click "Add". This will lead you to the template you need to fill out to create the exercise. Give your activity a name. There's a number of other settings that you can complete now or at a later time. Save your work by clicking "Save and display". On the page that opens, click "Edit quiz" and on the page that opens up, click "Add" on the right hand-side. In the menu that opens up, click "+ a new question". In the menu that opens up, choose the type of questions you wish to create from the list. Click "Add" to confirm your choice.

Step 3:

Now you can start building the exercise. Give the question a name in the field "Question name". Write down your text or question in the field "Question text". When you've completed all the fields, click "Save changes" at the bottom of the page.

Step 4:

On the page that opens up, you will now be able to see the exercise you have just created. If you want to preview the exercise, click on the magnifying glass icon on the right hand-side. Now you can see what your exercise looks like and click through it as the students would. If you're done, click "Turn editing off". Log out.

Moodle is just one way of creating interactive exercises. It's a great tool as it allows many different exercises and online materials to be inserted. However, in order to use Moodle in class teachers need to do some preparatory work. First of all, teachers need to get the software installed and create a course before they can start uploading material.

Moodle has many different features and is not always intuitive so creating activities in Moodle takes some time and getting used to. This needs to be considered before implementing Moodle in class.

See the links provided below to get further information on Moodle and tutorials on how to get started with the platform.

See also:

Moodle documentation for administrators:
https://docs.moodle.org/37/en/Admin_quick_guide

How to create a Moodle course tutorial video:
https://www.youtube.com/watch?v=8KKGiDEkfIA

How to create a cloze test video tutorial:
https://www.youtube.com/watch?v=aOn0jyq2WWU

How to create a quiz in Moodle using the question bank video tutorial:
https://www.youtube.com/watch?v=2hQDQKrw9a4

How to add interactive widgets to Moodle:
https://www.bookwidgets.com/blog/2017/10/the-5-step-guide-to-adding-interactive-exercises-to-moodle-with-bookwidgets

How to insert a video into Moodle: https://www.youtube.com/watch?v=MSg4wUvyAZY

VET 5.2.2 Expressive Training with Canva

DigCompEdu Competence area: 5.2   Progression Level: B2

Minimum digital skills level of Students: B2

Minimum digital skills level of Educators: B2

Learning/Teaching situation

Teachers who want to prepare tutorials and other learning resources through a visual, creative lesson activity.

Target group

Any kind of teacher or trainer.
Intermediate level of digital pedagogy competences.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Email account

Description:

This recipe gives students a tool to develop their creativity and design skills.
Canva is an online tool where you can prepare any kind of visual material (poster, leaflets, logos, etc).
To start mastering Canva, we will explain what exactly this interesting tool is. As we said, it is basically used to create professional graphic designs with the drag and drop facility.
In addition to the web version, it is also available for smartphones with Android or iOS

system.
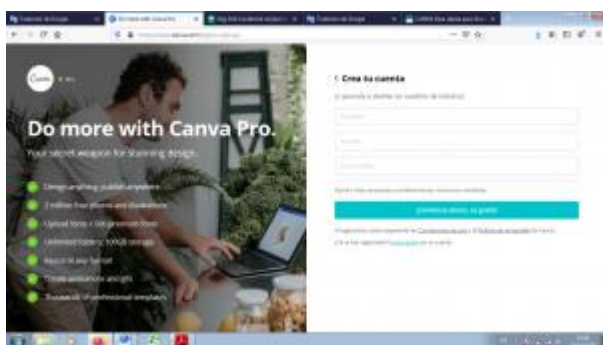
Canva's great resources are really the pre-defined templates, which are divided into several categories, among which are: Images for Social Networks, Curriculum, Business Cards, Infographics, Newsletter, Ads, Media Kit, Web Banner, among others.

Each art is already the correct size for each channel, and when they are ready they can be downloaded in PNG, JPG and PDF formats.

Another differential of Canva is the possibility of creating a project and sharing it with other people.

How to do it (step by step)

Step 1: To start creating your own "Canva " access the following link: www.canva.com

Step 2: Open your account in Canva.

Step 3: Edit your profile.

Step 4: Create a design with the different formats available in Canva: We will be able to choose different types of layout, the font and the colour. Finally click the "Upload" tab to upload our own elements to the design.

Step 5: Once your design is created, share it with your students on Social Networks. To do this, click on the top right menu of the work area or export the image in PNG or PDF format.

Step 6: Ask them to make a similar design for a virtual advertising campaign. Send a task to your students (for example, prepare a poster for the International Day of Peace), the task could be individual or in a group.

Step 7: Review the result of the task.

Step 8: Reward the best one!

Canva is great for marketing activities, developing a brand identity for assessment purposes, useful for collaborating and sharing ideas and options to encourage discussion amongst learners.
Useful for team working activities: each person can be assigned a design element for a collaborative project

See also:

https://www.youtube.com/watch?v=FNqUSOTOmJY

5.2.3 Use competences+ app to create a dynamic resume

DigCompEdu Competence area: 5.2   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B1

Learning/Teaching situation

Teachers who want to help student in preparing a resume.

Target group

Teachers.

Ingredients

- PC/laptop
- Internet connection
- Relevant pictures of experiences
- Activated GPS on the smartphone

Description

Competences+ is a smartphone application that allows users to create a dynamic resume highlighting his or her competences based on personal and professional experiences. The user registers his/her experiences and can then generate as many resumes as wanted while choosing to include them in his/her portfolio. The main area of competences of the user appears in the portfolio in the form of a word cloud. The user can self-assess the level of competences acquired with each of his/her experience according to the 8 key competences of lifelong learning of the European Union.
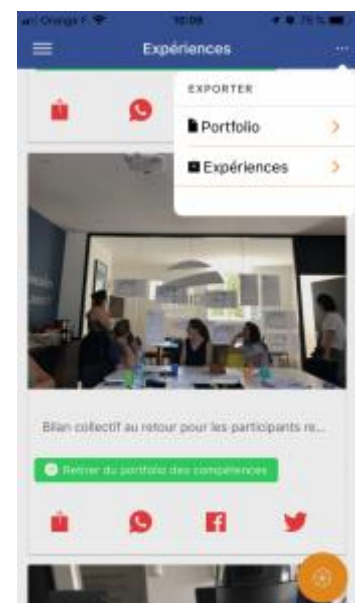
How to do it (step by step)

Step 1: Download competences+ app on your smartphone
Step 2: Create your profile while filling in your name, address, phone number etc. and create a password.
Step 3: Once your account is created you will be redirected to the dashboard
Step 4: Access the menu by clicking the icon at the top left corner.

Step 5: Select "experiences" or click on the icon on the bottom right corner to add one more experience.

Step 6: For each new experience, select a picture, fill in the description, location, website of organisation/company/school and relevant keywords (on the form of #).

Step 7: Self-assess your experience with the appropriate number of stars (1 star very bad, 4 stars very good) while responding to the questions referring to the 8 Key competences of the European Union. The competences scoring the highest number of stars will appear first in the portfolio.

Step 8: Repeat task for new experience as many times as needed
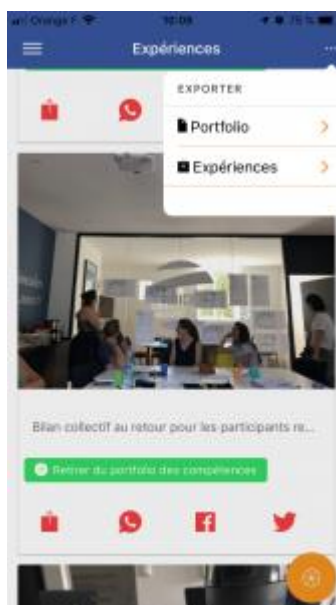
Step 9: Create your personal portfolio choosing the experiences you want to highlight by clicking "add to portfolio of competences".

Step 10: Click on the icon on the right up corner to "export your portfolio", a PDF file will be created with your personal information, experiences, and word cloud.

The user can modify an experience by clicking on the picture chosen and then click on "modify" (bottom button). It is also possible to share an experience on social media (Twitter, Facebook, Instagram, WhatsApp) by clicking on the relevant widget

See also:

Additional information can be found on-line:
http://www.competenceplus.eu
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3Ac11090

5.2.4 Use Facebook to showcase students' work

DigCompEdu Competence area: 5.2   Progression Level: A2

Minimum digital skills level of Students: A2
Minimum digital skills level of Educators: B1

Learning/Teaching situation

An adult education creative setting where learners are developing practical skills with an end product.

Target group

All ages.

Ingredients

- PC/laptop/smartphone
- Internet connection
- A Facebook account
- Additional camera or video with SD card (optional)

Description:

To set up and use a Facebook group as a platform for learners work, using photographic and video media. This allows for peer assessment, discussion and comments in an open forum style environment.

Using a private group setting ensures that the environment is safe, controlled, and will allow for nurturing and confidence building.

How to do it (step by step)

Step 1: Educators create and set up a group Facebook page, ensure privacy settings are in place.

Step 2: Invite learners to join the page.

Step 3: Create guidelines for learners using the page; rules of engagement and expectations.

Step 4: Facilitate a practice session, virtually or face to face, demonstrating how to post and respond.

Step 5: Educator to share additional relevant videos and posts to engage learners.

Step 6: Share links to other similar Facebook users to allow creative engagement wider than the group page.

Facebook is easy to use and generates instant results. It is a useful tool for capturing oversized artwork or site-specific performances/installations.

- Helps tutors engage with their audience and post interesting content
- Sharing of ideas, concepts and thoughts can be more fluid between group members.
- Working in this way can help with communication and reflection.

How Facebook Groups work:

Any Facebook user/educator can make a Group. Some Groups let anyone join but others might be private.

When joining a Group, whether private or public, your Facebook friends might see that you have joined it. Some Groups are secret, in which case a qualifying Group member has to invite you. Leaving a Group will not notify the other members. Only the creator of the group and anyone they make an admin has the power to invite someone to a Group. You can create events, upload pictures/video and share files within a Group. Groups can be deleted by removing all the members.

Guidelines:

1. Have respect for each other. – Respect each other's ideas and work.
2. All group members should do an equal amount of work.
3. Your group should have a common understanding of the aim of the group.
4. Be open to discussion.
5. Effective and polite communication.
6. Time management.

Be mindful that if you are in a Group everyone can see your profile.

- https://www.lifewire.com/facebook-groups-4103720

- https://www.lifewire.com/how-to-set-up-and-secure-your-facebook-timeline-4686732

- https://www.facebook.com

⊘VET 5.2.5 Use NextCloud as personal storage system for learning materials

DigCompEdu Competence area: 5.2   Progression Level: B2

Minimum digital skills level of Students: B2
Minimum digital skills level of Educators: C1

Learning/Teaching situation

For teachers who like to store teaching materials online for easy access for both them and their learners.

Target group

Teachers, trainers, students

Ingredients

- PC/laptop/smartphone
- Internet connection
- NextCloud account

NextCloud is an open-source cloud-storage software, which is used for backing-up and storing files from anywhere. Having created your NextCloud account you have full access to all features of the platform providing diverse functions and usage (some apps are not available for the free version).

It is user-friendly allowing those with basic digital skills to use it, while more advanced users can benefit from more diverse usage and functions.

It can be used for storing, sharing and collaborative editing of learning materials, students` papers, group tasks, etc. There are different tools and functions available which allow for diverse usage.

It focuses on security and safety for the user, who has full control over the files stored and can extract them from the cloud at any time.

How to do it (step by step)

Step 1: Account

As a teacher you will need to create your account in NextCloud. You can use the free account if you plan to use the basic functions, but if you need more apps and storage space you will have to opt for the paid subscription.   There is a special option for NextCloud Education Edition with specifically selected apps suitable for the teachers` work and needs.

Step 2: Materials

Upload the files and materials you want to share with your students. Make sure you provide appropriate and sufficient materials to your students. The learning process tends to be facilitated when learners use their other senses such as vision and listening, when learning, hence incorporating video and audio files may be useful for your target group. You can also share big files such as videos or high-resolution pictures, which usually you cannot send via email.

Step 3: Usage

If you want to encourage group work, you can use the tools for chat and web collaboration, which will allow your students to work together on a task from distance and engage in discussions, comments and peer learning.

All users can track the activities that have been going on within the files as the platform keeps a log of all changes. This will allow for better monitoring and task progress and completion.

As the person owning the files for sharing you have control over the materials: for example you can set an expiry date for the URL link to be active, which may be applicable for exams and tests, or create a password to protect the file, thus overcoming copyright and privacy concerns, etc. In general, NextCloud allows the user to have control over how and where to store their files, which may be useful for trainers/teachers working with specialized materials with limited access and copyright policies.

There's more:

Another storage system that may be useful is OwnCloud; both have been created by the same person, Frank Karlitschek. OwnCloud was the first to be developed, and then its creator left OwnCloud Inc to work on NextCloud. Currently, it seems that NextCloud is more popular, but both platforms have their own users.

If you want to know more check the following links, and look for the section for OwnCloud.

Both are open-source clouds, offering storing space and sharing infrastructure. It is up to the user´s preferences to choose what best suits their needs. It is important to know that using the functions of both platforms is completely free. Fees are to be paid only if the user wants help with supporting the cloud, but these are not necessary for all users nor are they mandatory.

- FOSDEM, Why I forked my own project and my own company OwnCloud to Nextcloud, available at: https://www.youtube.com/watch?v=UTKvLSnFL6I
- Battle of the Clouds, available at: https://civihosting.com/blog/nextcloud-vs-owncloud/

See also:

Pros and Cons of NextCloud, available at:
https://www.youtube.com/watch?v=IgscZb064ZM

NextCloud Tutorial: Setting up your Account, available at:
https://www.youtube.com/watch?v=_eS5MST_zCw

Crawford, D., NextCloud Review, available at: https://proprivacy.com/review/nextcloud
NextCloud 15 Review, available at: https://www.techradar.com/reviews/nextcloud-15

5.2.6 Use OwnCloud as a personal storage system for learning materials

DigCompEdu Competence area: 5.2   Progression Level: B2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: C1

Learning/Teaching situation

Students, teachers, trainers

Target group

Students/learners interested in accessing and working with learning materials – they should be able to independently use online browsers and orient themselves how to use the platform.

Ingredients

- PC/laptop/smartphone
- Internet connection
- OwnCloud storing space

Description

OwnCloud (just like NextCloud) is an open-source private cloud space allowing the user to have their own storing space and share infrastructure and network. The purpose of having your own cloud is to be able to share all files, materials you need with your colleagues, students, peers, etc. It is a storing space aimed at sharing information, while at the same time providing you with the security of having your private storing space and managing your data using applications available on most major operating systems and mobile.

How to do it (step by step)

Step 1: Account
As a teacher you will need to create your account in OwnCloud and manage the data, the infrastructure, software updates, backups and safety as it is a self-host platform. Hence, a certain level of tech-savviness is required for the optimal use of the cloud.

Step 2: Materials
Upload the files and materials you want to share with your students. One of the major benefits of OwnCloud is that it is a secure online space as it is your private cloud. Hence, as a teacher you may have materials protected by copyright or with sensitive contents, which should not be available on an open source. Sharing these via OwnCloud allows you to control and restrict who can access them and when. For example, the Encryption app allows the user to encrypt and protect the data before sending it to providers such as Dropbox or Google Drive.

You can also share big files, which usually you will not be able to send via email such as videos or high-resolution pictures.

Step 3: Usage
If you want to encourage group work, you can use the tools for real-time chat and simultaneous editing of spreadsheets and documents, thus allowing students to work together and finish the assignments without trying to manage a time where they can all physically meet.
Versioning is another useful feature when it comes to group work, as sometimes changes that are not wanted can be made. OwnCloud automatically saves all old file versions, which facilitates the editing process especially, when a number of people is involved.

There's more:

Another storage system that may be useful is NextCloud; both have been created by the same person Frank Karlitschek. OwnCloud was the first to be developed, and then its creator left OwnCloud Inc to develop NextCloud. Currently, it seems that NextCloud is more popular, but both platforms have their own users. If you want to know more check the following links, and the section for NextCloud.

- FOSDEM, Why I forked my own project and my own company OwnCloud to Nextcloud, available at: https://www.youtube.com/watch?v=UTKvLSnFL6I

- Battle of the Clouds, available at: https://civihosting.com/blog/nextcloud-vs-owncloud/

Both are open—source clouds offering storing space and sharing infrastructure. It is up to the user ́s preferences to choose what best suits their needs. It is important to know that using the functions of both platforms is completely free. Fees are to be paid only if the user wants help with supporting the cloud, but these are not necessary for all users nor are they mandatory.

See also:

Roll Out your Own Cloud …Sort of, available at: https://www.danielsellers.com/blog/category/Cloud+Storage

6 Creative Uses for ownCloud, available at: https://opensource.com/life/15/12/6-creative-ways-use-owncloud

ownCloud Overview, available at: https://reviews.financesonline.com/p/owncloud/
ownCloud for Education, available at: https://owncloud.com/education/

5.2.7 Use QuizWhizzer to make a set of questions and build your own themed revision game

DigCompEdu Competence area: 5.2   Progression Level: A2

Minimum digital skills level of Students: A2

Minimum digital skills level of Educators: B1

Target group

All ages

Ingredients

- QuizWhizzer
- PC/Laptop
- Internet connection
- Students with basic digital competence.

Description

This recipe gives students the opportunity to develop their media competence by using the QuizWhizzer App. Playful exercises help to repeat the vocabulary, grammar, and find out more about the country in order to develop students' linguistic skills.

How to do it (step by step)

Step 1: Sign in to QuizWhizzer page.

Step 2: Click on "Make a game".

Step 3: On the left side you can see what your game looks like. On the right side you can edit your game.

Step 4: First click "Add space" to add new play fields. Players move based on order in which you added your play fields. On the left you can move the fields freely.

Step 5: Select "Player movement" and select background image, as well as shape and size of your play field. If you want to create a game quickly, you can choose from already existing game designs. Clone a game in just a few seconds by clicking on "Clone a game".

Step 6: Choose a name for your game and briefly describe it.

Step 7: On the top right determine access mode: public/private.

Step 8: When you're done with the play field, add your first question. Click on "Question".

Step 9: Edit your question: Specify points that are achievable and formulate the question. You can also add image or video to the question (Add Image/Video).

Step 10: Choose your question type.

Step 11: Write answers and mark which ones are wrong and which ones are correct.

Step 12: Go through all questions and click on "Save game".

There's more:

If you click on the right side "Tutorials", you can get lots of tips on how to create a game as well as step-by-step instructions.

See also:

Tutorial: https://www.youtube.com/watch?v=sCiq6O50uLg

5.3 Actively engaging learners

✅VET 5.3.1 Create an interactive and engaging presentation with Mentimeter

DigCompEdu Competence area: 5.3   Progression Level: A2

Minimum digital skills level of Students: A2

Minimum digital skills level of Educators: B2

Learning/Teaching situation

Teachers who need to create an interactive presentation.

Target group

Teachers and students.

Ingredients

- PC/laptop/smartphone
- Internet connection
- A projector

Description

Mentimeter is a free on-line presentation software that allows the user to create interactive and engaging presentations. It offers the opportunity to create polls, quizzes, slides and images, which the audience may react to, or give feedback using their smartphones. Once the presentation is over, the user may also export the results for further analysis and compare data over time to measure progress of the audience.

How to do it (step by step)

Step 1

Go https://www.mentimeter.com/ and sign in for free with either a Facebook or a Google account to access the dashboard

Step 2

Click "New Presentation" to view the different template formats proposed and choose one. A 6 digit code will appear on top of your presentation, this is the code the audience will need to interact with you using their smartphones.

Step 3

The left column of the dashboard indicates the process of creating an interactive content. First, click on "type" to

choose the format of your question, then "content" to word it, and "customize" if you want additional parameters.

Step 4

While inserting the content of your question, you may also choose how you would like the results to appear to the audience while clicking on "result layout".

Step 5

Click "Present" on the top right corner to have an overview of the presentation. Click on "your presentation" on the bottom left corner to go back to the dashboard.
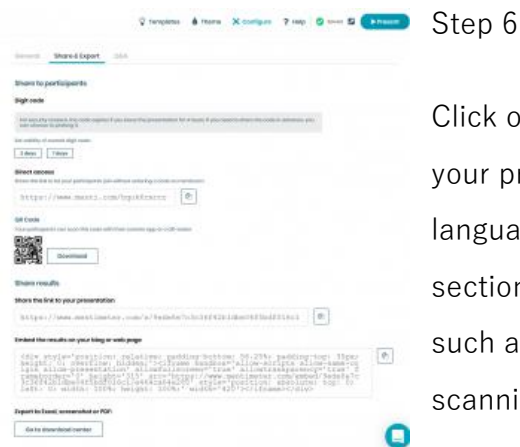
Step 6

Click on "configure" to manage additional settings of your presentation such as the validity of the digit code, language and audience access. It is also possible in this section to export the presentation into different format such as Excel, PDF, and to extract a QR code for easy scanning access.

There's more:

Mentimeter's free trial limits the number of questions and presentations you can create and does not allow the import of a Google or PPT presentation (only available for paid plan users). The website also offers special rates for educational facilities and schools.

See also:

See a similar app on https://www.slido.com / https://www.sli.do.com
Additional review and feedback on Mentimenter :
https://www.commonsense.org/education/website/mentimeter

5.3.2 Create YouTube subtitles to translate or add information on videos

DigCompEdu Competence area: 2.2 & 5.3   Progression Level: A2

Minimum digital skills level of Students: A1

Minimum digital skills level of Educators: B1

Learning/teaching situation

Translating or analysing video dialogue for language learning

Target group

Students attending or interested in your courses

Ingredients

- PC/laptop
- Internet connection
- YouTube app

Description

When it comes to learning any subject matter, YouTube has a variety of offers in video content that can be used in and outside of the classroom as a tool for integrated learning. The videos available are translated or open for public translation and provide an option for adding Google generated subtitles.

How to do it (step by step)

Step 1: Selecting teaching material to share – A2

The integrative use of contextualised videos can stimulate critical thinking as participants are involved in active and reactive viewing. The advantages of translation videos are endless, one of which being that they eliminate barriers of language when it comes to accessing learning material. Furthermore, translation as a language learning tool can help to reveal important details about a language which can help correct one's mistakes and gaps in comprehension. (This activity is usually good for language learners in the pre-intermediate stage).

- Planning your lesson and designing activity: A teacher can either teach using translated content or to create an activity where students are tasked with providing translations individually or in a group.

Step 2: Developing ideas and methods for providing guidance

Provide tools to support and guide students.

Create interesting activities. Learners work to translate or analyse translation of videos (picked by the teacher) and present them to the class, explaining what they learnt from the process in terms of vocabulary, idioms, grammar etc. Try to integrate translation with other skills/systems practice where possible (e.g. partners practicing dialogue used in the selected video).

Develop a guidance plan for the lesson. Create and provide clearly defined learning aims. Additionally, provide questions or guidelines for analysis which focus your students on the important lesson from the video. Pre-handouts help learners with preparations and clarification they may need.

Consider possible restrictions and students needs

- This includes access to technologies or opportunities for feedback and questions. E.g. prepare grammar explanations related to each video.
- When it comes to working online, sharing or distribution of content copyright, infringement laws need to be checked beforehand.
- Consider individual limitations, learning abilities and level of language, especially in a group setting.

Step 3: Design activities or practices to encourage collaborative learning.
Working in groups or as partners helps maintain the element of communication, discussion, comparisons and shares the workload.

Step 4: Demonstrate how the tool can be used for self-regulated learning
Provide tips for translating educational videos or material.
The teacher can provide individual feedback with useful effective learning strategies for further learning e.g. encourage repeated practice of translating single short texts.

There's more:

Students can compare their own translations in the class, and also submit corrected translations of a video on to YouTube no matter the language.

See also:

https://support.google.com/youtube/answer/2734796?hl=en
https://www.teachingenglish.org.uk/article/translation-activities-language-classroom

VET 5.3.3 How to create an interactive poll with Sli.do using Smartphones

DigCompEdu Competence area: 5.3   Progression Level: B2

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B2

Learning/Teaching situation

Teachers who want to embed interactive tools in their lessons.

Target group

Teachers & students

Ingredients

- PC/laptop/smartphone
- Internet connection
- Projector

Description

Sli.do is an application that allows you to create a poll and actively engage with your students using their smartphones. The result of the poll (number of respondents, stats etc.) appears on the screen in real time as a dynamic presentation. The teacher moderates the answers by selecting and hiding some of them, if not appropriate. The app generates interaction between students and teacher, and between the students themselves.
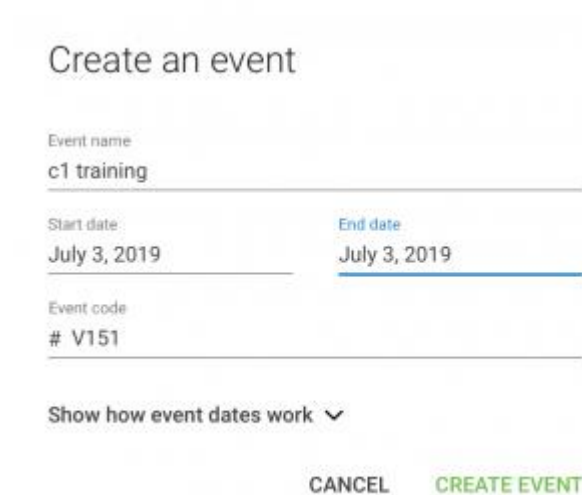
Step 1

 Register an account on slido.com setting up an account name and password.

Step 2

Click on "create an event" to create an online poll/questionnaire.

Step 3

Insert the name of the event, the starting and ending date of the poll, the event code in the form of a #. The # is the name of the poll the students will need to access the poll with their smartphones. The click "create an event" on the bottom right corner

Step 4

Click "create a poll" in your event and select the question type to use (multiple choice, word cloud etc.)

 Step 5

Activate it by clicking on the green arrow. Once active the poll will appear in red colour. It means it can be accessed by the students with their smartphone on slido.com using the chosen #.

Step 6

Display the results of the poll, by clicking on "Present mode". To have more facilities to manages questions and projection in a same time, use a phone to

manage questions (activate, deactivate poll···) and a computer to present the answer. (See screenshots)

Step 7

Select the way you wish to display the results of the poll (word cloud, charts etc.). Any additional responses will be displayed to all in real time.

Step 8

Moderate the poll by choosing which answers to display and which ones to hide.

Step 9

Students can also ask additional questions to the teacher via their smartphones by the same poll.

There's more:

Sli.do provides the teacher with the opportunity to moderate questions from students and review incoming questions before they are displayed to all in the classroom. It is also possible to use the padlock to enable or disable voting for the question.

See also:

https://www.slido.com / https://www.sli.do.com
See a similar app on https://www.mentimeter.com/
For more information on the app, https://www.youtube.com/watch?v=3jMf_BnZ1B8

5.3.4 Online radio casting is an online audio tool for learners

DigCompEdu Competence area: 5.3   Progression Level: B2

Minimum digital skills level of Students: C1
Minimum digital skills level of Educators: C2

Learning/Teaching situation

Using school radio for extending learning on social and educational topics.

Target group

Teaching institutions

Ingredients

- PC/laptop/smartphone
- Internet connection
- Soundcloud broadcasting software

Description

Radio casting provides an exciting and engaging medium for your students and teachers alike to use. When managed properly it can enrich the education process while helping users to develop their communication skills, build confidence and discuss the issues that are important to them. It can be used by institutions to foster a safe community environment for the expression of views, provision of information related to the school and to promote inclusion.

How to do it (step by step)

Step 1: Develop a distribution and content plan- B2

Radio casting on a large scale needs a group of individuals to complete various tasks. Teamwork and a collaborative effort, with the delegation of the workload, can help achieve a common goal. It will help build an inclusive atmosphere in the school and encourage teamwork throughout.

Learning situation: Using a school radio for social and educational topics.

Selecting team, material and content to share - Determine the basis of participation, for example decide if the station will be produced by a class, committee or a team.

Determine co-ordination by interest - The teacher can create a rough plan of the segments or structure of delivery, as this may help identify the individuals who can be most suitable for the team.

Step 2: Creating and modifying

Planning the programme and coordinating the production schedule

Determine your timeline - This includes information on programming and distribution details. Create a flexible schedule detailing when you will be on air or when content will be uploaded online etc.

Consider content creation and collection method - Planning can help develop content with a marketing strategy for long term content. Develop ideas for who you may invite and the structure of delivery e.g interviews, group discussions or other extras for programmes.

Decide on the resources and supporting material - These are for creating enjoyable, engaging, content that will inspire learning.

Consider possible restrictions to use the digital resources related to technical requirements.

Accessibility for users: Teachers and students may need equipment to access the radio discussions and content both in the class and outside the class environment.

Suitability of radio as a teaching tool: If teachers are involved, they can also use the school radio to teach and create the material in the classroom

Consider collaborating with other faculties in the school; for example sports, science and other subjects of interest. This also includes identifying sections for reoccurring segments.

Step 3: Managing, protecting and sharing

Take measures to protect sensitive data and resources - Copyright infringement laws should be checked beforehand.

Consider issues related to access -Take into account the resources available for participants outside of the classroom as well as inside the classroom environment

Consider practical difficulties and equipment - Radio needs equipment for broadcasting, time and commitment.

There's more:

Developing content can be done at one's own pace. Teachers can add their own content e.g. writing blog-style articles and updates about what is going on in their classroom.

See also:

https://www.airtime.pro/how-to-start-an-internet-radio-station-a-step-by-step-guide/
https://www.schoolradio.com/benefits

⊘VET 5.3.5 Use Basecamp as a Project Management System

DigCompEdu Competence area: 5.3   Progression Level: A2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: B2

Learning/Teaching situation

A valuable software application for keeping track of progress

Target group

Ideal for students who have little or no experience of working with project management tools.

Ingredients

- PC/laptop/tablet
- Email account
- Internet
- Basecamp Software

Description

Basecamp is a project management tool facilitating the working process, especially when teamwork is required. It is a real-time communication platform that helps groups working on the same project keep track of each other´s progress, assignments, due dates, and file-sharing. It is a valuable tool for everyone who works with or in a group. In addition, all discussions, files and related dates are organized by topic allowing better monitoring and efficiency.

As a teacher you can use the platform for group projects with your students, or for assignment distribution and tracking. Furthermore, you can also use it for general lesson planning and keeping your students informed about the contents, tasks, to-dos and timeline for the learning process. Basecamp allows a more interactive learning process as students can communicate among themselves and/or with the teacher on certain topics or assignments and adjustments can be easily made accordingly. Basecamp is

also an easy way for students to upload their papers, files and all assignments at the appropriate time and for the teacher to easily keep track of any outstanding tasks.

Step 1: Creating the project and including your team members
You need to make an account on the Basecamp platform and then create your project and invite the participants for the specific project. If you intend to use Basecamp for collaborative students projects, the good thing is that participants do not need to have a Basecamp account - all you need is to include their emails as participants in the specific projects.
If Basecamp platform is intended to be used independently by students when they manage their work outside the classroom then ideally, they already should have intermediate level of digital skills. Otherwise, the trainer may dedicate one session solely on how Basecamp functions and what is it to be used for and ensure that their students can use its full potential autonomously.

Step 2: Working Process
Depending on the reasons for using Basecamp you can design your work-flow in different ways. However, if the goal is to manage the working process of your students you may start by allocating tasks.
- To-Dos: make a task list and divide up the work among your students. You can also use it for managing a printing queue as students can add items to the list which are checked-off once printed
- Schedule: set the milestones, deadlines, events, exams, etc. A valuable feature is having automatic reminders that would allow for both students and teachers to keep track of their progress and all due tasks.
- Automatic Check-Ins: Basecamp also sends automatic emails for the tasks due or overdue. It also sends messages in case changes, updates or messages are sent by the other participants in the group

- Message Board: you can have discussion on specific topics related to the project, or announce future assignments, thus having more organized overview of how the different parts of the working process are progressing, rather than having all conversations covering diverse elements in one big communication line
- Campfire: other than the Message Board, there is the Campfire section, which is more like a "chat-room" for quick, "urgent" messages and issues to be solved quickly
- Docs and Files is the section where students can submit/store their work. It is also a good way for the teacher to make materials available for the class – by uploading them in Basecamp all participants can access them when needed.

Learners using Basecamp

It is also a good managing tool for students themselves to organize their own work. Instead of the trainer assigning the tasks, they can give the topic of the project and let the students organize their working process on their own, thus allowing them to develop their soft skills such as:

- time-management
- prioritizing
- tasks distribution and coordinating responsibilities
- team work
- communication

Course creation

Teachers can also use Basecamp platform to collaborate with other colleagues on creating a course and storing all materials needed for the development. It allows for centralized coordination to keep track of all versions produced.

Researchers work

Research (post-grad work, academic researchers, etc.) requires long-term project management and precise data and knowledge collection and storing. Basecamp is a useful tool for keeping different topics clearly defined and all related files duly stored. Furthermore, it is also beneficial if the researcher is working with a supervisor or a collaborator to maintain easy, constant and timely communication flow.

Basecamp is intended to serve the purposes of business management; however, it can also be applied in an educational environment for organizing the learning process and easing the work of the educator. It is also beneficial for involving the learner in the learning process making them more involved and engaged through constant interaction – learners can leave comments, feedback, send private or group messages, etc.

There are several ways to maintain a communication flow in Basecamp, and sometimes it may be difficult to locate where exactly (comment on a to-do task, Campfire, or Message Board) the communication is taking place.

One of the main setbacks of Basecamp is that it is a paid application. There may be some free versions for teachers, however these vary and are not constantly or widely available.

See also:

Woodbridge, A., Using Basecamp to Manage your Classroom/Makerspace projects and print queues, available at: https://ultimaker.com/learn/using-basecamp-to-manage-your-classroom-makerspace-projects-and-print-queue

Meyers, A., Basecamp for Teachers App, available at: https://andreameyers.com/basecamp-teachers-app/

3 Way Basecamp can be Useful in High Ed, https://www.gettingsmart.com/2014/06/3-ways-basecamp-can-useful-higher-ed/

5 Reasons Why I Love Basecamp, available at: https://www.youtube.com/watch?v=rfLrxA8Sivs

How I Use Basecamp in my Classroom, available at: http://calebhicks.com/2014/basecamp-free-teachers/

✅VET 5.3.6 Use online video casting as a video tool for learners

DigCompEdu Competence area: 5.3   Progression Level: B2

Minimum digital skills level of Students: B1
Minimum digital skills level of Educators: C1

Learning/Teaching situation

'A valuable software application for easy creation of video content'

Target group

Students attending the courses who need to be able independently to work with video player software to have access to the screencast
Teachers/Trainers who are able to produce their own contents and have the digital skills to work with video-recording and editing software

Ingredients

- PC/laptop
- Internet connection
- Video Recording Software
- Camera
- Microphone

Description

Video cast (a.k.a screencasting) is a video recording of any instructional activity performed on a computer screen (basically anything occurring on a person´s screen) accompanied by an audio narration as explanation. It is one of the tools used for creating instructional videos to share knowledge and ideas and is often used as a learning resource and support tool. You can create your contents depending on your goals: tutorials, demonstrations, digital storytelling, narrated PowerPoint presentations etc.

It is an easy and efficient way to produce content that has to reach a number of people or needs to be delivered repeatedly, e.g. introductory training for new employees or students, or teacher´s input for lectures, explanation how to use an app, etc.

A screencast can provide a learner-centred and engaging experience, facilitating the learning process. It can be used both for distance-learning or in traditional learning settings for visualizing the contents. Screencasts offer input in an engaging form, allowing for visualizing the contents, thus enhancing the learning process. Depending on the purpose of the input, sometimes it may be easier to convey and perceive in a visual form, rather than written words.

How to do it (step by step)

Step 1: Contents
Define your topic and objectives in order to choose what form your videocast will take (tutorial, lecture-like presentation, demonstration, etc). The advantage of using screencasts is that you can easily explain a step-by-step process, present a PowerPoint in a more appealing way, or explain a concept with visuals. Furthermore, rather than using someone else´s contents you can easily tailor your screencast to your preferences and objectives, giving full control over what is being delivered to your students. Your students can also control when, how and with what frequency they

watch the video, thus allowing for flexible learning tailored to the specific pace and needs of the student.

Trainers/teachers should bear in mind that videocasts (if aimed at distance-learning) are not as interactive as webinars, or face-to-face sessions, and they provide only one-sided input from the trainer/teacher. Hence, depending on the objectives, the message and input you want to convey, as well as the reaction you would like to evoke in the other participants, you need to structure your contents in clear, self-explanatory, and comprehensible steps, so that the contents can be grasped without further assistance. If the videocasts are played in a classroom environment, then it is easier for the teacher/trainer to explain. In these cases, you may even use the video only, without audio-narration.

To make your input more engaging you can incorporate videos, music, sound effects, graphs, etc. Using multimedia allows you to create a more engaging and effective learning experience involving visualization and listening as supporting learning mechanisms.

Step 2: Video-maker

There is an array of different software that can be used for video casting.

Wink Screen Recording and CamStudio are among the apps available free of charge, which can help you create your own video. One of the most popular apps for screencasting is Camtasia, but it is a paid software.

You can find below a list with more tools for screencasting:

- Screencapture and Screencasting Tools, available at: http://c4lpt.co.uk/directory-of-learning-performance-tools/screen-capture-tools/

Step 3: Usage

Setting

You can use the screencasts in diverse ways depending on your goals.

You can make them available for students to watch them outside the classroom, either as a preparation for the next class or as additional materials complementing your last

session, or just for information to be available at any time in case some students missed the class. If your aim is to engage students as much as possible, you can have them watch the screencast at home prior to the session, and then moderate a discussion during the face-to-face session covering the material of the screencast. This will allow you to use the face-to-face approach to encourage interaction and students´ input rather than having a one-sided lecture only delivered by the teacher. Students attend the class with some prior knowledge on the topic and will be able to engage critically with it rather than simply listen to what is delivered.

In the classroom, screencasts will be useful for visualizing specific contexts – videos for science experiments, or graphs, or step-by-step sequences. It may be also useful to use when the teacher is not available, and they have to be substituted by another colleague – screencasts can support the work of the substitute teacher.

Input

The contents provided can be quite diverse serving multiple purposes. For example, they can deliver specific information, or teach how to use different online tools or applications for academic purposes. Moreover, you can provide feedback to your students for their papers, exams, etc. through a screencast. When giving feedback, in addition to what it is being said the way it is conveyed is also important, thus providing a context for constructive feedback.

Videocasts are used for product promotion, which can be also applied in educational context. It could be a way for teachers/trainers to promote their courses – making a video with the course description may be a good way to attract new applicants.

In addition, it is not necessary for the teacher/trainer to always be the one producing the videocast. As a task, students may have to prepare a screencast on a specific topic, thus critically engaging with the information and choosing what and how to involve. It could be an engaging way for learners to interact with specialized data.

Step 3: Edit

Having already recorded the videocast edit it further to add graphs, pictures, videos, titles, highlights, captions etc. to ensure that it is coherent and enticing.

You can use a special editing software or have it built-in to your video-recording programme.

Step 4: Publish
Depending on your target group and goals you can make the video available only for a specific group on a platform with restricted access or publish it on public channels having a wider outreach.
You can share a link in an email, blog, social media post etc., or you can directly upload the video.

There's more:

Screencasting is a useful tool allowing teachers/trainers to deliver input to their learners in an innovative, more appealing and engaging manner. It can be used for creating simple videos of a step-by-step demonstration on the computer screen for people who are yet to gain more experience in screencasting, and for the already screencast-savvy ones they can edit and add diverse multimedia sources creating more elaborate contents. Sources:
The Ultimate Guide: What is Screencasting and Why Use it?, available at:
https://www.techsmith.com/blog/what-is-screencasting/
Ruffinin, M., Screencasting to Engage Learning, available at:
https://er.educause.edu/articles/2012/11/screencasting-to-engage-learning

See also:

7 Things You should Know about Screencasting, available at:
https://library.educause.edu/resources/2006/3/7-things-you-should-know-about-screencasting
Onlignment, A Practical Guide to Creating Learning Screencasts: part 1: available at:
https://archive.onlignment.com/2011/04/a-practical-guide-to-creating-learning-screencasts-part-1/

Onlignment, A Practical Guide to Creating Learning Screencasts: part 2: available at: https://archive.onlignment.com/2011/04/a-practical-guide-to-creating-learning-screencasts-part-2-creating-all-in-one-take-screencasts/

Onlignment, A Practical Guide to Creating Learning Screencasts: part 3: available at: https://archive.onlignment.com/2011/05/a-practical-guide-to-creating-learning-screencasts-part-3-using-desktop-tools/

Wink: The Basics, available at: https://www.youtube.com/watch?v=H_3oA1TR79w

⊘VET 5.3.7 Use Powerpoint to provoke group discussion

DigCompEdu Competence area: 5.3   Progression Level: B1

Minimum digital skills level of Students: A1
Minimum digital skills level of Educators: B2

Teaching/Learning Situation:

Any learning situation where whole group or small group discussions can take place. Online and in classrooms.

Ingredients

- PC/laptop/smartphone
- Internet connection
- Microsoft Office Power Point software (other slide presentation software is available)
- Smart board or projector

- If online a web conferencing meeting software, for example Zoom or Teams

Description

Powerpoint (or other slide presentation software) can be used to create thought - provoking discussion points, or for and against argument starting points. These can include images; facts; links to video or audio clips; links to websites etc.

The teacher can create strong visual and factual information, which can be displayed easily by sharing online through screen share or in the classroom situation.

The class can be divided into smaller subgroups to research and present arguments based on the facts provided on the slide presentation.

Debate can also be instigated without further research.

As with all debates, it is important that the question is clear and the session is managed by the teacher to ensure all learners get the opportunity to participate.

How to do it (step by step)

Step 1

Teacher/educator creates a presentation using the slide creating software.

Step 2

 The argument or discussion point must be clear and well supported with facts, images, empirical data, links to further research and information.

Step 3

The teacher/educator presents to the learners (either in class or online).

Step 4

Students are active listeners in the presentation and encouraged to make notes during the presentation.

Step 5

Teacher/educator divides learners into smaller groups for exploration of ideas, to develop theory and arguments and to create succinct ideas and thoughts to bring to the discussion.

Step 6

All groups are given time to present their ideas with Q & A forum.

Step 7

Discussion can be held with clear rules of engagement, for example only one speaker is allowed at a time. Each person wishing to speak must have a clear signal to the teacher without interrupting others.

Step 8

The teacher must be unbiased and act as a facilitator to help to summarize points.

Step 9

These points may be gathered as an extra slide or on a white board/word document for sharing.

Step 10

The teacher can informally assess individual contribution to the discussion, teamwork and collaboration.

Step 11

Understanding and learning can also be assessed.

Step 12

A follow up activity may be set as home learning. This may be to summarize the discussion and to allow reflective practice of the learner on their own performance in the discussion activity or to allow the learner to reflect on their own views on the question or topic.

There's more

Discussion can help students:
1. Learn to develop and support a position and "think like a scientist"
2. Gain exposure to diverse viewpoints,
3. Become more respectful of academic disagreement
4. Become more confident about taking intellectual risks
5. Learning how to be accepting of others' ideas
6. Improve students' ability to listen and to self-critique
7. Develop a collective, informed, critical understanding about a topic
8. To distinguish facts from opinions and values.

See also:

https://busyteacher.org/25732-activities-to-spark-discussion-in-the-classroom.html
https://busyteacher.org/7245-conducting-class-debate-essential-tips.html
https://www.teachhub.com/classroom-activities-how-hold-classroom-debate
https://support.office.com/en-gb/article/basic-tasks-for-creating-a-powerpoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36
https://apps.apple.com/us/app/microsoft-powerpoint/id586449534
https://blog.hubspot.com/marketing/easy-powerpoint-design-tricks-ht

http://related.forbes.com/PowerPoint_Presentation_Templates.cfm?clpn=2&&vi=15651
83984766

https://prezi.com/

✓VET 5.3.8 Use Skype Classroom for connecting with similar learning groups across the world to share ideas, language and culture

DigCompEdu Competence area: 5.3   Progression Level: A2

Minimum digital skills level of Students: A1

Minimum digital skills level of Educators: C2

Learning/Teaching situation

In-class live link to a classroom in a different country.

Target group

All ages.

Ingredients

- PC/laptop/smartphone
- Internet connection
- A projector or a large screen
- A Skype for Classroom group

Description

Connect live to anywhere in the world! Meet students studying the same subject, exchange cultural dialogue or practice a new language.

Skype in the Classroom is an online community that enables thousands of teachers to inspire the next generation of global citizens through transformative learning over Skype. You can connect your students with other classrooms around the world and collaborate on projects or one-off calls, invite an expert to talk to your students over Skype or take a virtual tour.

Benefit for educators: Interactive teaching.

Benefit of tool implementation for learners: Actively engaging learners.

Helps tutors to engage with their learners to create and discuss interesting content.

How to do it (step by step)

Step 1: Register and create a profile on the Microsoft Educator Community.

Step 2: Create a Skype for Classroom account.

Step 3: Take the introductory course for Skype for Classroom.

Step 4: Request a Skype activity to network and create link with suitable Skype group or class/school.

Step 5: Introductory activities in your class prior to Skype event could include research tasks about the country; language and vocabulary practice; preparation of a song to share; presentation about the students/school/area/country to share.

Step 6: Link with Skype Classroom activity.

https://language.exchange/sns/Skype/penpals/

https://en.openlanguageexchange.com/language-exchange-online-Skype.html

There's more:

Develop further learning activities by:

- Linking pen pals
- Arranging follow up class skype meets
- Exploring the partner country by virtual tours to historic sites and museums.
- Linking with other areas of curriculum; art, performing arts, history.

See also:

https://www.language-exchanges.org/es

For business: https://www.skype.com/en/business/

Guidance: https://www.skype.com

https://education.microsoft.com/skype-in-the-classroom/getting-started

Help and advice: https://support.skype.com/pl/skype/all/

Digital Pedagogy Cookbook